

INSPECTION REPORT

NURSERY HILL PRIMARY SCHOOL

Nuneaton

LEA area: Warwickshire

Unique reference number: 125500

Headteacher: Mrs V Squires

Reporting inspector: Mr M Johnstone

Dates of inspection: 27th – 30th May 2002

Inspection number: 195220

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Ansley Common
Nuneaton
Warwickshire

Postcode: CV10 0PY

Telephone number: 024 76 392318

Fax number:

Appropriate authority: The governing body

Name of chair of governors: Mr D Wilson

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Malcolm Johnstone	Registered inspector	Science Information and communication technology Art and design Design and technology Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
09942	Susanna 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?
20911	Judith Dawson	Team inspector	Mathematics Music Religious education Foundation Stage	How good are curricular and other opportunities offered to pupils?
23566	John Iles	Team inspector	English Geography History Physical education Special educational needs English as an additional language	How well is the school led and managed?

The inspection contractor was:

SES Ltd.
132 Whitaker Road
Derby DE23 6AP

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Ansley Common, a former mining community on the outskirts of Nuneaton in Warwickshire. In 1996, the school changed from a First School with pupils up to the age of eight years to a Community Primary School for pupils aged three to eleven years. An Early Years Unit was created in the year 2000 to include nursery children. The area has features of social deprivation and most pupils enter the nursery with attainment that is well below average. The pupils' families live in mainly rented and housing association properties. There are 172 pupils on roll consisting of 78 boys and 82 girls attending full-time and 23 children who attend part-time in the nursery. This is smaller than other primary schools. Sixteen per cent of the pupils are eligible for free school meals and this is similar to the national average. Thirty per cent of the pupils have special educational needs, which is above the national average. Most of these pupils have learning difficulties. Two pupils have a statement of special educational need. Almost all the pupils are of white United Kingdom heritage although four per cent of the pupils have English as an additional language. Two pupils are at the early stages of English language acquisition. The number of pupils entering and leaving the school other than at the usual times (pupil mobility) is much higher than in most primary schools.

HOW GOOD THE SCHOOL IS

The school is effective in many aspects of its work. Although overall standards are below the national average, the school does well to help the large majority of pupils achieve the national level in English and mathematics. Standards in Year 6 have improved markedly over the last two years. Teaching is excellent in the nursery and reception classes and is consistently good in Years 5 and 6 and this is helping to raise standards. The headteacher, staff and governors are committed to improvement and work well together. The school provides satisfactory value for money.

What the school does well

- The headteacher has led the school well through some difficult times.
- Children are given a flying start to their school life in the nursery and reception classes because the teaching is excellent.
- Teaching is consistently good in Years 5 and 6 and is raising standards and pupils' achievements.
- There is a good range of learning opportunities including a very good range of interesting activities outside lessons
- The work seen in art and design, design and technology and physical education is better than that normally seen
- The school is working very effectively to develop pupils' personal, social, health and cultural education

What could be improved

- Attainment in English and mathematics by the age of eleven.
- Standards in information and communication technology (ICT) and the use of computers to support learning in all subjects.
- Provision for the small but significant minority of pupils with emotional and behavioural problems.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been a number of major changes, some of them disruptive, since the last inspection in June 1997. The school has converted from being a first school to a primary school and has added a nursery to its provision. Following a hydrogen gas scare it has had to move to a nearby primary school for two terms. There have been a number of staff changes with only two teachers remaining since the last inspection. Despite these events, progress has been satisfactory. Standards and the quality of teaching have improved and the key issues identified at the last inspection have been tackled satisfactorily. Good schemes of work have been developed in all subjects and support teachers' planning effectively. The governing body is developing its strategic role satisfactorily and is more involved in the life and work of the school. The school development plan is now more focused and effective and the Annual Parent's Report contains all the required information. The capacity for further improvement is good.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E	E*	E	D
Mathematics	E*	E*	E	D
Science	E	E*	D	C

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

Despite excellent teaching and learning in both the nursery and reception classes, this cannot fully compensate for the well below average attainment of most children when they begin school. By the time they enter Year 1, most children do not attain national expectations in communication, language and literacy, mathematical development and knowledge and understanding of the world. They do, however, reach the expected standard in personal, social and emotional, creative and physical development.

In the national tests at the end of Year 2, most pupils do well to achieve the level expected nationally in reading and mathematics and come close to this in writing. Overall, however, the school's performance in last year's tests was well below the national average in reading and writing and below average in mathematics because too few pupils attained the higher levels. Inspection evidence for pupils in this year's Year 2, paints a better picture of standards, although in reading and writing, standards are below rather than well below average. In mathematics there are more pupils likely to reach the higher level and standards are now similar to the national average.

Inspection evidence for pupils in this year's Year 6 indicates a level of performance higher than that in last year's national tests due to good teaching in Years 5 and 6. Standards remain below average in English and mathematics but are now closer to the national average. In science, standards are now similar to the national average. About a quarter of the pupils are on course to reach the higher level (level 5) in science but not as many pupils are likely to achieve this in English and mathematics. The school has only had a Year 6 since 1999 but since that time there has been an upward trend in results with a marked jump in the last couple of years. In Year 2 and 6 standards in ICT are below expectations. In religious education, standards meet the requirements of the local agreed syllabus. Pupils achieve higher than expected standards in art and design, design and technology and physical education.

Most pupils who have special educational needs make good progress and achieve well, although for the small minority who have emotional and behavioural needs, progress is unsatisfactory. The very small number of pupils who have English as an additional language make good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy school and the large majority are eager to learn. Pupils are friendly and polite to visitors.
Behaviour, in and out of classrooms	Satisfactory overall: most pupils are well behaved in class and around school. They have good understanding of the impact of their actions on others.
Personal development and relationships	Relationships are very good and pupils enjoy taking on responsibility. Most pupils do not show enough initiative and independence in lessons
Attendance	Satisfactory: similar to the national average.

Children in the nursery and reception classes have very good attitudes to learning and their behaviour is often excellent. For a small but significant minority of pupils with emotional and behavioural needs, behaviour is poor in some lessons and this has a detrimental effect on their learning.

TEACHING AND LEARNING

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

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

Teaching in the nursery and reception classes is often excellent and never less than good. There are excellent systems to support learning and relationships are excellent. There is a very happy and productive learning environment and activities move at a rapid but appropriate pace. The teachers and support assistants have a very good knowledge of how young children learn. The teaching of English and mathematics and the teaching of basic literacy and numeracy skills is satisfactory overall with examples of some good, very good and excellent teaching. In Years 1 to 6, strengths in teaching and learning are:

- classroom management, relationships and high expectations that develop a strong work ethic, an eagerness to learn and mutual respect
- subject knowledge that results in good questioning of pupils and the development of key subject vocabulary
- meaningful links between subjects that add relevance to learning for the pupils
- the use of resources in and out of the classroom that enhances understanding and makes learning more enjoyable and
- the opportunities for pupils to work on practical activities linked to a real-life outcome
- most pupils who have special educational needs receive good support from teachers and classroom support assistants and make good progress.

Areas for improvement are:

- the work provided for the above average pupils does not often provide enough challenge and as a consequence, they do not achieve as well as they might
- not enough opportunities are provided for pupils to develop initiative and independence in their work and
- in year groups where there is a relatively high proportion of pupils with emotional and behavioural needs, teaching does not meet their needs effectively. This is particularly marked when additional support is not available.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent for children in the nursery and reception classes and good in all other year groups. There is a very good range of interesting activities outside lessons and these enhance and enrich pupils' learning.
Provision for pupils with special educational needs	Good for most pupils but unsatisfactory for pupils who have emotional and behavioural needs in lessons where additional support is not available.
Provision for pupils with English as an additional language	For the very small number of pupils, support is good and the pupils achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: spiritual, moral and social development is good and cultural development is very good. There is strong emphasis on the development of pupils' understanding of a range of cultures, including suitable emphasis on their own.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. Procedures for finding out how well pupils are doing are good and the information is used satisfactorily to guide curricular planning.

In almost all areas of its work, parents have positive views of the school. Strong links are established with parents of children starting school and these are maintained as pupils move through the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall: the headteacher has led the school well through some difficult periods. A new senior management team is being built and is beginning to have more influence on school improvement.
How well the governors fulfil their responsibilities	Governors fulfil their statutory duties effectively and are beginning to hold the school more accountable for the quality of education it provides.
The school's evaluation of its performance	There are effective systems for finding out what is working well and what is not. These have resulted in several good initiatives aimed at raising achievement in literacy and numeracy.
The strategic use of resources	Resources are used well overall and all specific grants are used for their designated purpose. The principles of best value are applied satisfactorily.

The match of teachers and support staff to the demands of the curriculum is adequate. Not enough additional support is available for classes where there are pupils with emotional and behavioural needs. This has a detrimental effect on their learning. Though accommodation is satisfactory overall, the quality of the two temporary classrooms is poor and has a negative effect on the pupils' learning. Learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • The teaching is good and children are expected to work hard. • The school is well led and managed. • Behaviour is good and the school is helping children become mature and responsible. 	<ul style="list-style-type: none"> • The amount and consistency of homework

Inspectors are in broad agreement with the parents' positive views. The amount of homework provided for the pupils is similar to that found in most primary schools. There are inconsistencies in the amounts given in the various classes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the nursery class with attainment that is well below average, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world. The excellent teaching in the nursery and reception class and the rapid pace of learning cannot, however, fully compensate for this very low starting point. By the time they finish the reception year, most pupils do not achieve the national targets that children are expected to reach by that age (the Early Learning Goals) in communication, language and literacy, mathematical development and knowledge and understanding of the world. Most children are likely to reach these goals in personal, social and emotional, physical and creative development.
2. In the 2001 National Curriculum assessments at the end of Year 2 most pupils did well to achieve the level expected nationally (Level 2) in reading and mathematics and to come close to this in writing. When compared to all schools, however, standards were well below the national average in reading and writing and below average in mathematics. This was because too few pupils achieved the higher levels in the tests. When compared to the results achieved by similar schools, standards were below average in reading and writing and comparable in mathematics. There was no significant difference in the standards attained by boys and girls. Inspection evidence and provisional indications from the 2002 tests, suggest that one or two more pupils should reach the higher levels in reading and writing, enough to raise standards but not to the national average. In mathematics, inspection evidence indicates that enough pupils are likely to reach the higher levels to lift overall standards to the national average. Given their well below average attainment on entry to the school, this represents satisfactory achievement for pupils, although still more could be expected of the above average pupils, particularly in writing where standards are not as high as in reading. Inspection evidence also indicates that the speaking and listening skills of most pupils are below average. Many do not speak clearly or confidently in front of others and, while most pupils appear to listen attentively, instructions often have to be repeated. Teachers judged standards in science to be above the national average in the 2001 statutory assessments and this is supported by inspection evidence. This represents good achievement for the pupils.
3. In the 2001 national tests for pupils in Year 6, standards were well below the national average in English and mathematics and below average in science. When compared to similar schools, standards were below average in English and mathematics and comparable in science. There was no significant difference in the performance of boys and girls in the tests. Consistently good teaching in Years 5 and 6 is bringing about steady but clear improvement in all three subjects. For pupils who are now in Year 6, overall standards remain below average in English and mathematics but are now closer to the national average. In science, standards are now similar to the national average. About a quarter of the pupils are on course to reach the higher level (level 5) in science but not as many pupils are likely to achieve this in English and mathematics. Since the school has only had a Year 6 since 1999, comparison with any national trend is not yet reliable. However, since 1999 there has been an upward trend in results with a marked jump in the last couple of years.
4. There are other factors that have had a detrimental effect on standards. There is a very high level of pupil mobility. In the current year, over a quarter of the pupils have joined or left the school other than at the normal times of entry. The school has produced a useful analysis of the impact of this factor. For example, the number of pupils who have joined or left the Year 6

cohort since Year 3 represents 75 per cent of those on roll. In addition, the analysis shows three pupils who left the school were expected to achieve the higher levels and more pupils entering the school had special educational needs than those who had left. There have been periods of staff instability. A range of teachers has taught some year groups. Added to this, the disruption caused by a gas scare when the school was evacuated for two terms to a different location, although managed well, had an unsettling effect.

5. Most pupils achieve satisfactorily in reading. They develop sound reading skills and use phonics (the sounds made by letters) to help them read unfamiliar words. Some above average pupils are able to read around a sentence in order to predict what an unknown word might be. Achievement in writing is satisfactory given pupils' prior attainment and most are able to write for different purposes. Comprehension, spelling, grammar and punctuation are, however, below average for most pupils. The school has targeted literacy as a priority for development and involvement in local education authority writing and oracy schemes is helping to raise standards. The National Numeracy Strategy has given greater consistency to the teaching of mathematics and standards in all aspects of the subject are improving gradually. In science, most pupils have satisfactory understanding across all the required aspects of the subject and develop a sound scientific vocabulary. In both mathematics and science, pupils find difficulty in working out problems for themselves and in drawing conclusions from their investigations. Pupils' below average literacy and numeracy skills place some limitations on their work in other subjects, although teachers provide good opportunities for them to develop these skills through effective linking of learning between subjects.
6. Most pupils who have special educational needs achieve well. They are supported sensitively and effectively in classes and when withdrawn from the class for individual and small group support. The small but significant minority who have emotional and behavioural needs are sometimes disruptive in lessons and make unsatisfactory progress. This happens most often in Years 3 and 4, when additional support is not available and the teachers' classroom management skills are not effective enough.
7. The very small numbers of pupils who have English as an additional language receive good support and achieve well. Considering that they speak no English when entering the school, they attain a level of understanding in spoken and written English to enable them to participate in lessons and keep up with the work being done by most pupils.
8. In information and communications technology (ICT) there is evidence of some good pockets of work across all year groups. Evidence from a scrutiny of pupils' past work and discussions with pupils, however, indicate that key skills are not developed consistently from year to year and pupils' progress has been patchy and generally unsatisfactory. Computers are not yet used enough to support learning across all subjects and to help pupils consolidate and extend their computing skills. Standards are below average in Years 2 and 6.
9. By the end of Year 2 and Year 6, standards in religious education meet the requirements of the local agreed syllabus and pupils achieve well in their knowledge and understanding of the subject. In art and design, design and technology and physical education, pupils of all abilities achieve well and the work seen in the three subjects is better than that normally seen. This is because teachers have a good knowledge of the subjects and teach key skills well. By the end of Year 2, pupils achieve well in music and the work seen is better than expected for pupils of this age. The work seen up to the end of Year 6 is similar to that expected in the subject. By the end of Years 2 and 6, pupils' achievements are satisfactory in history and geography and the work seen matches that expected for pupils of this age.

Pupils' attitudes, values and personal development

10. The good quality of pupils' attitudes to school and their very good personal development and relationships have been maintained well since the last inspection. Pupils enjoy coming to school and value the friendships they develop with other pupils. Their enthusiasm for school is apparent as they talk about their favourite lessons, for example during circle time in the reception class children chattered animatedly to the large glove puppet about 'doing lots of painting' as the class teacher held a doll on her lap. In the large majority of lessons, when teachers' expectations are high and work is well planned to take account of their short attention spans, pupils are eager to take part, work hard and concentrate well. Most pupils with special educational needs enjoy their lessons and show positive attitudes to their work. However, a small but significant minority of pupils who have emotional and behavioural needs sometimes disrupt lessons and undue time is spent trying to control the poor behaviour of these pupils. This happens when no additional support is available in the small cramped temporary classrooms for Years 3 and 4.
11. The behaviour of the large majority of the pupils is good. They settle quickly to their work, listen attentively and follow instructions well. The behaviour of the children in the nursery and reception classes is very good and they are full of enthusiasm for the activities set by their teachers. They develop their personal and social skills well and particularly enjoy the practical and creative work. They get on well with each other, are warm and friendly towards the adults who work with them and are keen to show a visitor how, for example, to treat a sick pet in the pretend animal hospital. They feel happy and secure in the familiar and carefully structured environment and are showing increasing confidence in the routines of the classroom.
12. Many of the older pupils provide good role models for the rest of the school and help them at playtimes. Pupils believe that their teachers and other members of staff handle incidents of poor behaviour fairly and they understand the difference between what is acceptable and unacceptable behaviour. They know that they are expected to behave well and to take responsibility for their own actions. There have been no exclusions. The school is fully committed to inclusion for all its pupils, functioning well as a structured and caring community. Pupils participate fully in school clubs and residential visits.
13. The pupils get on well together and develop very good relationships with their teachers and other adults in the school. Neither pupils nor parents express concerns about unkind behaviour or bullying and the pupils know staff and older pupils will listen to them and help them with any problems. Pupils help one another willingly. One pupil, for example, assisted another to dry out a soaking sweatshirt with paper towels after a heavy rainstorm. Many pupils have a well-developed awareness of other's needs and feelings. Older pupils feel a genuine responsibility for younger ones. Pupils in Year 6, for example, put themselves forward for selection and training as volunteer play leaders. During playtimes, they lead games and instruct younger pupils in the rules of fair play. Pupils are keen to accept responsibility and carry out their class and school tasks conscientiously. The members of the school council have been involved in various initiatives, such as the Campaign for Clear up Ansley Common. This resulted in the local council providing litter bins in the area around school. The council has also suggested new school rules. There have been many opportunities for pupils to learn about the lives and cultures of others and most pupils are aware of the need to be tolerant of differences and understanding of the plight of others less fortunate than themselves. The school's resources, the various attractive displays in the classrooms and the extensive grounds are treated with respect and care. Pupils are involved in many sporting activities and represent their school with pride.
14. Attendance at the school is satisfactory. Attendance figures have been distorted by the poor attendance patterns of a very small number of families, resulting in a higher than average

unauthorised absence rate and a slightly below average attendance figure. Parents are generally conscientious about notifying the school of reasons for absence and there is no truancy. Most pupils arrive at school in good time and lessons begin promptly, following a quick and efficient registration session.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. While the overall quality of teaching has been maintained since the last inspection, there is a higher percentage of excellent and very good teaching in the lessons observed during this inspection. Based on a scrutiny of pupils' work over the past year and observations of 48 lessons across all year groups, the overall quality of teaching is sound and meets the needs of all pupils satisfactorily. There are marked variations between year groups and this leads to some uneven quality of learning that ranges from a small amount that is unsatisfactory to some that is excellent.
16. Teaching is excellent in the nursery and reception classes and, as a result, pupils' learning moves at a rapid pace. Teaching is satisfactory and sometimes good in Years 1 and 2. In Years 3 and 4, while most of the teaching is satisfactory, a few lessons are unsatisfactory. This is usually caused by disruption to learning due to the inappropriate behaviour of a small but significant number of pupils who have emotional and behavioural needs. The teachers' classroom management is not strong enough to cope with the needs of these pupils when additional support is not available. Teaching in Years 5 and 6 is consistently good, sometimes very good and occasionally excellent. This leads to good learning and improving standards across all subjects.
17. The teaching of literacy and numeracy is satisfactory overall. All teachers are technically competent in teaching phonics and basic numeracy skills and help pupils learn the correct subject vocabulary. The national literacy and numeracy strategies are well established and have given a consistent structure to lessons. The recommended three-part structure of a whole-class input followed by group and individual work and a final whole-class review session is embedded in all lessons. More could be expected of the above average pupils in both literacy and numeracy work. Pupils' knowledge and understanding of science are well taught, although not enough attention is given to the development of independent enquiry, particularly for the above average pupils. Too little direct teaching of ICT was happening during the inspection. The scrutiny of work and discussions with pupils, however, indicate that teachers do not use computers enough to develop learning across all subjects. Art and design, design and technology and physical education are well taught and teachers help all pupils to learn key skills effectively. The teaching of religious education, music, history and geography are mostly satisfactory. The topic cycle approach to the planning of history and geography means that the development of key skills from year to year cannot be guaranteed since there are long breaks between the teaching of key subject skills.
18. Key strengths in the teaching in all subjects are:
 - Classroom management, relationships and high expectations. These support learning effectively through the development of a strong desire to work hard and please the teachers. In a Year 5 numeracy lesson, for example, these strengths and the excellent role model provided by the teacher led to pupils' rapid progress.
 - Subject knowledge that results in good questioning of pupils and the development of key subject vocabulary. In a Year 6 design and technology lesson where pupils were experimenting with various ways of joining materials together, the teacher asks 'In evaluating your work, how might you have improved your joining technique to make it stronger?'

- Meaningful links between subjects that add relevance to learning for the pupils. In a Year 2 lesson linking art and science, for example, pupils were encouraged to use their knowledge of life cycles to develop sculptures in clay to represent them.
 - The use of resources in and out of the classroom that enhance understanding and make learning more enjoyable. Pupils in Year 4, for example, used their knowledge in design and technology to make a real shelter in the wildlife area of the school using materials that they found there.
 - The opportunities for pupils to work on practical activities linked to a real-life outcome.
19. Areas for improvement are:
- The work provided for the above average pupils does not often provide enough challenge and as a consequence, they do not achieve as well as they might. There is evidence for this both in the scrutiny of work across all subjects and in some lessons. Often, the work produced by above average pupils is very similar to what is produced by average pupils.
 - Not enough opportunities are provided for pupils to develop initiative and independence in their work. In subjects such as mathematics and science, pupils are not encouraged enough to select their own resources and equipment to solve a problem or to work out problems for themselves and draw their own conclusions from investigations.
20. The teaching of pupils who have special educational needs is good for the majority of the pupils. Teachers are careful to target them for inclusion in whole-class sessions, often designating a support assistant effectively to help with this. They are given effective focused support by classroom assistants or the teacher when working as a group and receive sensitive support when working individually. Teaching assistants are fully briefed and know exactly what they have to do in the classroom. They work quietly and effectively with pupils supporting them to succeed and building on their successes. In literacy sessions, for example, pupils are well supported with additional resources. They share similar activities to other pupils but teaching assistants provide further word clues to compensate for low level language skills. Frameworks for writing allow pupils to work at a similar level to the average pupils. The individual education plans for pupils with special needs are satisfactory. They identify small steps in learning that enable them to be successful in literacy and numeracy but teachers' planning does not clearly identify how these will be met in general classroom work.
21. In year groups where there is a relatively high proportion of pupils with emotional and behavioural needs, teaching does not meet their needs effectively. This is largely due to lack of additional classroom support, particularly in the current Year 3 and 4 classes and behaviour management strategies that are not always effective.
22. The teaching of the very few pupils who have English as an additional language is good and helps them to participate in all lessons and achieve well. The local education authority provides support with specific learning resources and extra specialist teaching is provided for a short period. All teachers are sensitive to the needs of the pupils and ensure that they are involved in whole-class activities and given work that matches their ability.

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

23. The school provides its pupils with a broad, balanced and relevant curriculum that meets all statutory requirements. At the time of the last inspection there were some weaknesses in the planning and some subjects did not have complete schemes of work to enable the teachers to ensure that pupils made progress throughout the school. These weaknesses have now been addressed successfully. All subjects have appropriate schemes of work and the religious education curriculum meets the requirements of the Warwickshire Agreed Syllabus. A strength

of the curriculum for Years 1 and 2 is the way the teachers plan to include several subjects within themes or topics while still ensuring that pupils have access to the full curriculum for each subject. There is a weakness in the use of ICT across the curriculum and the provision for ICT is still not as good as it should be. The curriculum for the nursery and reception children [the Foundation Stage] is excellent, providing rich, interesting and relevant experiences for the children while maintaining rigour in the pursuit of the early learning goals. All adults within the unit are involved in the planning, which is carefully matched to the needs of the children based on day-to-day assessments of their achievements.

24. Pupils with special educational needs take part in all areas of the curriculum and there is a strong belief in the ideals of inclusion. A good example of this is the work shared with a pupil referral unit. Pupils attend the primary school under supervision in a bid to integrate them into mainstream education. Supervised time is decreased as the pupil shows signs of successful integration. Even when pupils are not able to integrate, the teacher from the Pupil Referral Unit still visits the school with primary aged pupils to ensure that they complete their primary education and have contact with pupils of the same age within a primary school framework. This very valuable link is useful to both institutions. This ideal of inclusion is somewhat compromised by the lack of support for the small but significant numbers of pupils with emotional and behavioural problems. Because of the low level of additional support, these pupils do not make the progress that they should and sometimes disrupt learning for other pupil in the class.
25. The National Literacy Strategy is well founded throughout the school. There is an appropriate balance between the different elements of the curriculum and the good cross-curricular planning ensures that the pupils practise their literacy skills in relevant and purposeful ways. The daily reading sessions have had a positive impact on standards in reading. Numeracy is also provided for appropriately and the work in the numeracy lessons is often applied to other subjects. For example, pupils plot changes in plant growth in science and use co-ordinates to draw plans in geography. A weakness in both literacy and numeracy provision is the lack of appropriate planning for the above average pupils that results in too few achieving the higher levels.
26. The provision for extra-curricular activities, limited at the time of the last inspection, is now very good. There is a full range of sporting activities, [the girls' football team retained their title in the inter-schools' championship during the inspection] cookery, keep fit, choir and recorders, chess and gardening as well as the pre-school, lunchtime and after school clubs. The "Children's University" on Saturday mornings, part of a business enterprise and funded by a government initiative, provides the pupils with a very good insight into business issues. This makes a very effective contribution to their early understanding of citizenship.
27. The community plays an active role in the life of the school. A local firm provided funds for the secure outside area for the Foundation Stage. Pupils visit local places of worship, museums, galleries and farms. Years 2 and 3 use the local swimming pool. Parents readily support the work in school and accompany the pupils on school visits and walks. During the inspection a visitor representing "Kerb craft" spoke about road safety in assemblies. There are good sporting and curricular links with local schools. There is also a very good link with the pre-school playgroup, run in school during the afternoons by the non-teaching nursery and reception staff. This provides continuity in early years education.
28. All pupils have appropriate access to the whole curriculum and the other activities provided by the school although their working conditions vary from year to year because of the poor accommodation provided by the mobile classrooms.

29. The school's provision for pupils' personal, social and health education is very good. Various schemes have been assessed for suitability and a scheme of work has been produced, incorporating the elements most appropriate for the pupils. It is planned to link with other subjects and provides teachers with a good structure for their planning. Personal, social and health education lessons, including "circle time" (activities where pupils sit around in a circle to discuss issues involving feelings and emotions) are included in the timetable each week. The teachers have the flexibility to respond to day-to-day issues as well as following the scheme of work. Parents and governors have contributed and parents have had input in the way sex education is taught. Healthy living and safety are strong features of the curriculum and pupils are aware of the appropriate use of drugs and the dangers of misuse.
30. The provision for pupils' spiritual, moral and social education is good and provision for cultural development is very good. The school places great emphasis in the development of pupils' self-esteem. The quality of the displays throughout the school shows that effort is appreciated and valued. The work of different artists and their interpretation is an important aspect of the curriculum and pupils are encouraged to question why the artists paint the way they do and how the work makes them feel. This is often translated into the pupils' own work. In lessons, the teachers are polite and listen attentively to their pupils. Pupils in their turn value each other's opinions and respect the views of their peers, adults and the people they learn about. In a religious education lesson in Year 6, for example, pupils compared the way the major religions view charity. Because they have well-established respect for other faiths, some pupils showed real empathy with the rites of the different religions, understanding that the "giving" is often as important as the "receiving" and that charity is not just for the poor. Pupils are surrounded with living and growing things. In the Foundation Stage the children experience the wonder of tadpoles turning into frogs, caterpillars into butterflies and their seeds growing roots and shoots. High quality landscape paintings produced by Year 5 involve the pupils in observation and appreciation of the world around them and give them opportunities to respond to his through their artwork.
31. From the time they join the nursery, the children are taught how their actions affect those around them. The children are encouraged to be independent and to make their own decisions, not only about their activities but also about whom they interact with and how they respond to others. They are encouraged to be sociable beings and are set very good examples by the staff. Each class has negotiated their own rules and there are systems to support these. The personal, social and health education curriculum plays an important part in the development of pupils' moral and social education and pupils are encouraged to discuss issues that affect their lives. Older pupils study the work of influential figures such as Terry Waite, John Bunyan, and Martin Luther King. The school council is beginning to have an impact on the life of the school so pupils understand that their decisions affect others. Older pupils are trained as playground monitors, teaching playground games and acting as mentors in any disputes. The wide range of clubs, frequent team games, school visits and residential visits all help the pupils to interact outside the classroom and to share common aims. The links with industry help to provide an insight into the world of business. Pupils support charities such as Christian Aid and the Blue Peter appeals. The school is generally a sociable community with consistent values.
32. The school deserves its reputation for providing the pupils with a very good visual arts curriculum. Pupils are surrounded with a diverse range of artwork, sculpture, pattern, collage and paintings and their own work complements this. There are excellent paintings of lush rain forests and homage to the bike, based on Delauney's "Homage to Bleriot". Pupils create natural artwork in the style of Goldsworthy and have studied Aboriginal rock art. Pupils study the locality and the teachers are careful to preserve an insight into the local culture and history. Pupils have, for example, visited the site of a coal mine. Creation stories from different cultures and the celebrations associated with different religions provide pupils with a rich diet of multi-

cultural experiences. Literature and poetry are promoted effectively. The pupils' study 'Dahl's magic' in one class while in another they are encouraged to produce their own poetry in the style of Lear's 'Owl and the Pussycat'. The music curriculum contains a range of music from both western and other cultures and pupils have good opportunities to compose and perform their own music. Overall, the school prepares pupils well for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. All pupils, including the very young and those with special educational needs, are well cared for. Parents trust the school to take care of their children and speak of the warm and caring family atmosphere. The procedures for monitoring academic performance and personal development are satisfactory overall. Those in the nursery and reception classes are very good and provide a very high level of educational, personal support and guidance that enables the children to develop a very good foundation for learning. The strong relationships between pupils, their teachers and other members of staff are a major factor in the quality of care provided in the school. This quality of care has been maintained well since the last inspection.
34. The school has good procedures to govern health and safety, including child protection. The governors fulfil their responsibilities covering risk assessment. The headteacher, who is the staff health and safety co-ordinator, works closely with the caretaker and other members of staff to maintain a safe and healthy environment. The provision for first aid is appropriate and fire drill evacuation is practised each term. The child protection co-ordinator has attended appropriate training courses and ensures that staff have up-to-date information and are vigilant in this duty of care. Teachers reinforce the safe use of resources during lessons, such as physical education, and the importance of good hygiene and diet are ensured through teaching and careful monitoring of, for example, washing hands before eating. Pupils receive appropriate drugs and sex education through the personal, social and health education programme and visitors attend school to talk to pupils about issues of personal safety. At break times throughout the day, the level of supervision is good with adults and senior pupils monitoring behaviour and assisting with games or mediating in minor disputes. The midday supervisors provide high quality care at lunchtimes.
35. The monitoring of personal development, both formal and informal, is good and is founded on the good relationships that teachers have with the pupils. In the nursery and reception classes, the very good level of individual support, which the children receive positively enhances their attitudes, behaviour and personal development from their earliest entry to the school. There are effective systems to monitor and promote pupils' attendance. Class teachers alert the headteacher to any concerns over individual attendance and the registers are monitored weekly to note any emerging problems. The school receives close support from the educational welfare services where persistent non-attendance occurs. Morning and afternoon registration procedures comply with legal requirements and are prompt, efficient and friendly.
36. The school prides itself on consistency and fairness in its promotion of good behaviour and the monitoring of its pupils to achieve high standards. All adults in the school endeavour to set high expectations for good behaviour. Most pupils understand what is expected of them and feel confident that the staff will support them in any worries they may have. Because staff have a good awareness of the needs of the pupils, any bullying or unkindness is picked up early and dealt with effectively before becoming a major issue. Pupils value the rewards for kind and caring behaviour and enjoy the whole-school recognition for their achievement, such as featuring on the 'You're a Star' board in the main hall.
37. The school's arrangements for assessing pupils' academic progress are satisfactory. The school meets statutory requirements for testing pupils at the end of Years 2 and 6. Nationally used optional tests are used well to identify strengths and weaknesses in English, mathematics and science. Co-ordinators of these subjects review teachers' weekly planning and identify pupils who are working well and those needing support. A good 'Traffic light' system indicates termly progress in mathematics and English. Good quality records of tests are kept and analysed by the headteacher and her staff and used to guide curriculum planning. Good new arrangements have been made to introduce individual tracking of pupils' progress in order to

identify pupils' needs more precisely. However, these are too new to judge their effect on standards. The system presently being used only gives an overall picture of pupils' progress and does not meet the school's requirements to identify more specific targets. Teachers use a sound range of additional tests to assess progress in number and language skills throughout the year. New arrangements to assess pupils' progress in other subjects are being piloted. These are manageable and appropriate but again have not had time to have an impact of standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The parents who responded to the questionnaire prior to the inspection have very positive views about most aspects of school life. They feel that the school works closely with them and are comfortable about approaching staff with any concerns that they may have. This is reflected in the very positive views about the school and the care that it takes of their children expressed by the majority of parents during the inspection. This partnership between the school and parents has been well maintained since the last inspection. The school worked hard to 'stay in touch' during the recent two terms of enforced relocation due to gas problems on the site. Most parents appreciate the educational opportunities provided by the headteacher and teaching staff and value the care taken to consult with them over such matters as road safety, homework and the Code of Conduct.
39. The school provides practical, comprehensive and informative documentation about the school and their children's progress. The prospectus and the governors' annual report to parents contain useful information about the school and its achievements. The school has rectified the missed items noted in the governors' annual report at the last inspection. The children's annual reports provide satisfactory information on pupils' achievements and written comments are pertinent to individual pupils. Areas of weakness and targets for improvement are given for some subjects but not all. There are three formal consultation opportunities during the year and parent assemblies once or twice a term. Parents can speak to the headteacher or class teachers at any reasonable time if they have any concerns. Many parents exchange brief information as they bring their child to school and just have a chat at the end of the day. Regular newsletters are sent to parents to keep them up-to-date with activities taking place in the school. Parents of pupils with special educational needs are fully informed in all aspects of their child's learning and are kept well informed about the needs of their child.
40. The school is fully committed to involving parents in their children's learning and in the life of the school. Parent governors make a significant contribution to the decision making process and in seeking sponsorship for the school. The majority of parents willingly help their children with homework tasks, although there is an inconsistency in the setting and marking of regular homework. Reading books provide a useful regular link between school and home. A small number of parents help regularly in classrooms with reading and practical activities and volunteer to accompany the pupils on visits. This active involvement by parents has a beneficial impact on the work of a class and is appreciated by the school. The majority of parents have a more passive involvement in the daily life of the school but support the very active Parents' Association in their fund raising events and social activities. The school places a high value on parental involvement in its ongoing commitment to encourage a stronger and more active partnership between the school and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides effective leadership and the senior staff are gradually becoming involved in school management and decision making. The overall management of the school is satisfactory. The recent improvements in staff stability have had a positive impact on raising standards, particularly the quality of teaching in the nursery and reception classes and in Years 5

and 6. The issues raised in the previous inspection report have been addressed satisfactorily. There is more involvement by the governing body, clearer subject guidance for teachers through schemes of work, improved subject management and more precision in the school development plan. Parents believe the school is led and managed well.

42. The headteacher has established a senior management team, one member being a new appointment. The governors decided not to appoint a deputy headteacher and instead have two senior teachers with management responsibilities in the infant and junior departments. This works well, given the size of the school. The senior management team is developing a good understanding of school improvement and becoming a very effective team. They recognise the importance of monitoring strengths and weaknesses in national tests prior to introducing improvements. For example, reading was identified as a priority and inspection evidence confirms that, following a review of teaching strategies and resources, standards in reading have improved and are currently broadly in line with expected levels.
43. The headteacher has successfully led the school through a series of difficulties including a period of staffing instability, the change from first to primary school status, the opening of an early years unit and the movement of the whole school to a temporary site during a gas scare. She is clear about the strengths and weaknesses of the school. Recent successful permanent staff appointments have led to very strong teaching and learning in Years 5 and 6 and have raised standards for a large number of average and below average pupils. The number of pupils achieving standards similar to the national average is increasing markedly. The school is aware of the need to increase the proportion of pupils who achieve higher levels in national tests and provisional information from the 2002 national tests indicates some improvement.
44. The headteacher's commitment to improving standards is reflected by her involvement in local initiatives in numeracy and literacy. In addition, the school has successfully gained the 'Investors in People' award. Her work in a research project with Birmingham University to heighten awareness of the creative dimension in learning promotes high standards in the practical and creative subjects and this is reflected in work seen during the inspection. The school is to be featured in 'Name and Acclaim', which is a Warwickshire County Council publication, for its work promoting the curriculum through art and establishing cross-curricular links.
45. All members of staff work well together and support one another. The headteacher has been very successful in achieving the respect of parents. Her positive and honest approach wins the confidence of parents as she works with them to resolve issues concerning their children. This has promoted a positive ethos for learning and there is a clear understanding of expectations of behaviour. A priority of the school is that all pupils and their parents understand the school's aims and values that underpin teaching and learning.
46. Governors offer good support to the headteacher in the management of the school and are developing their strategic role satisfactorily. Through an appropriate committee, they ensure that all subjects of the National Curriculum are taught and that the school follows the guidance of the locally agreed syllabus for religious education. Governors for numeracy, literacy and special needs fulfil their statutory responsibilities. Working groups to monitor finance and staffing, the curriculum and property meet regularly and inform the full governing body of their work. In this way, governors are now better equipped to prioritise decisions affecting the school. For example, in discussions about the maintenance of single age classes, governors understood the issues to be resolved. Some of the governors have only recently taken up their responsibilities and are not fully aware of how they can best contribute to school life. For example, they are unsure of how to monitor standards in the school and rely too heavily upon the headteacher for guidance. Governors are assigned to classes and this helps them to understand the day-to-day issues faced by teachers. Governors are encouraged to attend courses to cover

basic training. Some governors who have lived in the community for a long time support the headteacher well through their deep knowledge of the community and its needs. The school has difficulty recruiting governors.

47. The school development plan is of good quality and sets out details and priorities. It identifies people responsible for implementing the initiatives and the costs and time scales involved. The governors monitor major decisions for good value. The school's arrangements for managing its finance are good. All funds are used for their designated purpose and educational priorities are supported through careful financial management. In the latest audit the auditors made only one recommendation, which was put into effect immediately. The school makes good use of ICT to monitor expenditure. Staff are encouraged to prioritise needs and make bids to support the development of their subjects in relation to school priorities. Teachers report that they are happy with this arrangement that supports initiatives appropriately in a small school.
48. The day-to-day management of the school is unobtrusive and effective in diverting routine administrative duties away from the teachers. The school secretary provides a welcoming first point of contact for all visitors to the school.
49. The provision for pupils with special educational needs is managed satisfactorily overall and meets statutory requirements. The provision for pupils with learning difficulties is good. Teachers and support staff work closely together. The governor appointed to monitor special needs provision is a frequent visitor. Provision for pupils with emotional and behavioural difficulties is unsatisfactory because these pupils receive insufficient additional classroom support to make satisfactory progress. Too many pupils with serious learning difficulties wait too long for effective support from outside agencies to be resolved. The school employs four teaching assistants to work with pupils. Two of the teaching assistants are allocated for ten hours to two statemented pupils. A teaching assistant gives a high level of support to Years 5 and 6 because of potentially violent pupils who have been excluded from other schools. A third teaching assistant works on a one-to-one basis with pupils drawn from Years 1 to 4. The school funds this provision. The fourth assistant works nine hours with early years children and a further ten hours with a child who is awaiting local authority support. The school funds this provision too. The school is doing its best from its limited resources to meet a complex set of needs in difficult circumstances. The school receives further support from a teacher from the Learning and Behaviour Support Service and two special needs assistants.
50. The permanent staff are appropriately qualified and experienced. They have extensive skills and these are reflected in the quality of their teaching particularly in the nursery and reception classes and in Years 5 and 6. Performance management is well established and is having a positive impact on the quality of teaching. Support staff work closely with teachers and make a very good contribution to pupils' learning. For example, they willingly attend courses, make valuable contributions by making resource materials and ensuring the materials are accessible to staff.
51. Both in quantity and quality, the school's learning resources give adequate support to pupils' progress and attainment. There is a good supply of reference books in the library for independent research and additional reference books and dictionaries are strategically placed in classrooms to extend learning. All subjects have satisfactory resources and in interviews with co-ordinators they report that there are no major shortages. Visits to the theatre, for example, the Warwick Arts Centre extend learning well. Theatre groups visit the school to present live performances and these stimulate pupils' awareness of the role of language and the performing arts.
52. Overall, the accommodation at the school is satisfactory with good features. For example, the vision and skill of a governor provided the school with an excellent wild adventure area. This

valuable resource is used well in science and design and technology projects. A very good playing field, suitably marked for athletics provides very good opportunities to enhance the teaching of physical education. The accommodation is let down by the condition of two temporary classrooms. These classrooms are small, in poor condition and have poor furnishings. They have a negative effect on pupils' learning.

53. Taking into account:

- pupils' below average socio-economic backgrounds and well below average attainment on admission to the school;
 - higher than average costs of educating the pupils;
 - below average but improving standards in English and mathematics;
 - good achievement of almost all pupils in practical and creative skills;
 - the satisfactory overall quality of teaching; and
 - sound leadership and management;
- the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve standards and the quality of education, the headteacher, staff and governors should:

(It is recognised that the school is aware of these issues and has begun to take some effective action)

- 1) Raise attainment in English and mathematics by the end of Year 6 by:
 - a) ensuring that the above average pupils are given greater challenge in their work that enables them to attain the higher levels in national tests
 - b) extending the work begun on individual target setting in order to systematically track the progress pupils make and provide work that builds more successfully on their achievements
 - c) ensuring consistency in the marking of pupils' work with more reference to their personal targets
 - d) continuing to work on developing pupils' speaking, spelling, punctuation and grammar and
 - e) providing more opportunities for pupils to work out problems for themselves and to discuss the strategies they use to work out problems on paper and in their heads.

Paragraphs: 2-3, 17, 19, 25, 74, 77, 79, 81, 83-4, 87

- 2) Raise standards in ICT and the use of computers to support learning in all subjects by:
 - a) ensuring that key skills are developed progressively from year to year
 - b) increasing the amount of time pupils have to work on computers and
 - c) using computers more to support work across all subjects.

Paragraphs: 8, 17, 23, 78, 86, 91, 99, 107, 108-112.

- 3) Improve provision for the small but significant minority of pupils with emotional and behavioural needs by:
 - a) seeking ways to provide more additional classroom support for pupils in the year groups most in need
 - b) extending training to improve the effectiveness of behaviour management strategies for permanent and supply teachers and
 - c) seeking ways to improve the accommodation in the temporary classrooms where most of these pupils are based.

Paragraphs: 6, 10, 16, 21, 24, 49-50, 74, 105.

In addition to the key issues above, the school should consider the following less significant issues for inclusion in the action plan.

Ensure greater consistency in the setting and marking of homework (paragraph 40)

Ensure that key skills in history and geography are taught more regularly (paragraphs 17 and 102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	12	12	15	2	0	0
Percentage	15	25	25	31	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	160
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	12	11	12
	Total	22	20	24
Percentage of pupils at NC level 2 or above	School	88 (84)	80 (80)	96 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	12	12	12
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	92 (88)	96 (92)	96 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	8	7	12
	Total	16	16	21
Percentage of pupils at NC level 4 or above	School	70 (30)	70 (20)	91 (40)
	National	75 (75)	72 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	8	7	8
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	61 (40)	65 (20)	70 (50)
	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	0
Black – other	0
Indian	3
Pakistani	2
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	1

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.9
Average class size	22.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	123

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	42
Number of pupils per FTE adult	3.3

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	381,081
Total expenditure	394,227
Expenditure per pupil	2,285
Balance brought forward from previous year	50,073
Balance carried forward to next year	36,927

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	172
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	0	3	0
My child is making good progress in school.	48	48	3	0	2
Behaviour in the school is good.	28	64	8	0	0
My child gets the right amount of work to do at home.	34	48	15	0	3
The teaching is good.	56	39	2	0	3
I am kept well informed about how my child is getting on.	43	44	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	5	0	2
The school expects my child to work hard and achieve his or her best.	52	44	0	0	3
The school works closely with parents.	36	54	8	0	2
The school is well led and managed.	30	66	3	0	2
The school is helping my child become mature and responsible.	54	38	7	0	2
The school provides an interesting range of activities outside lessons.	41	48	2	2	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children attend the nursery in the mornings from the September after their third birthday. They join the reception class the following September, attending full time. These two classes form the Foundation Stage Unit. The children's abilities on entry to the nursery are generally well below average in communication, language and literacy, mathematics and knowledge and understanding of the world and many children find it difficult to socialise. Children make very good progress in all areas of learning while they are in the unit. The teaching in both the nursery and the reception classes is excellent and the children have access to a rich, broad curriculum, planned very effectively to generate rapid learning. By the time the children leave the unit, most achieve the early learning goals for personal, social and emotional, creative and physical development and have made excellent progress in these aspects of their learning. They make very good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world. However, many children have very poor communication skills and a limited vocabulary when they start school and in spite of the rapid progress throughout the two years, they do not achieve the early learning goals for these aspects of their learning by the time they join Year 1.

Personal, social and emotional development

56. Nearly all the children enter the nursery class with very immature skills in personal and social development and many find it difficult to communicate with other children or unfamiliar adults. By the time they leave the reception class, they are achieving the early learning goals in this area and they have made excellent progress. From the time they start school, the children are encouraged to make decisions about their learning. As they register in the morning they plan their activities for the first session, in the nursery with pictures and in the reception class by matching the name to the activity. All the adults are on hand to encourage, socialise and work alongside each child. The children are encouraged to work with others but everybody's space is respected and there is never any undue pressure to join in. As a result, the children swiftly gain confidence and independence. There are clearly defined, consistent systems so that children know what is expected of them.
57. The adults are excellent role models, demonstrating friendliness and consideration towards each other and the children. At snack time, children discuss their activities with adults who keep a diary of each child's activities, response and social development. Questions like; "Did you do this with anybody else?" and; "Could you show a friend how to do that tomorrow?" enable the teachers to assess individual development and to extend social skills. Shy children are gently encouraged to share their experiences and useful props, like glove puppets, often give children a medium through which to speak. Children with special educational needs are included in all aspects of the curriculum. The teachers ensure that a part time child who has very little speech has every opportunity to work with the other children. The adults have high expectations of the children's abilities to play, work, and share with each other. So the children organise themselves and their equipment and pack away independently, negotiating roles when appropriate. The one boy in the home corner, for example, who wanted to be the baby, was assured that; "You will make a very good dad, I know you will!" He gave in gracefully!

Communication, language and literacy

58. The teachers are very aware that many children have poor communication skills. The development of language, including vocabulary and the construction of sentences, is a high

priority throughout the day. All the adults are experts in encouraging the children to extend their speech, both formally within group teaching sessions and informally during child-planned activities. In an excellent lesson in the reception class the children were learning how to use positional language accurately. The teacher and teaching assistant asked questions such as; “Where do we keep our pencils?” At the beginning of the lesson, many children pointed and replied; “Over there.” Excellent planning and very effective development throughout the lesson, including a guessing game that relied entirely on the spoken word for clues, resulted in full sentences with positions described accurately. The adults used drama as well as the children’s mini beasts to generate interest and excitement. Bob the bear, changing position rapidly at the end of the lesson, was used very effectively to evaluate the excellent learning that took place during the lesson.

59. Technical language, such as “grasshopper” “triangle” and “environment” is promoted throughout the day. Adults speak clearly and encourage children to repeat words and to use them in context. The adults show that they love words and that speech is valued and worth developing. The excellent teaching ensures that children listen to adults, stories, videos and music for just enough time to enhance learning while maintaining the maximum concentration and interest. Children are exposed to books and stories throughout the day, either sharing books with each other or an adult or as a group. They are encouraged to listen to the sounds that make up words so that by the time they leave the reception class most make a good attempt at writing words by identifying individual sounds as well as from memory of the complete word. Above average children read a range of familiar words and most “read” the story from the pictures in the book.
60. The adults are careful to link speech, reading and writing so that communication and literacy go hand in hand through the activities during the day, both inside and out. The teachers are very knowledgeable in the way children learn and this seamless curriculum ensures that the learning is rapid. Children are encouraged to “have a go”. They make their own books and write up their own experiments while the adults are on hand to support when appropriate. Careful assessments of what the children have achieved guide the planning and identify individual needs. For example, those children who have not completed a writing activity are encouraged to plan for it the next day or “help” the teacher by writing a memo or list.

Mathematical development

61. The very well thought out activities and the impeccable planning ensure that the children are given opportunities to count, match, compare, sort and order objects throughout the day. The teachers have a very good knowledge of the stages of mathematical development and involve the children in mathematical conversation based on careful assessments of each child’s needs. A nursery child drawing a spider on the computer, for example, was asked how many legs the spider has. The child counted four and then four more on the other side. The teacher was delighted and the child glowed with pride as he understood that he had drawn just enough! Children weigh items in the class shop and compare the height and length of various objects. Children in the reception class are beginning to add one more to a number within 10 and to add two sets of objects together. The nursery children count the number of people at their table as they have their snacks and the number of spots on the ladybirds. Outside, adults play games with the children as they find, for example, the red rectangle, painted on the playground.
62. Children in the reception class build habitats for minibeasts and decide which is biggest. Their knowledge of more sophisticated comparisons, for example, widest, longest, tallest and shortest is still below the levels expected to meet the early learning goals for mathematics. This is not due to any lack of provision and the teaching is consistently of a high standard. The children’s

language skills have not yet had time develop sufficiently to enable them to achieve the mathematical vocabulary and verbal reasoning they need.

Knowledge and understanding of the world

63. Many children enter the nursery with a limited knowledge and understanding of the world. Some are very shy and have little experience of life beyond their families. The adults understand this and ensure that the children feel secure and safe. From this secure environment the children are exposed to an interesting and exciting range of activities. All of these are very carefully planned to encourage exploration, to extend knowledge and deepen the children's understanding of the world around them. A series of topics that link all the areas of learning, add coherence to the curriculum and generate enthusiasm as well as extending vocabulary. The present topic of minibeasts is a very good example. Children learn about the small creatures around them and a respect for life. They compare insects' lives with their own family structures, environment and the needs of the different ages in the family. They understand some of the requirements for plants and animals to grow. Children, within the limits of their vocabulary, explain the life cycle of a butterfly and know that tadpoles change into frogs...they have seen it happen. The teachers expect different things of the different age groups. The reception children are beginning to write down their observations and are given a greater depth of knowledge.
64. In both classes, the children use the computer with confidence and often sit down independently to complete simple programs or to draw pictures using a graphics program. They control the mouse well and use the keyboard to move images on the screen. Most children are able to delete their work, change colours and select different shapes to create pictures. They know that they can get information from books and videos as well as by observing carefully.
65. All children use small tools safely and explain how to keep safe. They use scissors successfully and children with special educational needs have excellent support to help them with cutting out tasks. They construct farms and engage in role play situations showing an appropriate understanding of real life situations like, for example, shopping. The teachers make very good use of the locality to extend the children's understanding. There are regular walks and, for example, visits to the farm. However, it is again the lack of linguistic skills that prevents the children from demonstrating their knowledge of their environment, their understanding of the fact that life existed before their own or that times were different when their parents and grandparents were children. Some children in the reception class are still not secure in their understanding of yesterday and tomorrow and few express preferences for different places like the town or the seaside. They have explored aspects of other cultures and can express these differences through their artwork although their language is limited.

Physical development

66. Children make very good progress in the development of their physical skills. The outside area is used imaginatively and the planning always includes opportunities for the children to climb, jump, balance or use wheeled toys. A good range of small apparatus including beanbags, balls and ropes is available and adults are on hand to teach the children how to improve their skills. The teachers extend the children's understanding of how things move. In one lesson in the reception class, for example, the children wriggled like worms and moved like caterpillars and snails. Most children balance on one leg and wiggle their toes. They run and gallop or skip with appropriate skills for their age, demonstrating an awareness of each other's space and controlling their direction.
67. Fine movements are developed throughout the school day. Children manipulate jigsaw pieces, scissors, pencils, crayons and paints well. They use glue with accuracy and handle tiny creatures and seedlings with equal care. A child with special educational needs who finds fine movements challenging is given enough support to enable him to achieve as much as he can

independently. Children are expected to do things for themselves. Because of this, their skills develop well and almost all achieve the early learning goals for physical development.

Creative development

68. It is apparent by the quality of the displays in the Foundation Stage unit that the adults value highly the artwork the children produce. The displays are colourful and very well displayed and the work covers a wide range of techniques and materials. There are well-finished models made of scrap materials, paintings ablaze with colour and with clearly defined shape when appropriate. There is montage, collage, weaving, printing and modelling with malleable materials. Children make puppets, carve landscapes in the sand and create pictures on the computer screen. Each child has samples of work covering all areas of learning, carefully dated, in his or her own personal portfolio. Photographs of work and regular examples of the children's drawing show that they make rapid progress.
69. Children sing simple songs and nursery rhymes and join in the actions with enthusiasm. In the reception class the children clap the rhythm made by words, for example, "caterpillar", "spider" and "centipede". In the nursery a child turns on the CD player as a prompt for pack away time and they listen quietly as they finish. Adults often burst into song so the children do too, obviously enjoying singing.
70. Drama and role-play are an important part of the curriculum. The teachers plan activities, not only to extend the children's imagination but also to develop language and social skills. Soft toys and puppets enable even the most reticent child to empathise with another character and to begin to develop a story line. Adults are always available to share books with individuals or groups of children and know just when to prompt the children to develop ideas of their own. The children's creative development meets the early learning goals by the end of the reception class.

ENGLISH

71. In the 2001 national tests for pupils at the end of Year 2, standards in reading and writing were well below the national average. When compared to similar schools standards were below average. By the end of Year 6, standards were also well below those expected nationally and below those in similar schools. Whilst most pupils attained the national levels, the proportion of pupils achieving the higher levels was well below average at the end of both Year 2 and Year 6 and this depressed the overall standards. The high level of pupil mobility and staff instability was also a limiting factor in the well below average standards achieved. As there was no Year 6 at the time of the last inspection, it is not possible to compare outcomes then and now.
72. Despite this picture of standards in 2001, inspection evidence indicates improvement. Standards in reading are now better. They are below average, rather than well below by the end of Year 2 and are broadly average by the end of Year 6. This is the result of improved teaching and better links with parents. Inspection evidence indicates that standards in writing, although still below the national average, have also improved. Whilst the quality of pupils' listening skills is satisfactory, speaking skills for many pupils are unsatisfactory. The school is aware of this and is currently participating in a local authority scheme to improve oracy skills across the county. The National Literacy Strategy has been successfully introduced at the school and has had a positive impact on standards.
73. The recently appointed subject manager monitors and supports teachers well in their planning. He offers good suggestions to teachers on the way the literacy hour can be adapted to meet the school's challenging circumstances. Time is made available for him to work with teachers in

lessons and this is helping to improve the quality of teaching. The quality of resources has been reviewed and an emphasis placed upon giving library books a high profile. All pupils have opportunities daily to choose a book from the book trolley that is strategically placed in the school hall.

74. The quality of teaching is satisfactory overall with isolated examples of excellence. No unsatisfactory lessons were observed during the inspection. Most pupils are keen to do their best, are courteous and have respect for each other's opinions. They appreciate the work of their teachers and want to please them. The headteacher has monitored work throughout the school and this has highlighted the need for systematic tracking of the progress pupils make to identify individual targets for learning. The co-ordinator is introducing tracking strategies aimed at identifying pupils' strengths and weaknesses more precisely. Teachers make lesson objectives clear to pupils and in lessons of good quality they match pace well with pupils' learning. Teachers set time limits on activities and this brings a sense of urgency to learning. The large majority of pupils have good attitudes to their school work and gain pleasure from their achievements. Teachers celebrate pupils' successes and this gives a good degree of pleasure and motivation to pupils. Teachers have a good knowledge of the subject and this enables them to develop the correct vocabulary and teach basic literacy skills effectively. Where there are shortcomings in the teaching, the continuity of teaching and learning slips because teachers, with very little support, have to manage the challenging behaviour of a significant minority of pupils with emotional and behavioural difficulties. This is particularly evident in Years 3 and 4.
75. Pupils enter the school with poor speaking and listening skills. Through excellent teaching they make good progress in the nursery and reception classes. Language continues to be a priority in Year 1 and teachers make work interesting to extend pupils' concentration spans. They encourage pupils to answer questions using sentences and to wait their turn to respond. Some pupils get excited and are anxious to make their contributions without considering the needs of others. Teachers model language patiently to extend vocabulary. A feature of the work is the way teachers insist on pupils repeating new words. This is particularly the case when pupils are introduced to technical vocabulary in, for example, science. By the end of Year 2, pupils are aware that people in Britain speak with different accents and express themselves differently. This was evident when pupils watched a video set in Newcastle. The teacher cleverly focused on the language of the characters in the programme and pupils enjoyed rehearsing the northern accent. The pupils later enjoyed finding special words to describe groups of different animals, especially liking the expression, 'an army of frogs.' By the end of Year 6, pupils' speaking and listening skills continue to be a priority and, although still below expected levels, show good improvement. Lessons begin with vocabulary extension work. The teacher challenges pupils and excellent quality teaching secures learning with all pupils, including those with special educational needs. Pupils are prepared to take risks with language and with sensitive classroom support they make good gains in learning.
76. Pupils throughout the school enjoy reading. The structured approach to teaching phonics has given pupils confidence to attempt words they cannot read. Pupils explain their strategies to decode combinations of letters. They develop a very good knowledge of sounds and pupils take pride in their reading achievements. Teachers match reading materials well to pupils' needs and success builds confidence in pupils. This approach has a very good effect on learning. Those pupils who are supported well at home make good progress. For example, in Year 5 a mother reported to the teacher her surprise and joy that her son was now researching school work at home. This positive development reflects the exceptional high quality of the relationships in the Year 5 and 6 classes. The key to success in these classes is the respect that teachers have for their pupils. This, coupled with high expectations and very interesting lessons, secures good progress. By the end of Year 6, pupils relate stories well and have views about the characters.

They give reasons why they enjoy some authors more than others. Their library skills are developing well and they use these to good effect in their research using a well-equipped library.

77. Standards in writing are below average by the end of Year 2 and Year 6. By the end of Year 2, pupils experience a broad range of writing, including poetry and factual accounts. Spelling is satisfactory for most pupils but their lack of breadth of vocabulary limits their ability to write at length independently. There is a lack of consistency in handwriting with many pupils not forming their letters consistently. By the end of Year 6, pupils make good progress and the range and quality of writing reflects improvement in the technical skills of handwriting, punctuation, grammar and spelling, although these still remain below average for most pupils. The range of writing is broader and pupils are proud of their extended writing work, for example, on the life of Anne Frank. The quality of vocabulary is improving and is supported by excellent language teaching that focuses on a wide range of texts. Pupils are encouraged to value books. The quality of marking is variable. The school is aware of this and plans to review this important area in order to bring greater consistency. Where marking is effective, teachers indicate ways in which pupils can improve their work and comments are not limited to bland statements about the quality of work. Currently, marking is not always linked to the targets set by staff.
78. The pupils apply their literacy skills well across the curriculum. In history, they use research skills to find out about the Egyptians and the Greeks. In geography, pupils write good accounts of why rivers are important in our lives. They use reference books with increasing confidence and their research is often supported by work on the Internet. There is good evidence of above average pupils developing confidence in using subject specific vocabulary. Computers are not used enough to support and develop pupils' learning in the subject.
79. Co-ordination of the subject is good. The subject manager leads by example. He is a very good teacher and provides an exemplary role model for staff. He has very good subject knowledge and works very hard to improve standards. In the short time he has been in the school he has identified, with the headteacher, an appropriate range of measures to improve the quality of teaching and learning. For example, there are plans to modify assessment procedures partly through the introduction of better focused tracking of individual pupils' progress to ensure that the needs of all pupils, particularly the above average pupils, are fully met. The school makes good use of data from national tests to analyse pupils' performance and teachers keep a range of records of the progress that pupils make. The procedures for assessing pupils' progress in English are satisfactory overall. The school has good resources to support the teaching of literacy.

MATHEMATICS

80. By the end of Year 2, standards are similar to the national average in all areas of mathematics. In the 2001 national tests and tasks, although the majority attained the average Level 2, very few achieved the higher levels and standards overall were well below those of other pupils nationally. This year, almost all pupils are on course to achieve Level 2 and about a quarter are achieving the higher Level 3. Pupils make good progress in Years 1 and 2. Standards remain below average by the end of Year 6. In the 2001 national tests Year 6 pupils' achievements were well below average when compared with the national average. No pupils achieved the higher Level 5. Standards in the present Year 6 remain below average but are better than last year. Pupils in Year 5 are achieving appropriate standards for their age. These improving standards are a result of the good and often very good teaching in Years 5 and 6 where the pupils make good progress. Pupils' achievements in Years 3 and 4 reflect the satisfactory teaching.

81. There is no significant difference in the performance of boys and girls. Pupils with special educational needs make satisfactory progress throughout the school. Pupils with learning difficulties are supported well and make good progress but those with behavioural problems rarely have additional classroom support and do not work hard enough. Throughout the school most teachers do not expect enough of the above average pupils and too few are achieving the higher levels of which they are capable.
82. By the age of seven, pupils have good understanding of place value (how the position of a number affects its value) within 100 and they solve addition and subtraction problems using two and three digit numbers satisfactorily. They have a sound understanding of the relationships between addition and subtraction and are beginning to solve number problems involving multiplication and division. Almost all Year 2 pupils have an understanding of the equivalence of fractions. In a lesson observed during the inspection, for example, pupils cut regular shapes into halves and quarters and understood that $\frac{2}{4} = \frac{1}{2}$. Pupils record and retrieve data from simple grids and use standard measurements of length, time, capacity and mass satisfactorily. Year 6 pupils use their knowledge of addition, subtraction, multiplication and division well when working with numbers over 1000. They use a good range of methods in their work. They use fractions, decimals and percentages appropriately and understand the relationships between them. However, some pupils find it difficult to select the most appropriate method to use when solving problems or calculating mentally. Pupils use measuring instruments accurately to construct regular shapes and know the sum of the angles of a triangle and identify lines of symmetry in regular two-dimensional shapes. Pupils apply their skills to solve written problems and are beginning to discriminate between essential and non-essential information.
83. The quality of teaching and learning are satisfactory overall. There are significant strengths in both teaching and learning in Years 5 and 6. In these classes, the teachers and pupils have excellent relationships with each other and there is a shared commitment to produce the best possible work. Lessons are carefully planned and the teachers give very clear explanations to enable all pupils to achieve well. A pupil with a statement of special educational needs is supported very well and the teacher ensures that she is set work that challenges but is achievable. The learning support assistant supports other pupils who find mathematics difficult and they all make very good progress. The school has identified the need to challenge the above average pupils more and the headteacher has been working with them to help them achieve the higher levels in Year 6.
84. There are some weaknesses in the teaching in Years 3 and 4. These pupils work in cramped conditions in the mobile classrooms. There are a significant number of pupils who have behavioural difficulties and the teachers rarely have additional support in the lessons. Some of the teaching and learning were unsatisfactory in the lessons in Year 3 and Year 4 because the pupils' behaviour prevented all pupils from learning as much as they should and much of each lesson was taken up with keeping the pupils on task. An analysis of pupils' work revealed that, in most, there is very little difference in the work set for average and above average pupils.
85. All teachers are secure with the National Numeracy Strategy and the lessons are planned effectively. Pupils know what they are to learn in each lesson and often evaluate their learning successfully at the end of lessons. Teachers use a good range of mathematical vocabulary and expect the pupils to do the same. Pupils do not find explaining their work easy but this is because oral skills are generally below average. However, most pupils use the correct technical terminology. The large majority of pupils learn quickly in most lessons and readily apply themselves to their tasks, working co-operatively when appropriate. The resources for mathematics are used well and there is an appropriate balance between mental arithmetic, textbook and worksheet generated work and work set by the teachers.

86. Very little ICT was used during the inspection beyond the use of calculators. There is some evidence of computers being used to produce charts and graphs for science and geography and mathematics is applied to other curriculum areas. For example, in Year 3 the pupils have used line graphs to compare rainfall and temperature in England and Kenya.
87. Co-ordination of the subject is satisfactory. The school analyses the results of national tests effectively and identifies any weaknesses in order to adjust what will be taught. At the end of each year the teacher assesses pupils' achievements and this is passed on to the new teacher. Throughout the year teachers assess how well the pupils achieve in each module of work and use this information satisfactorily to identify any needs. There is not enough account taken of the achievements of the above average pupils when planning future work. There are no short-term targets for each pupil or groups of pupils so that the pupils know what they need to do to improve and what the teachers expect them to achieve in a month, half term or term. Homework is used appropriately and a commercial homework pack involving pupils and parents has had some success, particularly in the infants.
88. The inspection findings are similar to those at the time of the last inspection. There were no Year 5 and 6 pupils then but the quality of the provision for these children has had a positive impact on the quality of mathematics in the school.

SCIENCE

89. Improvement since the last inspection has been satisfactory overall. In the 2001 National Curriculum statutory assessments for pupils at the end of Year 2, teachers judged standards to be above the national average. Inspection evidence indicates a similar picture for the pupils who are now in Year 2. This represents good achievement since pupils entered the school with attainment that was well below average in knowledge and understanding of the world. Pupils' achievements are the result of mostly good teaching.
90. In the 2001 National Curriculum tests for pupils at the end of Year 6, standards were below the national average. However, given the above average number of pupils with special educational needs this was reasonable since the percentage of pupils reaching the average level (level 4) was similar to the national average. Too few pupils attained the above average level (level 5) and this depressed the overall standard. Inspection evidence for pupils who are now in Year 6 indicates standards that are similar to the national average. A few more pupils are on course to reach the higher level. This is substantiated by provisional information from the 2002 tests and the school's own testing of pupils. There is no significant difference in the standards attained by boys and girls. Teaching is satisfactory in Years 3 and 4 and good in Years 5 and 6. This is reflected in pupils' achievements.
91. By the end of Year 2, pupils acquire good knowledge and understanding across all aspects of the subject. They enjoy the subject and show enjoyment and enthusiasm for investigative work and practical activities. Teachers make good links between subjects and this adds meaning to learning by helping pupils see how their work in one subject helps learning in another. This was illustrated in a Year 2 lesson when pupils used their good knowledge of animal life cycles to create a model in clay to represent the various stages in the development of an animal they had selected. This successfully combined knowledge in science with the development of skills in art. Pupils develop good knowledge and understanding of life processes and living things when studying the growth of bean seeds and animal habitats. Interest and enjoyment are heightened when work in the school wild life area is used to supplement learning in the classroom. Through practical investigation into friction using models of vehicles they have designed and made for themselves, pupils develop good understanding of forces. The teacher uses the investigation well to introduce and consolidate the skills of observation, predication, fair testing and evaluation.

Pupils develop good knowledge of physical processes when working with simple electrical circuits. This work was used well by the teacher to develop ICT skills since pupils were encouraged to use a CD-ROM program to find additional information on circuits. Overall, however, computers are not used enough to develop learning in the subject.

92. By the end of Year 6, pupils have sound knowledge and understanding of life processes and living things, materials and their properties and physical processes. They develop satisfactory skills in scientific enquiry. In an investigation into insulation, pupils in Year 3 developed sound knowledge of the usefulness of various materials as thermal insulators. Pupils in Year 4 investigated the properties of soil and used their numeracy skills well to produce tables and graphs to record the amount of water passing through the various soil types. In a good lesson in Year 5, pupils were encouraged to search for patterns in results and tests their predications in an investigation into the conditions needed for best growth of cress seeds. Good questioning by the teacher, for example; 'Why do you think the seeds in this pot are leaning towards the window?' developed pupils' understanding effectively. There was good support in the lesson for the pupils with special needs and this helped them participate fully in the activities and make good progress. Pupils in Year 6 develop their knowledge and skills effectively in work on micro-organisms, forces and the properties of materials. Teachers link work well to real-life problems and this adds a further dimension to the work and stimulates pupils' learning well. The making of a simple burglar alarm using pupils' knowledge of electrical circuits is a good example of this.
93. Throughout Years 1 to 6, the teachers' sound knowledge of the subject is reflected in good questioning and the development of the correct subject vocabulary. Whilst there is good evidence of pupils working on scientific investigation, too much of the work is teacher directed and the above average pupils are not given enough opportunities to make their own suggestions about how to collect data and plan and put forward their own ideas for investigation. This restricts their progress to a satisfactory level in this aspect of their work. The use of a common framework sheet to record the results of investigations is useful in prompting pupils to focus in on key aspects of an investigation but it places some restrictions on the development of extended writing skills, particularly for the above average pupils.
94. Co-ordination of the subject is satisfactory. Planning is monitored and evaluated and there have been some opportunities for the co-ordinator to work alongside teachers. This has brought about some improvements in the quality of teaching and learning in the subject and has helped raise standards. Assessment of pupils' progress in the subject is sound and the results of assessments after the various units of work are used satisfactorily to plan subsequent work. Teachers now assign National Curriculum levels to pupils' work and this gives them a clearer view of attainment and progress in the subject.

ART AND DESIGN and DESIGN and TECHNOLOGY

95. There has been good improvement in both subjects since the last inspection. The work seen in both subjects is better than expected for pupils in Year 2 and 6. All pupils, including those who have special educational needs, achieve well. Both subjects have a high profile in the school and pupils' achievements are celebrated in the displays of their work around the school. This has a positive impact on pupils' good learning and attitudes to the subjects. They show pride in what they have achieved and are keen to talk about their work. In art and design, the above average standards noted at the time of the last inspection have been maintained. In design and technology, the average standards noted have improved.
96. In the infants and juniors, pupils' good achievements stem from the good teaching in both subjects. Teachers' good knowledge and enthusiasm for the subjects and the practical and

meaningful activities they plan capture pupils' interest so that they want to learn. In art, good use is made of visiting artists and the works of famous artists to inspire and motivate the pupils. Pupils in Year 5, for example, produced very good collages incorporating texture and pattern after working with the artist Michael Brennand-Wood. Pupils in Year 2 produced very good abstract collages of bicycle parts inspired by the work of Robert Delauney. In this activity they worked as part of a small group and co-operated effectively to achieve a common goal. Teachers link art well to work in other subjects and this gives the work greater meaning for the pupils. In a lesson in Year 2, for example, the pupils made three-dimensional representations of animal life cycles in clay. This linked effectively to work they were doing in science. Pupils were very proud of what they achieved and were only too eager to show their finished sculptures to the inspector. In a religious education topic on human rights, pupils in Year 6 produced very good posters to illustrate the theme. Pupils in Years 5 and 6 produced excellent paintings inspired by a geographical topic on the South American rainforest. The work of one pupil with special educational needs was outstanding. During a recent arts week in the school, pupils from Year 6 produced very good three-dimensional sculptures of people from different sized cardboard boxes.

97. Throughout the school, teachers encourage pupils to use sketchbooks to record their ideas and experiment with line and tone in pencil and with paint techniques such as dabbing and colour wash. This has a positive effect on developing their confidence, observational skills and drawing and painting technique.
98. All teachers provide regular opportunities for pupils to develop skills in design and technology. The work is made particularly interesting since much of it is linked to a practical application. Pupils in Year 4, for example, designed and made models of shelters from card, straws, masking tape and rolled up paper. The ideas and skills they developed were then transferred to designing and making a real shelter for one person in the school wild life garden. Sticks, canes, polythene, rope, string, moss and simple joining techniques were used in the construction. The work created much interest and excitement and developed pupils' skills and understanding very effectively. In a very good lesson in Year 6, pupils were encouraged to experiment with various ways of joining materials in preparation for making a pair of slipper. Pupils made good prototypes of the various methods by joining pieces of material and then evaluating their effectiveness. Good discussion was stimulated through effective questioning such as 'how might we have improved the strength of the join?' In a real life problem situation where rabbits were nibbling at newly planted trees in the wildlife garden, pupils in Year 1 and 2 were set the task of finding a humane way to keep the rabbits away. Good ideas included a labelled design of a carrot trap consisting of a cage with carrots as bait and a trapdoor mechanism.
99. Throughout the school, teachers plan good experiences for the pupils to work on aspects of food technology and designing and making a variety of moving models such as well-constructed puppets, wheeled vehicles and adventure playground rides. In much of the work, there is evidence of teachers emphasising evaluation, testing and modifying their work. This has a strong influence on pupils' good achievements in the subject. Teachers do not use computers enough to develop learning in the subject.
100. Teachers' planning is monitored regularly and the co-ordinators have three afternoons a year set aside for them to work alongside teachers on an identified strand of the subject. This helps them gain a good overview of how the subjects are developing and improves the confidence and expertise of the staff.

GEOGRAPHY AND HISTORY

101. By the end of Year 2 and Year 6 most pupils are achieving standards that are in line with those expected. During the inspection, no lessons were observed in history. A scrutiny of teachers' planning and pupils' work and discussions with teachers and pupils provided the evidence for judgements.
102. Planning for both subjects is good. The curriculum for both subjects includes the most recent national guidance. Pupils have a good knowledge base in both subjects but are less secure with their application of skills. Although both subjects meet National Curriculum requirements they are taught in blocked units of time and this hampers continuity and progression in learning. Because of the time lapse between units, key skills in history and geography are not consistently developed. Often, previous work has to be revisited before pupils can move on to new areas of learning.
103. Pupils study a broad range of events in history and talk about important people who have shaped the development of our country. In Year 1, pupils build up a good awareness of chronology by sequencing pictures. In Year 2 pupils know the contribution made by Helen Keller and the difficulties in Britain at the time of Guy Fawkes. Good links with English are evident in an imaginary interview with Guy Fawkes. Finding out about the mining industry and an investigation using the 1861 census material were examined by pupils in Year 3 in a local history project. This work heightened pupils' awareness of the importance of documentary evidence in history. Year 4 pupils know about key features in the life of Henry VIII and the controversy centring on his relationship with the church. Pupils in Year 5 made very good quality folders of information about the Egyptians, while Year 6 focused on the contribution made by the Greeks. Discussions with pupils in Year 6 confirmed their good knowledge of the achievements of the Greeks. Work in these two year groups indicated that pupils enjoyed working independently. Good links in English and art developed from much of the work in history.
104. In geography, pupils in Year 2 know that there is a wide range of maps to help people understand the world and that maps are very useful when choosing a route between different locations. Pupils in the juniors use brochures from travel agents to increase their knowledge of different places in the world. They enjoy comparing contrasting environments such as Hunstanton with Nuneaton. Pupils in Year 6 have a good understanding of rivers. Their folders indicate a range of investigative research on many aspects of why rivers are important in our lives. In discussion pupils report how much they enjoyed exploring the Internet for information. These links with ICT are evident from the good quality folders that have been generated by pupils.
105. The quality of teaching in geography is satisfactory overall. Teachers use well-chosen visual aids to stimulate interest and through focused questioning help pupils develop better understanding of their work. In a lesson in Year 3, the teacher took care to ensure that the language she used was effective in helping her pupils understand how the locality area has changed in recent years. This work followed a walk that was indicated by pupils' maps and photographs. Pupils offered suggestions about the nature of further change. In this class there is a significant number of pupils with special educational needs and the teacher has very little classroom support. While working with a large group of pupils with insecure learning strategies, she has to carefully monitor other pupils whose behaviour is challenging. This slows the pace of learning. The lesson is not helped by the poor condition of the accommodation, which is uninviting and inadequate to meet the physical needs of the pupils.
106. In both subjects, the quality of marking is variable. In some classes there are few examples of comments by teachers that indicate ways in which pupils can improve their work. Assessment arrangements are currently unsatisfactory, although new whole-school systems are being piloted.

107. There is a good range of resources to support the teaching of history and geography. Good quality books in the library encourage independent learning. However, pupils' use of ICT to gain further information about topics they are taught in the classroom is inconsistent across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. There has been satisfactory improvement in the subject since the last inspection. However, this has not been enough to keep pace with the higher standards expected nationally in this subject. Consequently, standards are below where they should be at the end of Years 2 and 6.
109. National teacher training initiatives and the school's own in-service training for teachers has boosted staff confidence and expertise. All teachers now have a secure knowledge of the subject and how it might be developed, although there are some areas such as control and modelling where the confidence and expertise of some teachers is insecure. The co-ordinator has drawn up suitable plans to overcome this, including further training and the purchase of new equipment and materials. She has worked alongside colleagues in the classroom and this has given a good overview of what needs to be done. Resources are building up well and are now satisfactory. Almost all classrooms have at least two computers and eight laptop computers are on order. There is an adequate range of software to support work in most subjects, although shortages remain in music and specific programs for pupils who have special educational needs.
110. Very little direct teaching of computer skills was going on during the inspection but discussions with the co-ordinator, interviews with pupils and scrutiny of teachers' planning, indicate that it is satisfactory overall. There are some good examples of computers supporting work in aspects of English, mathematics, art and science. However, the development of computing skills in support of work across the curriculum is not consistent and some pupils do not have enough time working on computers. This depresses the overall standards across the school. Pupils who were observed working on computers showed respect for the equipment, co-operated well when working in pairs and enjoyed what they were doing. This enthusiasm and enjoyment in learning was a key factor in the often good progress they were making.
111. By the end of Year 2, most pupils know that information exists in various forms and have had experiences working with images and text. All pupils, for example, have typed short stories into the computer, have made labels and used an art program to 'paint' simple pictures. Pupils recognise that some everyday devices respond to signals and commands, for example, they talk about giving instructions to operate video recorders, televisions, microwave ovens and washing machines. They have worked with a programmable toy and know that instructions need to be entered in order to make it move in certain directions. Pupils know the basic keys on the keyboard and have satisfactory control when operating the computer 'mouse'. Most pupils, however, do not know how to load a program without support, save, amend and retrieve their work. Teachers offered sound support to the pupils as they worked to help them overcome any technical difficulties.
112. By the end of Year 6, pupils' learning is impaired by the inconsistency of their experiences over their time in school. Most above average pupils know how to load, amend and save their work and pupils in Year 5 have sent e-mails to each other. Average and below average pupils have difficulty saving and retrieving work without support. Pupils have accessed the Internet successfully to extract information across a range of subjects and most pupils know how to access a CD-ROM encyclopaedia to search for information. Pupils in Year 3 have used a database to examine statistics in the 1861 and 1881 Census in local history studies. Pupils in Year 4 have operated an adventure simulation in connection with a topic on the Tudors and

have written poetry altering the font size and style of the print before printing their work out. Pupils in Year 5 have used a spreadsheet in mathematics and the average and above average pupils have examined the effect of changing data in the spreadsheet. They have worked with a screen turtle in mathematics and have presented a set of linked multi-media pages incorporating images, sound and text. These pockets of work across the year groups are giving pupils a 'taster' of the subject and building interest and enjoyment in learning on computers. They are, however, not developed consistently from year to year and consequently the foundations of pupils' learning are unsatisfactory. The lack of a whole school system to track pupils' experiences as they move from one year to another has further weakened this aspect of learning. The school is currently piloting a good tracking system to help overcome the problem.

MUSIC

113. Pupils' attainment in music is better than expected by the end of Year 2 and similar to that expected by the end of Year 6. This is because there is good provision for the subject and the teachers are enthusiastic and knowledgeable. The provision is enhanced by the county music staff who work alongside class teachers. As at the time of the last inspection, this provides useful in service training as well as giving the pupils specialist teaching.
114. Pupils in Year 2 have a good understanding of how music is used to describe the environment and how it is used programmatically to illustrate places, people and things. In a Year 2 lesson, the pupils listened to movements from *The Carnival of Animals* and swiftly identified the "fossil" and the "water" music. They selected appropriate instruments to play with the music and demonstrated a good knowledge of the names of the instruments and the textures of sound they produce. For example, pupils decided that the wooden xylophone was more appropriate for fossils while the glockenspiel, made of metal, suited the water music. The electronic keyboard was used creatively to illustrate both types of music. Pupils sang with enthusiasm, enjoyment and some skill. This lesson was taught well. The teacher had high expectations of her pupils' abilities and expected them to develop their own ideas.
115. The Year 3 teacher has similar expectations. She enjoys the subject and is confident when singing phrases for the pupils to answer. Pupils respond well and answer maintaining the integrity of the music. However, few remember the technical words they have learnt and they struggle to define 'rhythm' and 'ostinato'. The cramped conditions in the temporary classroom caused some restlessness towards the end of the lesson. In Year 5, pupils are learning how to use standard notation. The teacher has very good subject knowledge and excellent relationships with his pupils. They show a high degree of independence as a third of the class use keyboards in the library to create their own ostinato using F, A, C and E. Their behaviour was impeccable and they all worked hard, although their musical vocabulary was limited. Pupils in Year 6 could not define 'graphic score' from the previous lesson but understood that symbols are open to interpretation. Some pupils confuse the term 'high' and 'low' with 'loud' and 'soft' and are unable to describe pitch. However, all achieved pleasing compositions based on their graphic scores and they evaluated each other's performances well. This was another good lesson, marked by the good relationships between the teacher and pupils and the respect for each other's efforts. In general, pupils' standards of performance and composition are higher than their musical knowledge throughout the juniors. In all lessons pupils with special educational needs are supported well, working alongside their peers and participating fully in all aspects of the lessons.
116. Recorder and choir clubs and a musical "fun time" enhance the subject for the infants on Friday afternoons. The school choir sings annually at the National Indoor Arena in Birmingham. A South American panpipe group and an African drum group have performed in school. There is a good range of resources, particularly tuned percussion and keyboards. The school worked

with the county music service to produce a draft policy for the subject and is in the process of finalising a scheme of work. The curriculum meets the requirements of the National Curriculum for music and the subject is managed satisfactorily.

PHYSICAL EDUCATION

117. By the end of Year 2, standards are in line with the expected level and by the end of Year 6 they are above those expected. Lessons in dance, games and gymnastics were observed during the period of inspection.
118. Pupils in Years 2 and 3 swim every week. The school uses the facilities of a local authority leisure centre in a nearby town. In addition to its own staff, the school pays for the services of a swimming instructor. Most pupils swim 25 metres by the time they leave the school. A substantial proportion of pupils have additional swimming instruction outside of school and many pupils swim considerably further. All pupils know the importance of water safety.
119. All pupils know the importance of warming up and cooling down before and after exercise. Pupils in Year 2 warm up using twisting, spinning and turning exercises in preparation for more rigorous work. They are aware of the importance of moving safely and are careful not to run into each other and cause accidents. Greater demands are placed upon pupils' skills when they combine activities to make interesting sequences of movement. The teacher uses the skills of higher performing pupils to develop those of the other pupils. Pupils enjoy performing in front of their class and their work improves the quality of learning for other pupils. Pupils help their teacher to set out the apparatus. This work is completed quietly and efficiently and pupils are soon ready to translate their skills onto the large apparatus.
120. Designing a sequence of movements with a partner using the floor and apparatus was the focus of work for Year 6. Very good quality planning promoted progression in the development of skills. For example, pupils worked with partners to refine balances. This progressed to pupils creating sequences where they combined four activities, paying attention to good quality starting and finishing positions. High quality organisational skills of the teacher and the excellent responses of the pupils ensured very good quality learning. The facilities in the school hall are unsatisfactory. Space is limited and classes often have to perform in two groups. In this lesson non-performers assessed the quality of work using white boards effectively to note good points and those that could be improved. Notes were supported with sketches. Feed backs of the work were enjoyed almost as much as the performances with criticism welcomed as indicators to improve performances. Pupils enjoyed celebrating high quality work.
121. The school grounds provide very good opportunities for work in games. The focus in Year 5 for this term is athletics. The teacher has very good subject knowledge and is able to enthuse pupils as they practise running and jumping techniques. Learning is fun and this adds additional focus to the work. Pupils know that improving their techniques in jumping, for example, using their arms to give additional power and height, will improve performances. The high quality of the relationship between the pupils and their teacher, demonstrated by mutual respect, makes a significant contribution to creating very good conditions for learning. Year 5 pupils were inspired to create a dance based on their work in science. Pupils translated the processes of seed dispersal, building up a range of activities around a motif. The work had very good pace and the teacher's expectations of his pupils were fulfilled. The dance increased in pace and the accompanying music added to the drama. Bright coloured materials were added to the celebration of new growth. A particularly good feature of this work was the enthusiasm of the boys to contribute to the work and this reflected the high quality challenge that was underpinned

by teaching of a very high quality. The lesson was recorded and later used as an assessment tool.

122. Pupils respond well to their teachers' high expectations of them. They want to succeed and develop their skills further. They demonstrate good attitudes to sportsmanship and are always ready to support their friends. The subject is well managed and enjoys high status. There is a very good balance of activities. Extra-curricular activities add further enrichment to pupils' learning. During the period of inspection the girls' football team won the district football championship much to the pleasure of all involved. Very good wooden equipment gives pupils exciting opportunities to experiment and explore their balance skills during break times when they are monitored by lunch time supervisory staff.

RELIGIOUS EDUCATION

123. Standards in religious education have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. The school places a lot of emphasis on discussion and debate so there is little written work. The pupils demonstrate an appropriate understanding of their own and other major religions in their lessons.
124. No religious education lessons were seen in the infants during the inspection but the Year 2 class has a good display demonstrating an understanding of the festival of Eid-al-Fitr and Ramadan. Pupils have visited a mosque and have some understanding of the importance of the lunar cycle on the festival and rituals.
125. Pupils in Year 4 are studying Sikhism. They know how the Khalsa was formed and have some understanding of the meaning of the five Ks as the pathway to belief. In this lesson the teacher effectively linked the learning to the pupils' own experiences and the symbols that represent aspects of their own lives. In Year 5, the teacher skilfully linked the pupils' studies of growth with the symbolism of a tree planted in memory of a member of staff. The teacher worked very effectively to create a debate about the reasons for planting a tree in remembrance. This was a very good lesson and the pupils eventually produced some thoughtful responses, for example; '...the tree represents the spirit living on...it grows as the pupils would have grown...it is an everlasting cycle.' In Year 6, pupils compare similar aspects of different religions successfully. In a very good lesson, they discussed different approaches to charity. Pupils were interested and sympathetic to the diverse understanding of 'charity' and some gave very thoughtful response to the interpretations. They showed absolute respect for the beliefs of others. In both these lessons the teachers' very good relationships with their pupils, the mutual respect between the pupils and their teachers and the teachers' high expectations of their pupils' ability to explore beliefs and values generated very good leaning. Pupils' attitudes to their work were very good in both lessons.
126. The subject is co-ordinated well. The school makes good use of local places of worship such as the mosque and the Catholic Church and the pupils visit the local church regularly. The vicar gives demonstrations of Christian ceremonies such as baptism. The curriculum has a good balance of knowledge based and reflective work and is geared effectively towards the pupils' response to their learning. There is an appropriate range of resources to support the curriculum and the teachers value the contribution of the Muslim and Hindu families in school. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural education.