

INSPECTION REPORT

**WARTON NETHERSOLE'S C OF E PRIMARY
SCHOOL**

Warton, Tamworth

LEA area: Warwickshire

Unique reference number: 125650

Headteacher: Miss L. Jackson

Reporting inspector: Mr A. C. Matthews
Rgl No. 19410

Dates of inspection: 7 – 10 May 2002

Inspection number: 195303

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:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Maypole Road Warton Tamworth Staffordshire
Postcode:	B79 0HP
Telephone number:	01827 894182
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M. Willis
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A. C. Matthews 19410	Registered inspector	Mathematics Design and technology Information and communication technology Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
S. Pritchard 9519	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?
M. Palmer 20646	Team inspector	Science Art and design Geography Music Foundation Stage Equal opportunities	
D. Langton 3855	Team inspector	English History Physical education English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warton Nethersole's Primary School is in the Warton ward of North Warwickshire. Warton contains a mixture of private and local authority housing. Pupils come from a variety of backgrounds, but the social make-up of the area is similar to the national average. The great majority of pupils come from the village itself. The school roll has grown slightly since the last inspection in 1997, but is still smaller than most other primary schools. There are 158 pupils on roll, aged between 4 and 11 - 68 boys and 90 girls who are taught in six classes. Since the last inspection, the school has had a new classroom built so that all pupils are now taught in the main school building. There are no pupils with an ethnic minority background or who have English as an additional language. There are 54 pupils on the school's register of special educational needs, which at 34 per cent is well above the national average. There is one pupil with a Statement of Special Educational Need and this is below average for the size of school. Four per cent of pupils are eligible for free school meals, which is well below the national average. Pupil mobility rate for last year was below the national average at 7 per cent, with five pupils joining the school and six pupils leaving at other than the normal times. Attainment on entry is average, with weaknesses in pupils' language and mathematical skills.

HOW GOOD THE SCHOOL IS

Warton Nethersole's Primary School is a popular school, which has some very good features. Pupils make satisfactory progress and achieve standards that are in line with national averages in English, mathematics and science. Pupils are well behaved, very enthusiastic about their learning and respond well to the teaching. All pupils feel valued and are fully included in all the learning activities during the school day. As a result of the good leadership of the headteacher and strong support of the governors, the school has improved since the last inspection. It is held in high esteem by its parents and provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership and is well supported by knowledgeable governors.
- Pupils behave well, thoroughly enjoy school, have very good attitudes to their work and get on very well together.
- Consistently good teaching in Years 5 and 6 helps pupils to achieve average standards in mathematics, science and English by the end of Year 6.
- The teaching of information and communication technology (ICT) is particularly effective and pupils achieve above average standards throughout the school.
- Parents have a very high regard for the school and give good support in everything it does to help their children's education.
- There is good provision for pupils' spiritual, moral, social and cultural education.
- The pupils' learning is enhanced by a range of extra-curricular activities, carefully chosen visits and very close links with local schools.

What could be improved

- The quality of pupils' writing through the school.
- The more rigorous evaluation of pupils' attainment and progress as they move through the school.
- The impact that co-ordinators have on standards in their subjects.
- The way the school uses the results of assessments and tests to inform the future planning for the pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection in June 1997. In relation to the key issues identified in the last report, the school has made clear progress in the following areas. It has produced schemes of work for all subjects and reviewed the time allocated for the teaching of these subjects. The standards of teaching have improved and teachers now set work that matches pupils' prior attainment. However, the impact of the subject co-ordinators on pupils' attainment and progress is still unsatisfactory. There have been good improvements in the school development plan and there are now clear systems for reviewing initiatives. The school is much more aware of how spending on extra resources impacts on the standards that the pupils achieve. The marking policy has been reviewed, but teachers do not consistently inform pupils how they can improve their work. There have also been improvements since the last inspection in the quality of leadership by the headteacher and governors, the quality of the curriculum, pupils' attendance, pupils' behaviour and their relationships with each other, and

the development of pupils' spiritual, moral, social and cultural education.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	D	E	C	D
Mathematics	C	C	B	B
Science	D	C	B	B

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

The results for Year 6 pupils in 2001 show that their attainment was above average in mathematics and science and average in English. When compared to similar schools, pupils' results were below average in English but above in mathematics and science. Statistics show that these pupils made well above average progress compared to their Year 2 National Curriculum test results. However, the overall improvement trend in these three core subjects is very similar to the national average. Standards for the present Year 6 pupils are in line with national expectations in English, mathematics and science. In English and mathematics, the proportion of pupils achieving the expected Level 4 is above average, but the proportion achieving the higher levels is below average. The results for 2002 will be slightly below last year's results because of the lower proportion of pupils achieving at the higher levels. However, the pupils have made good progress in all three subjects since they took the National Curriculum tests at the end of Year 2. While the school did not reach the targets it set for the 2001 results, teachers' assessments show that pupils are expected to reach the very challenging targets for this academic year. In all other subjects, Year 6 pupils' attainment is in line with national expectations, except for information and communication technology (ICT) where attainment is above average with higher-achieving pupils working at particularly high levels. Children in the reception class make satisfactory progress and will achieve the expected standards by the time they enter the Year 1 class. Pupils in Year 2 achieve satisfactory standards in all subjects, except for ICT where their attainment is above expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Good. Throughout the school, pupils are most polite and behave well.
Personal development and relationships	Very good. Pupils enjoy taking on extra responsibility, have very good relationships with each other and show increasing confidence as they become older.
Attendance	Good. Pupils attend school punctually and lessons begin promptly.

Pupils show a very good understanding and consideration for each other. They respond very positively to the teaching and to the good range of out-of-school activities. The high quality relationships in the school have a positive impact on the way pupils learn from each other in lessons.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, but is consistently good in Years 5 and 6. This has a direct impact on the good progress that the pupils make in these two classes. No unsatisfactory teaching was observed. The basic skills of literacy and numeracy are taught appropriately, but teachers do not plan the systematic development of these skills in other lessons. The teaching in ICT is particularly good and is a principal reason for pupils' good progress and above average standards in this subject. Teachers plan their lessons carefully and use questioning well to develop pupils' understanding. Teachers manage pupils well and their good behaviour enables lessons to proceed at a good pace. Pupils with special educational needs are taught well and make good progress towards their personal targets. The knowledgeable and hardworking classroom assistants work closely with the teachers to support groups of pupils in their learning and ensure that they all take a full part in the lessons. Teachers mark pupils' work conscientiously, but do not consistently inform them how to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall but well supplemented by visits, a good range of extra-curricular activities and close working relationships with other local schools.
Provision for pupils with special educational needs	Good. Pupils with individual education plans have clear targets set for them and make good progress towards meeting these targets.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes very good provision for pupils' social development, good provision for their spiritual and moral development and satisfactory provision for their cultural development.
How well the school cares for its pupils	There are good procedures for looking after pupils' personal welfare, but the monitoring of pupils' academic performance is unsatisfactory.

The Friends of the school provide a good range of social and fundraising functions that have provided valuable funds for the school. Parents give good support to their children with the homework that is set. Good opportunities exist for pupils to take on extra responsibilities. The school is a caring environment where pupils are valued and challenged. While the school has satisfactory procedures for testing and assessing pupils' progress, it makes unsatisfactory use of this information to inform the future planning for the pupils so that their strengths are built on and their weaknesses addressed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, but the subject co-ordinators do not have enough influence on standards in their subjects.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school, play an effective part in monitoring its performance and in planning its future developments.
The school's evaluation of its performance	Satisfactory. The school analyses its National Curriculum test results and weaknesses are addressed through initiatives in the school development plan. However, co-ordinators do not systematically analyse the standards of work in their subjects so that weaknesses in individual year groups can be addressed in future planning. The monitoring of teaching by the headteacher is now systematically carried out and is helping to improve the standards of teaching through the school.
The strategic use of resources	Good. The school makes good use of its budget to constantly improve the number and quality of the school's resources.

The improved school development plan includes costings and timescales and clearly identifies the school's priorities. Governors have a wide range of skills, but even more use could be made of their expertise to help in the evaluation of school initiatives. The school's accommodation is good and has improved with the recent building additions. The newly created ICT suite is having a very positive impact on the way that the subject is taught through the school. The school's generous allocation of classroom assistants shows its commitment to ensuring that all pupils, regardless of ability and background, are able to take a full and active part in all the activities. The school applies the principles of best value well, particularly in its links with parents, when buying resources and in the monitoring and evaluation of its National Curriculum test results.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parents' views were collected from the parents' meeting and questionnaire. One hundred and fifty eight questionnaires were sent out and 53 (34%) were returned. Twenty three parents attended the parents' meeting with the Registered Inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school and make good progress. Parents find the school very approachable and trust the school to sort out any problems quickly. Parents enjoy the generous time allocation for parent-teacher meetings and find the reports clear and honest. The school is well managed and the teaching is good. Children behave well and work hard. 	<ul style="list-style-type: none"> The amount of homework.

The inspectors fully agree with all the parents' positive comments about the school. However, they do not agree with parents' views on homework as the inspectors consider that there is satisfactory provision that is helping to consolidate and develop pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The improvement in pupils' attainment over the last four years has been in line with the national trends in Years 3 to 6. The results for 2001 National Curriculum tests for Year 6 pupils show that the pupils narrowly missed the school's challenging target in mathematics, but missed the English target by a considerable margin. Two pupils were absent for the tests and this lowered the percentage by almost 10 points, but it was also pupils' below average attainment in writing that made the English results miss the target by a wide margin. When compared to all schools, pupils' attainment was average in English and above average in mathematics and science. When compared to schools which draw their pupils from a similar background, the pupils' performance was above average in mathematics and science but below average in English. When compared to these similar schools, the proportion of pupils scoring the higher levels was below average in all three subjects. A small minority of pupils were absent for the tests and teacher assessments show that their absence adversely affected the overall results. However, statistics show that last year's Year 6 group of pupils, despite having an above average proportion of pupils with special educational needs, made very good progress in mathematics and science and good progress in English since taking their National Curriculum tests at the end of Year 2.
2. Inspection evidence indicates that standards have been maintained since the last inspection with the present Year 6 group of pupils having average attainment in English, mathematics and science. However, this year the proportion of pupils expected to reach the national standard is higher than average. The targets set for these pupils are for 90 per cent of them to gain the expected level in English and mathematics. These are very challenging given the above average proportion of special educational needs pupils in the year group. Inspection evidence confirms that pupils are on course to meet these targets. Over the last three years, the girls have outperformed the boys by the equivalent of almost one-year in English and two terms in mathematics and science. However, during the inspection there were no significant differences seen in the standards achieved by pupils of different gender or background. The main reason for the closing of the gap is the impact of the Numeracy and Literacy Strategies and the improvement in the performance of pupils who are on the school's register of special educational needs.
3. Over the last four years, standards have remained mainly average at the end of Year 2. When compared to national averages and to similar schools, pupils' results in reading were below average, writing well below average and mathematics average. This represents a steady improvement in mathematics attainment over the last four years. When compared to similar schools, the proportion of pupils achieving the higher levels was average in mathematics, below average in writing and well below average in reading. It is important to note that this year group had a higher than average proportion of pupils on the special educational needs register and also had a disruptive year because of long-term staff absence.
4. Children under five enter the reception class with overall attainment that is in line with that expected of children of a similar age. However, their skills in the areas of communication, language and literacy and mathematical development are lower than average. The teacher and skilled classroom assistant make a good team and ensure that the reception class is calm and welcoming. This ensures that all children, including those with special educational needs, feel secure within their peer group and are motivated to learn. By the time they enter Year 1, the great majority of pupils have made overall satisfactory progress and achieve the early learning goals in all six areas of learning: personal, social

and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; and physical and creative development.

5. Standards in English are average overall through the school. At the end of Year 2, pupils' attainment in speaking and listening is satisfactory, but good by the end of Year 6 because of the increasing contribution that pupils are expected to make during whole class lessons. Speaking and listening skills also develop well because in subjects such as mathematics, pupils are expected to use the correct vocabulary when explaining how they have arrived at an answer. Standards in reading are average in both Year 2 and Year 6. Pupils develop satisfactory skills in Years 1 and 2 using their knowledge of phonics appropriately to pronounce unknown words. They are beginning to understand about the plot and characters in a story. New reading materials for these pupils are enabling teachers to identify areas of weakness which are then being addressed. By the time they reach Year 6, pupils have good accuracy and fluency and understand the importance of expression when reading. They talk confidently about their books and make predictions, explaining their reasons for these. While pupils have a good understanding of how the library works, there are not enough opportunities for pupils to develop these skills. Writing is below average at the end of Year 2 and Year 6. Pupils make unsatisfactory progress through the school until they reach Years 5 and 6, when standards begin to improve because writing has a greater emphasis and is used more effectively in other subjects, such as design technology and science. However, the principal reasons for the below average progress in writing is the over-use of worksheets which limits pupils' opportunities for writing, the low profile that writing is given in displays around the school and insufficient planning to develop pupils' writing skills across the curriculum. By the end of Year 6, most pupils produce neatly-presented work of satisfactory length and with an increasing number showing correct use of paragraphs and good awareness of punctuation.
6. Pupils' attainment in mathematics at the end of Year 2 is average and standards have been maintained since the last inspection. Pupils have a good understanding of number and pattern and an above average understanding of place value to three figures. Pupils have a good knowledge of three-dimensional shapes and make good progress in their graph work because teachers plan for the effective use of computers in this work. The heavy reliance on work sheets reduces the opportunities for pupils to set down their own work and sometimes leads to the practising of skills that are already understood. Pupils make satisfactory progress through Years 3 to 6 with progress accelerating in Years 5 and 6 because of the consistently good teaching. Pupils are gaining a good understanding of the relationship of numbers because teachers expect them to explain their methods of working when they give an answer. Pupils also have a good understanding of place value and a clear understanding of the links between percentages, decimals and fractions. While addition, subtraction and multiplication skills are at least satisfactory, pupils' division skills are weak because their knowledge of multiplication tables is not secure. All pupils in Years 3 to 6 make good progress in their data-handling work because of the good use of computers to develop pupils' understanding in this area.
7. Standards in science have been maintained since the last inspection and are in line with national averages at the end of Year 2 and Year 6. By the end of Year 2, pupils develop satisfactory observational skills which they use well to explore the various habitats around the school. They understand that living things make their homes in different habitats and identify the different parts of plants. By the end of Year 6, pupils have a good understanding of the principle of fair testing. They make predictions and conduct simple experiments to test their hypotheses. They have satisfactory knowledge in the four different areas of science. Pupils make good use of information and communication technology to record the results of their investigations and also to research topics on the

Internet.

8. In information and communication technology (ICT), standards have improved in Years 1 and 2 and been maintained in Years 3 to 6, with attainment now being higher than national expectations. The good progress is due to the very good curriculum, the very good teaching by the subject co-ordinator who teaches all pupils in Years 3 to 6, and the good teaching skills of other members of staff, both teaching and non-teaching. The new ICT suite enables skills to be taught very successfully to small groups. Work is then carefully planned for later in the week so that these skills can be developed, either discretely or by integration into pupils' ongoing work. This is particularly effective practice because it makes pupils well aware of the value and relevance of the subject and leads to good all round attainment. By the end of Year 6, pupils have good communicating, data handling and control skills and make very good use of the Internet to support their work in other subjects.
9. Pupils make satisfactory progress and attain standards that are in line with national expectations in all other subjects. This represents an improvement since the last inspection in history and geography for Year 2 pupils and the maintaining of standards in all other subjects. By the end of Year 6, standards in all subjects have been maintained, except for art, which is now satisfactory. In Years 1 and 2, pupils work effectively with paints in art and design and have good skills in mixing colours to achieve particular shades. While pupils in Year 6 know about the work of famous artists, such as Picasso and Monet, they have very limited experience of the work of non-Western artists and this restricts their understanding of art from different cultures. Throughout the school, pupils are developing a clear understanding of the importance of planning and evaluation as part of their design and technology work. By the time they leave the school, pupils have a good knowledge of technical vocabulary and a good understanding of the importance of the appearance of the finished product. This was clearly seen in their work on shelters.
10. Pupils in Years 1 and 2 are developing a sound understanding of chronology by studying Victorian artefacts and using a time line. Because teachers use a good range of history resources, pupils, by the time they are in Year 6, have positive attitudes to the subject and a particularly good knowledge of ancient civilisations. This was clearly seen in their study of ancient Egyptians, where teachers made very good use of CD ROMs and the Internet to develop pupils' understanding and personal interest. Pupils in Years 1 and 2 understand how to use maps and utilise these skills well when they book trips from their class 'travel agency'. While Year 6 pupils have a satisfactory knowledge of the physical features of rivers, they do not draw on this knowledge when considering rivers in other parts of the world. Attainment in physical education is in line with national expectations for pupils by the end of Year 2 and Year 6, but the pupils' swimming has been disrupted by the closure of a local pool. Year 6 pupils benefit from their residential visit, where they follow activities such as canoeing and hill walking. Pupils enjoy singing and sing tunefully and expressively in lessons and assembly. There are missed opportunities for older pupils to use ICT in their composition work.
11. Pupils' literacy and numeracy skills are developed satisfactorily through the curriculum, but most of the work is incidental rather than being specifically planned. There are satisfactory opportunities for them to develop their literacy skills in other subjects such as science, geography and history. In design and technology, pupils use their skills well to describe the planning and evaluation of their topic. There is evidence of pupils using numeracy skills in science and design and technology and when this happens, it creates good opportunities for pupils to consolidate their mathematical skills in different contexts.
12. Pupils who are on the special educational needs register achieve well overall and make good progress towards the targets in their individual education plans. This is because the results of on-going assessments are used appropriately to plan future work and because

they receive well-focused support in lessons from their teachers and their classroom assistants. In the reception class, the results of on-going assessments are used less well to ensure that the children's changing needs are consistently met in the teacher's planning. There are no pupils in the school with English as an additional language and no pupils have been identified as being gifted or talented.

Pupils' attitudes, values and personal development

13. Pupils have very positive attitudes to their learning and enjoy very good relationships in school. The school places a lot of trust and responsibility in the pupils and they revel in it. They are very interested in their work, tackling it with enthusiasm. This contributes significantly to the good ethos in the school. Pupils' attendance has improved in recent months and is now good. Pupils' behaviour has also improved since the last inspection and their respectful behaviour towards adults and each other is now a strong feature.
14. Pupils respond very well to the variety of approaches used by the teachers who engage pupils' interest and foster an enthusiastic approach to their learning. The pupils model themselves effectively on the very positive examples of all the staff, who consistently encourage politeness and consideration. Pupils enter into friendly conversation spontaneously and are very keen to talk about themselves and their learning. Parents place a high value on the way the school operates and promotes the academic and personal development of their children.
15. Teachers make good use of very good relationships and co-operative attitudes to develop the learning of all pupils, regardless of age, gender or ability. There are frequent instances in lessons where caring and supportive relationships allow pupils to work at their own level without fear of failure. For example, in a well planned lesson in personal, social and health education with their teacher and the local vicar, Year 6 pupils gave very mature responses when discussing their apprehension of their pending move to secondary school. Pupils feel secure in school and know that they and their opinions are valued. This very effectively supports their self-esteem and confidence. These very good relationships do much to enhance the learning opportunities of the pupils. Outside lessons, boys and girls of all ages and backgrounds mix freely and play amicably.
16. Pupils make very good progress in their personal and their moral development. They show initiative and a real affection for the school in the way they carry out their responsibilities as office, corridor or playground monitors. The older pupils particularly enjoy helping the younger ones button up their coats before going out to play. Their capacity for independence and initiative is further encouraged through educational visits, school clubs, charitable work and school council discussions. These experiences result in pupils knowing the right thing to do, learning how to resolve difficulties and developing a strong sense of self-esteem and self-worth. By following the democratic process of school council, pupils experience a sense of pride and achievement in seeing their own suggestions taken up by teachers and then developed into actual school practice.
17. Pupils show a very good level of independence and initiative. They take hold of an initial idea, think it through, develop it and look to see whether it works. In a well-taught Year 6 art lesson, for example, pupils sketched a few initial ideas, explored the combination of colours on offer, tried them out and then thought carefully before choosing just the right blend of shaded chalk to create the bright and bold effect they wanted. This they enjoyed greatly. Pupils are keen to make full use of their rapidly developing skills in using the school's computers and the Internet facilities. The older pupils having accessed their website and those of other local schools are beginning to realise the benefit and ease at which they can share and locate information for themselves.

18. Pupils behave well and have developed a clear understanding of what constitutes acceptable and unacceptable conduct within a school community. Parents have noted this and comment on how well the school encourages pupils to relate to one another and to develop very good and very useful social skills. This is borne out by the convivial, sociable atmosphere in the dining hall and the friendly way boys and girls run, skip and play together in the playground. There was no evidence of bullying during the inspection. Most arguments between pupils are short-lived and soon forgotten. Pupils know their teachers will promptly deal with any concerns they have about others being unkind or hurtful. The school has not had to resort to the ultimate sanction of permanent exclusion for many years.
19. The attendance of pupils is good. Pupils are keen to come to school even when they are not feeling in the best of health or spirits. The low level of authorised absence reflects the higher level of enthusiasm pupils have for school. Parents overwhelmingly agree, saying how much their children enjoy school. Pupils mostly arrive in time for the registration periods that usually take place at the start of each session. Those who do not turn up for school by the end of morning assembly know that the school will telephone their parents to find out why.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching observed during the inspection was satisfactory overall, but there have been improvements since the last inspection, particularly in the proportion of good and very good lessons. Half the lessons observed were good or better. Teaching was satisfactory overall in the reception class and in Years 1, 2, 3 and 4. The quality of teaching in Years 5 and 6 was consistently good, with pupils achieving well because of the higher expectations and greater challenge. No unsatisfactory teaching was observed and this represents a marked improvement when compared to the last inspection where one fifth of all lessons observed were unsatisfactory
21. The quality of teaching in the Foundation Stage is satisfactory, with the class teacher and classroom assistant forming a strong team. The classroom assistant gives good support to individuals and groups and makes a significant contribution to children's learning. The teacher has a sound understanding of how young children learn, sets individual targets for them and carefully monitors their progress towards these targets. However, this information is not used systematically to plan the next step of the children's learning and this means that not all activities are building successfully on children's prior understanding. The teacher organises the classroom carefully with good-quality resources, stimulates the children's curiosity and encourages them to become independent learners. The teacher makes good use of the outdoor area for their physical development and for activities such as gardening.
22. The quality of teaching in English is satisfactory overall, but there have been improvements, particularly in Years 5 and 6. The school has successfully implemented the National Literacy Strategy and is working hard to improve standards in the subject. The teaching of speaking and listening is good. Teachers use questioning well to develop pupils' communication skills and ensure that pupils of all abilities and backgrounds are fully included in these sessions. Plenary sessions at the end of literacy lessons are used well by pupils to talk about their work. As a result, they become increasingly confident in speaking while simultaneously developing keen listening skills. The teaching of reading is satisfactory, with an appropriate emphasis on pupils being taught phonetic skills that enable them to tackle new words with confidence. There is a good emphasis on the teaching of library skills, but pupils do not make enough use of the library to support their learning. The wide use of the Internet by most pupils in the school makes good use of their reading skills to find relevant information for particular topics. There are weaknesses in the teaching of writing and, as a result, pupils make

unsatisfactory progress through the school. There is insufficient planning for writing across the curriculum and too much use of worksheets, which inhibits pupils' opportunities to write at length.

23. The teaching of mathematics is satisfactory overall, but good in Years 5 and 6. Pupils develop a good understanding of numbers because teachers provide a range of real-life situations for pupils to practise these skills, using units of money, time and measure. The teaching of addition, subtraction and multiplication is satisfactory, but there are weaknesses in the teaching of division because pupils do not have a good knowledge of their tables by the time they reach Years 5 and 6 and have difficulties in understanding the process. In Years 5 and 6, the work is particularly well adapted to pupils of different abilities and good quality marking in Year 5 clearly indicates to pupils how they can improve their work. The planned use of information and communication technology (ICT) to support pupils' mathematics is good and, as a result of this, pupils have good skills in handling data and in interpreting graphs. While pupils do use their numeracy skills in other subjects, this is not formally planned by the teachers to develop pupils' numeracy skills across the curriculum.
24. The quality of teaching in science is satisfactory overall with improvements in teaching in Years 5 and 6, where pupils benefit from the good use of a specialist teacher. Pupils make satisfactory progress in Years 1 to 4 and are developing a good understanding of a fair test because of the strong emphasis on the teaching of science investigation skills. Teachers use their subject knowledge appropriately when questioning the pupils to stimulate their interest and to develop their understanding. In Years 5 and 6, the very good subject knowledge of the co-ordinator is used most effectively to assess pupils' understanding and to make sure that planning builds on this understanding. Pupils achieve well because they are expected to work collaboratively and use the correct scientific vocabulary to explain what they are doing and why. The teacher also uses marking effectively to encourage pupils and to point out what they need to do to improve their work.
25. The quality of teaching in information and communication technology has remained high since the last inspection and teachers have benefited from further training and from improved resources. The very good use of the new ICT suite means that skills are taught effectively to small groups of pupils with the class teachers then developing these skills during the week. The teachers' and classroom assistants' good knowledge results in pupils receiving good quality teaching and support when they have any problems. The part-time co-ordinator has very high skills and has been inspirational in the development of the subject through the school. Her teaching is of very good quality and her records of on-going assessments of pupils' knowledge means that they make good and often very good progress during their lessons together. The very good use of ICT across other subjects means that pupils have above average skills in all areas and these skills are used most effectively to support their learning in other subjects.
26. In all other subjects, teaching is satisfactory throughout the school and there has been an improvement in the teaching of history and geography in Years 1 and 2. Teachers have satisfactory knowledge in all these subjects and use this appropriately when planning lessons. However, the planning for some subjects is not specific enough and is not consistently based on what pupils' know, understand and can do. When this happens, it reduces the progress that pupils make. Teachers' planning in history is good and is leading to pupils having a good understanding of chronology by the end of Year 6. However, pupils' opportunities to write at length and show their interest in aspects of the subject is limited by the over-use of worksheets, which restricts pupils' writing opportunities. Pupils behave well because teachers have good management skills and expect high standards of behaviour. This results in pupils working purposefully in lessons.

27. Another strong feature of the teaching is the way that the classroom assistants are used to support pupils' learning. The assistants have benefited from good in-service training since the last inspection and now have a good range of skills to support pupils' learning across the curriculum. Teachers and classroom assistants work very closely together, know their pupils well and create a strong bond which gives pupils confidence to ask for help when they do not understand. Teachers mark conscientiously, but only in Year 5 are pupils given a clear indication about how to improve their work. This motivates the pupils to take a more active part in their learning.
28. There is limited recording of pupils' progress in the non-core subjects of art and design, design and technology, geography, history, music and physical education. As a result, teachers do not always have sufficient information to make sure that pupils build systematically on their previous work. Teachers use questioning well to assess pupils' understanding and to consolidate their knowledge. This was particularly well used in a Year 5 design and technology lesson when pupils shared their information about how they would go about making a working cam. Satisfactory use of exemplars in physical education helps pupils to improve the quality of their work. Teachers work hard to link subjects. Years 5 and 6 pupils were rightly proud of the costumes they had made and decorated as part of their artwork for their production on ancient Egypt. Teachers plan the effective use of ICT across many of the non-core subjects, but there are missed opportunities in music for pupils' composition work. Homework is used satisfactorily to consolidate and develop pupils' learning in lessons. Pupils understand the benefit of homework and know the importance of ensuring that it is completed. The one weakness of homework is in the learning of multiplication tables in Years 5 and 6.
29. The teaching of pupils with special educational needs is good overall and enables pupils to make good progress towards the targets on their individual education plans. Teachers and classroom assistants plan carefully to ensure that all pupils are fully included in discussions at the beginning and end of lessons. As a result, pupils are fully involved in the class activities and develop good self-esteem. Individual pupils' needs are carefully met through appropriate teacher planning in Years 1 to 6 and the well-focused use of classroom assistants who support pupils when appropriate. In the reception class, the work set for these children does not always build appropriately on their previous learning.

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

30. The school provides a curriculum better than the basic statutory requirements, all of which are met. It is enhanced by good provision for extra-curricular activities and for pupils' personal, social and health education. There is very good provision for information and communication technology and very good links with the local community and other schools. Curriculum provision has improved since the previous inspection and all the key issues relating to the curriculum have been successfully addressed. Satisfactory policies and schemes of work are now in place for all subjects. An audit of time has ensured that time allocations for history and geography, previously unsatisfactory, now meet requirements and provision is made in the school development plan for a regular review of the curriculum and its management, over a three year period. New schemes of work, based on the latest national guidance, and the teaching of subjects as discrete subjects, rather than through the previous topic approach, is helping to raise standards. The curriculum provided for information and communication technology has improved since the previous inspection and is now very good. There is regular review of the curriculum through the governors' curriculum committee. Governors have responsibility for a curriculum subject and some have observed teaching of that subject. Policies for teaching and learning and racial equality are under consideration. The school has no pupils for whom English is an additional language and no identified gifted or talented pupils. The provision for pupils with special educational needs is good.

31. The curriculum for the Foundation Stage is satisfactory overall and fully incorporates the six areas of learning as laid down in the Foundation Stage curriculum. Children have access to a range of experiences with the teacher and classroom assistant making good use of the resources to develop children's interests and skills. The new discrete outside area is well used by the children, but is not totally secure as one part of the fencing has not been completed. The teacher notes the children's achievements when they start the school and sets individual targets for them. However, the information is not used systematically to plan the next stages of learning through the Foundation Stage. As a result, although daily activities are carefully prepared, they are not always planned carefully enough to build on the individual child's previous learning. Some children do not, therefore, make the progress of which they are capable in certain lessons.
32. The curriculum for pupils in Years 1 to 6 is appropriately broad. The school is unable to make provision for swimming at present, but the headteacher is making arrangements to ensure that all Year 6 pupils will have further coaching to ensure they are all able to swim 25 metres unaided before they leave the school. Provision for pupils' personal, social, health and citizenship (PSHE) is a strength across the school. Less satisfactory are the two long morning teaching sessions of 70 minutes allocated to literacy and numeracy, the time lost through morning registration and refreshments before playtime and the two hour session in the afternoon, which is tiring for pupils in Years 1 and 2. There is a need for the school to review its timetable in order to use time more effectively. Teachers' planning overall is good and covers all aspects of each subject satisfactorily.
33. The curriculum provides well for pupils' sex education and drugs awareness, with good involvement of the school nurse. The newly appointed co-ordinator for personal, social and health education has introduced regular opportunities for all pupils to share their ideas and concerns through class 'circle time' sessions and the discussions during these times are having a positive impact on pupils' personal and social development. Adults are good role models and give priority to developing pupils' self-esteem, widening their social experiences and encouraging a growing interest in learning. Parents feel that the school is helping their children become mature and responsible. Since the previous inspection, the school has successfully implemented the national literacy and numeracy strategies, which are helping to raise standards in English and mathematics, though there is still a weakness in pupils' writing. The effectiveness of teaching numeracy and literacy skills across the curriculum is satisfactory, although some good opportunities were observed in science and history during the inspection. Every pupil receives their full curriculum entitlement, but higher-attaining pupils are still not always consistently challenged, particularly when work sheets are used in lessons. A new homework policy is now in place; a significant majority of parents and pupils are satisfied with the new arrangements. The school's marking policy continues to be reviewed, but teachers' marking usually gives insufficient guidance to pupils on how to improve their work.
34. The curriculum for pupils with special educational needs is good overall. Careful planning by the teacher and good support from classroom assistants ensures that pupils are given appropriate work and are effectively supported. The targets on the pupils individual education plans are well chosen and planning in lessons, particularly in literacy, helps pupils make good progress towards these targets. Occasionally, pupils are withdrawn in small groups by the special educational needs co-ordinator and by classroom assistants to help them achieve their targets. Pupils' progress is carefully monitored and the targets are regularly reviewed with parents and teachers. Children in the Foundation Stage who are identified as having special educational needs receive good support, but the assessment of their progress is not sufficiently accurately carried out. This results in the work they are given being less specific to their needs and the children do not make the same good progress as pupils in Years 1 to 6.

35. The school provides a good range of extra-curricular activities, clubs and visits for its pupils, including those in Years 1 and 2. Parents feel that the school has broadened its provision since the previous inspection and this is an area of improvement. Clubs and activities offered include French, craft, soccer, netball, calligraphy, chess, cycling awareness and recorders, although there is still no choir, as recommended in the previous inspection report. During the inspection, games and soccer clubs were observed, involving boys and girls from a wide age range. The provision made for visits and visitors to support the curriculum is very good. Each class has at least one trip organised to places, such as Twycross Zoo, Shugborough for a World War Two day, Lunt Fort to increase their knowledge of the Romans and London museums. A residential week is organised for older pupils at Marle Hall, the activity centre run by the local education authority, where pupils' physical, social and historical skills are developed. Visits from a musician, a 'Tudor man', the police, fire-brigade, local vicar and other local workers further enhance the quality of the pupils' curriculum and their learning. The visit of the world skipping champions was greatly enjoyed and has led to a flurry of activity at play times. Many pupils take advantage of the school's provision to learn the flute, guitar and other musical instruments.
36. The school ensures that all pupils have equality of access and opportunity to the curriculum irrespective of their ability, gender or background. Teachers make every effort to ensure that the contributions of pupils are encouraged and valued. All pupils have frequent opportunities to work together and support each other's learning. This makes a significant contribution to their academic and personal development. Boys and girls play together in netball and football teams. The careful organisation of classes is ensuring that the needs of pupils are met. Year 2 pupils working with Year 3 pupils are benefiting from the extra challenge that this presents.
37. The school's provision for the pupils' personal, social, health and citizenship education is good. This represents a good improvement since the previous inspection. There are regularly timetabled lessons for the subject. During the inspection, Year 6 pupils spoke openly about their concerns of leaving the school in a lesson attended by the local vicar. Since the previous inspection, a school council has been formed with representatives from each class. Pupils value these responsibilities and take them seriously. Initiatives implemented by the council range from bolts on toilet doors for senior pupils, to organising a sponsored run for the whole school to support the local hospital. Adults are good role models and focus successfully on developing pupils' self-esteem.
38. The school has improved its links with the local community since the previous inspection and these are now very good and contribute very positively to pupils' learning. There are strong links with the local church, Polesworth library, the local Warwickshire Education Business partnership and a local company which has supported the 'Young Investigators' awards in science and assisted with the school's pond, which prompted the establishing of a science club. Pupils have been addressed by a local councillor, ambulance, fire and police services, participated in the county music festival, visited the local elderly at Harvest and Christmas times and also the residential care home in the village. This provision substantially enhances the pupils' opportunities for initiative, personal development and community service.
39. The school has very good links with other schools. Matches are played against other primary schools, with opportunities for social and personal development, and strong links are formed within the Anker Valley partnership of schools. Transfer between the reception class and Year 1 has recently been improved, there are good transfer arrangements from the local nursery into the school, with nursery pupils invited to story times and the school's nativity play. The school is heavily involved with local initiatives which are looking into how transfer between nursery, reception, and Year 1 can be improved so that the children's learning is not interrupted at the end of each year. This

initiative has led to much closer links with the local play group and a growing awareness of the transition between the Foundation Stage to the National Curriculum. There are very good induction arrangements with the local Polesworth High School with Year 6 pupils being paired with a Year 7 'buddy' and invited to the senior school for a curriculum day. Pupils take part with other schools in the county music festival and also a cluster schools' physical activity competition hosted by the High School.

40. The provision made for pupils' spiritual, moral, social and cultural development is good overall. The school has successfully built on the positive aspects evident at the time of the previous inspection. Teachers place a strong emphasis on helping pupils think for themselves and to consider how and why things happen as they do. Assemblies contain a blend of spiritual, moral, social and cultural themes. Time is set aside for prayer and for reflection on what is good about the world and the people who live in it. Pupils gain a worthy insight into their personal experiences and the duties they have towards others.
41. Other aspects of pupils' spiritual development are well promoted through the school's emphasis upon religious festivals and the moving aspects of them, like the celebrations of light in winter in Eid, Diwali and Christmas. Pupils are also made aware of spiritual experiences in other subjects. For example, in science, pupils are alerted to the wondrous change of seasons, in English they are encouraged to use beautiful language, and in their art lessons, their creative and expressive impulses are inspired by looking at a variety of beautiful forms.
42. The provision for the pupils' moral development is good. Pupils abide by a clear code of conduct and teachers are good role models. The approach to moral questions is very positive. If a pupil has done wrong, the emphasis is upon forgiveness and upon providing support so that she or he can do better in the future. Traditional family values form the anchor for the school's policy on personal, social and health education. A range of opportunities for pupils to take part in sporting activities supports the understanding of the need for rules and fair play. The school takes steps to widen the debate when highly sensitive and moral issues such as euthanasia become the subject of a class discussion. Teachers are confident that such issues can be tackled, knowing that pupils will contribute in a mature and constructive manner. This says much about the values and morals promoted by the school.
43. Pupils' social development is very good. They very much enjoy the social aspect of school clubs and journeys. Other opportunities such as contributing to the school council or being a school monitor help pupils express their thoughts clearly and confidently while realising the need for good manners and goodwill towards others. Pupils use their initiative very well to find ways of raising funds for those less fortunate than themselves. Adults value each child and work effectively towards developing self-esteem. Good use is made of 'circle time' to help pupils respond appropriately to the differing views within a group. Older pupils look after the younger ones at playtimes and all show responsibility in the way in which they clear up spontaneously after lessons and behave when out representing the school.
44. There is satisfactory provision for pupils' cultural development. In geography, pupils develop a sound awareness and understanding of the similarities and differences between life in a Kenyan village and that in Britain. There are opportunities in assemblies for pupils to listen to music from around the world. Pupils learn about their own cultural heritage. The school summer fete allows the junior age pupils to keep up the village tradition of dancing around the maypole. Pupils' participation in concerts, trips to art galleries and museums provide them with a sound introduction to the cultural richness and variety of the world in which they live. They are attracted to displays of artefacts and pictures that represent the multi-faith community of Britain. However, the school realises there is a range of opportunities yet to be explored, particularly through art, music and the

use of information and communication technology, where pupils can learn more about life, history and culture in societies other than their own

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school's procedures for assessing pupils' attainment and progress are satisfactory overall, but there has been insufficient improvement in assessment since the previous inspection. Procedures are good in English and information and communication technology, satisfactory in assessing pupils with special educational needs and satisfactory in mathematics and science. They are unsatisfactory in all other areas of the curriculum. In English, pupils' work is assessed in a variety of ways, through the newly-introduced 'Progress Books', where a piece of written work of different genres is assessed and graded each half term. This is good practice but its use is underdeveloped and inconsistent. Reading is assessed regularly using commercial tests and records are kept. Reading 'Journals' target reading comprehension skills. These are good, but are not used consistently. End of year assessments of reading, writing and spelling, as well as mental and written mathematics, are carried out and an analysis made of the national standardised tests results recorded at the end of Years 2 and 6. Targets are set, based on this analysis, but these are insufficiently monitored.
46. The decision to place Year 2 pupils in different classes by banding them in ability groups has been positive for higher-attaining pupils and is leading to an increase in the proportion of pupils working at the higher levels. Work to improve writing skills is on going. Data is beginning to be recorded using a commercial computer program, but this is still at an early stage. The school's marking policy has been revised and is still under review. It does not emphasise sufficiently the need for marking to identify ways for pupils' to improve the quality of their work. There is little evidence of pupils' self-assessment and this is an area for development recognised by the school. The assessment co-ordinator has plans for improving this aspect and the school is now involved in the local education project 'Assessment Informing Planning', which will help with directions for improving the marking of writing, particularly through the setting of targets. Planning for pupils of different abilities has improved since the previous inspection, but day-to-day assessment information is still not ensuring that higher-attaining pupils are consistently challenged.
47. 47. The use that the school makes of assessment information for guiding future curricular planning is unsatisfactory. This is a weakness identified by the previous inspection and, although some improvement has been made in this area in English, ICT and in special educational needs, in all other subjects of the curriculum this remains a weakness that is acknowledged by the school. In English, assessment has been used successfully to identify the need for further work on personification, writing across the school, levels of reading in Years 1 and 2 and especially to raise reading comprehension skills. In Year 6, a design and technology assessment task was set on work done on shelters, but in other subjects there are no end-of-unit assessments to judge how well pupils have understood a new concept or skill. Assessment procedures are in place in mathematics and science, but are not informing future planning to ensure that strengths are built on and weaknesses addressed.
48. Procedures for monitoring and supporting pupils' academic progress are satisfactory. The school is in the process of introducing targets for individual pupils and is trialling different methods for this, such as target booklets. Co-ordinators monitor planning and some monitoring of lessons occurs in English, mathematics and in science, but in other subjects, co-ordinators do not have sufficient release time to monitor pupils' progress sufficiently. No system exists for identifying existing levels of attainment, setting targets to see that improvement is made across each year and monitoring to see whether pupils are on line to achieve those targets. Teachers discuss and set targets in literacy and numeracy with older pupils, as well as personal targets, and these are discussed with

parents and pupils at parents' meetings, but these procedures have still to be formalised, and there is no cohesive system in place across the school. Monitoring and target setting feature prominently in the current school development plan as issues to be developed and the school is well placed to improve the quality of its assessment procedures in the future.

49. The school cares well for its pupils. Some aspects of the provision are better than they were at the time of the previous inspection, notably the good attention given to the welfare of pupils and the very good procedures to eliminate any incidents of bullying in school. New procedures for collating and checking attendance figures have refined the system, making data easier to access. Although the assessment of pupils' progress has led to a wider understanding of what pupils can do, more use could be made of the information to help plan the curriculum and to set targets that directly involve the pupils.
50. Procedures that support pupils' personal development are effective because staff get on very well with their pupils, care for them and keep a close eye on their well-being. Good links and a continuing dialogue with parents help the school have the right strategies in place to respond to the pupils' individual needs and give them the ability and confidence to cope with their lessons. The headteacher sets a good example to the rest of the staff. She is frequently around the school talking to pupils about their day, encouraging good attitudes and responsible behaviour. The school is particularly successful in managing the crucial period of transition from home to school. All staff make it a priority to settle children well, beginning with the established and successful pre-school meetings between teachers and parents. By the time children leave the reception class, they are secure and confident in their approach to school.
51. Opportunities for informal discussion help teachers get to know individual pupils well, including those with special educational needs. Parents are comfortable about discussing their children's development with teachers and this helps the school acquire an informed view of the family's personal circumstances. Teachers make good use of the information to enter into a supportive dialogue with the pupils themselves and with parents about their child's personal progress.
52. The procedures for monitoring and promoting attendance are satisfactory. Attendance data is now stored on a computer database and this allows the school easy access to individual attendance records. The vigilant, part-time school secretary carries out register checks efficiently, clarifying any marking errors with the class teacher, but only on a weekly basis. The effectiveness of the system relies on the class teacher to keep a clear and accurate daily register, but not all do. The practice of calling some registers after morning assembly rather than before it allows some lateness to go unrecorded. The school asks that parents provide a reason for their child's absence before it becomes apparent to the class teacher. Most parents telephone the office on the first day of an absence. Parents also notify the school of their intention to take their child on holiday in term time. However, the advice to parents on the issue does not make it clear that schools are not required to authorise these absences, even those for less than 10 days duration.
53. The procedures for promoting health and safety are good, as are the procedures for child protection. The school works closely with the health authorities in providing suitable programmes of sex education and aspects of drugs education in science and in personal, social and health education lessons across the school. Pupils are aware of how to care and look after their bodies through the good information they are given. This helps them develop the confidence to make responsible and informed choices and, as they get older, the self-assurance to resist the negative influences they are likely to come up against. Parents trust the school to provide sensitive and supportive teaching of the delicate issues involved. The teacher delegated with the responsibility for child protection talks to

all staff about the duty they have to ensure pupils are not at risk. Staff are also reminded of their obligations in this respect by the written guidance provided.

54. The provision of first aid is good. Most staff have been suitably trained in first aid procedures and all are aware of what to do if someone is injured or ill. Detailed records are kept, updated and referred to by governors who look to see what can be done to prevent the same accident from recurring. Although there is no separate welfare room in school, pupils who feel unwell sit quietly near the office from where they are properly supervised. Very good links with welfare agencies and the health service help the school meet the needs of pupils with specific medical conditions.
55. There are sound procedures in place to eliminate the potential risks to the safety and well-being of all who use the premises. Issues identified by regular safety assessments are discussed by the headteacher, reported to the governing body and prioritised for action. However, the school has so far failed to persuade the relevant authority of the need to resolve an issue identified during fire practice. Appropriate attention has been given to addressing the two health and safety issues highlighted in the previous inspection report.
56. Good systems are in place to promote positive behaviour, alongside the very good systems to eliminate incidents of bullying. The climate of courteous, calm and respectful behaviour in school reflects the effectiveness of these systems. Pupils and their parents see the rules on behaviour as being fair and fairly applied and all are willing to follow and support the school's strong stance against all forms of oppressive behaviour. Pupils accept that bullying of any description will be firmly dealt with, and it is. Well-planned systems are in place to support the victim and to work with the parents of the bully and the pupil responsible. Lunchtime supervisors provide a consistent approach to discipline outside the classroom. Their views are deemed as important as those of the teachers and pupils when it comes to deciding who will receive a 'Recommendation Award' for good behaviour and attitudes to work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school's partnership with parents promotes effective links between home and school that enable parents to make a good contribution to their children's learning. Parents have a very good view of the school, better than at the time of the previous inspection. The parents' meeting with the inspectors, attended by 23 parents, provided many positive messages of support for the school and the commitment of its staff. The 44 parents responding to the questionnaire echoed their observations. Parents are more comfortable about approaching the school than they were, but the slight concern continues about whether their children receive the right amount of homework. Inspectors found much evidence to confirm their very positive views, but also found that the school could do more to inform parents about their children's progress and about the work they would be covering in each term.
58. The overall quality of the information available to parents is satisfactory. The strengths are in the way the school communicates face to face with parents. Parents are warm in their praise for the manner in which staff and pupils welcome them into school, address them pleasantly and take a keen interest in what they have to say. All teachers strive to be available for parents, setting aside time to answer their queries and to deal with their concerns. Parents' views on their children's academic progress are sought and taken into account at curriculum meetings and parent consultation evenings. Parents know that any concerns will be dealt with immediately. They have no qualms about approaching teachers and are comfortable in the school environment. Good use is made of these and other informal opportunities to discuss any factors that may be limiting the pupils' personal progress. Parents of pupils with special educational needs have additional

opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress.

59. The end-of-year reports give parents a satisfactory overview of their child's academic progress. The detail on pupils' personal development is good and helps clarify any mismatch of perception between home and school. Although the reports are well received by parents, there remains room for improvement both in format and content. The separate subjects of art and design technology are usually reported as one and the extensive use of word bank phrases has resulted in the same comments used in a number of reports. The best examples of reports are those that include individual targets and ways that parents can help their child with their schoolwork at home. Newsletters are well received by parents, but they tend to focus on organisational aspects rather than outlining the planned learning of an activity, lesson or school trip.
60. Governors are keen to promote the school and its successes. However, their annual report fails to cover all the information that is statutorily required. A more comprehensive section on the progress made since the last inspection would give parents a better idea of the improvements identified and the work still to be done to achieve them. The school prospectus, supplemented by the home/school agreement, is a useful introduction to the school and its policies, but omits to include the right for parents to withdraw their children from religious education and collective worship.
61. Parents make a worthwhile contribution to their children's learning at home and at school. They are keen to see their children succeed and want them to do their best. The school is pleased with the support it receives from parents when there are concerns about a pupil's behaviour or attitude towards others. Parents accept and support the school's procedures and policies on attendance, discipline and inclusion. They give generously of their time and money, organising fun events and social activities for everyone to enjoy. The school can also rely on its parents to help on special occasions, such as sports days and on school visits to places of educational interest. Their support here assists the provision of an enhanced curriculum. There are examples throughout the school where parents are effectively involved with their children's learning by encouraging reading and research at home. Despite the misgivings of one or two parents at the meeting before the inspection, the provision of homework across the school was seen to be satisfactory and beneficial to the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The quality of leadership has improved since the last inspection with the headteacher now providing good leadership to the school. The staffing difficulties the school experienced last year were most effectively managed to ensure minimum disruption to pupils' learning. The headteacher is given good support by her hardworking teaching colleagues and has a clear idea of the school's educational direction and has rightly concentrated on maintaining and improving the standards reported at the time of the last inspection. Much of this improvement is due to the carefully planned in-service training that all staff have undertaken and also the building and development of very close and effective teamwork by all those who work in school. The present school staff has a strong shared commitment to improve the school and a good capacity to continue these improvements.
63. The school's aims of encouraging pupils to become self-motivated and confident learners, the close working partnership between home and school and the creation of a community with strong Christian traditions are very clearly reflected in the day-to-day life of the school. This makes the school a special place for pupils to learn and grow up in. The close working partnership with home was described by one parent as being, 'Like a big family'. There is satisfactory delegation of responsibilities to staff, with the co-ordinators playing a positive role in

the development of their subject. However, the co-ordinators role in the systematic monitoring of standards in their subjects is unsatisfactory. The exception is the role of the ICT co-ordinator who, because she teaches the great majority of the pupils in school, has a very clear idea of progress and standards in the different year groups.

64. At present, the school sets targets for year groups to reach at the end of Years 2 and 6. However, these targets are not for individual pupils. The school, therefore, does not have rigorous enough tracking procedures in place to ensure that individual pupils are making the progress they are capable of as they move through the school.
65. The role of the governing body has also improved since the last inspection and governors now have a clear idea of the direction that the school should take to continue further improvements. The committee structure is well organised, with committees regularly reporting back relevant issues to the full governing body. The pairing of governors with individual subjects gives them a clear insight into particular priorities that the school is addressing. The majority of governors have observed lessons, both on their own and with a co-ordinator. Governors are closely involved in the drawing up of the school development plan and ensure that the allocated budget for initiatives is sufficient to ensure all planned developments are appropriately financed. However, greater use could be made of governors' expertise to help the school evaluate developments on the plan so that they can be fully assured that the money delegated to the plan is leading to improved standards. Governors have good links with the close knit community so that when problems do arise, they are quickly picked up, relayed to the school and effectively dealt with.
66. Teachers constantly reflect on the effectiveness of their teaching practice and regularly evaluate their own teaching to ensure that pupils are making the progress of which they are capable. This process is enhanced through regular monitoring visits by the headteacher as part of the school's performance management and appraisal programme. As a result of this, teachers now share a common philosophy in how lessons should be structured and how pupils of all abilities can be challenged.
67. The school has made satisfactory overall improvements since the last inspection, particularly in the quality of teaching and in the curriculum. There are now clear schemes of work for each subject area, which ensure continuity in learning from year to year and give good guidance to teachers to ensure they plan work of an appropriately challenging nature. The school has also carried out a time audit of the curriculum to ensure there is sufficient time and opportunity for the study of each subject. The school development plan uses an improved format for the on-going development of the curriculum. It is now carefully costed and has clear criteria for judging the success of initiatives. The school's marking policy has been reviewed and, while marking is carried out conscientiously by teachers, there are still too few consistent comments from teachers to outline to pupils what they need to do to improve their work. The roles and responsibilities of subject co-ordinators are now clearly stated, but due to some release difficulties not all co-ordinators have had opportunities to monitor the teaching and learning in their subjects. Apart from the key issues of the last inspection, there have also been improvements in pupils' behaviour, attitudes to work, their spiritual, moral, social and cultural development and in their attendance.
68. The special educational needs co-ordinator (SENCO) visits the school for one day per week and gives good support to teachers and pupils during her time in school. Many aspects of the government's recently introduced Code of Practice for special educational needs are now in place, with parents of the older pupils regularly involved in review meetings with their children. Pupils' individual education plans (IEPs) have clear short-term targets to help them improve in specific areas. However, the review records of the IEPs do not contain clear action points to show how on-going difficulties are going to be

resolved. The special educational needs co-ordinator makes very effective use of her time in school, although classroom assistants who work regularly with the pupils who have special educational needs would benefit from more planned in-service training with her.

69. The school's finances are in sound order. Almost 10 per cent of its budget was carried over last year to protect the present level of staffing during the predicted fall in the school roll as the comparatively high numbers of Years 5 and 6 pupils move on to secondary education. There are very secure financial systems in place, with the headteacher and governors having a very clear picture of the school's finances and how these are being used to maximum effect. The school administrator, who is responsible for the day-to-day management of the budget, gives excellent support to the school in this area. She keeps very clear records of all curriculum spending as well as records of other funds, such as school visits. The general school administration is very efficient with well-established daily routines. The recommendations of the last audit have all been dealt with effectively. Funding for subjects is agreed by co-ordinators and the headteacher, taking into account the school's needs and priorities as identified in the school development plan. The specific grants which the school receives for special educational needs and staff training are effectively spent and in the case of information and communication technology have led to much improved teaching skills and greatly improved resources.
70. The school gives good consideration to the principles of best value through the work of the headteacher, the governors' finance committee and the school administrator. It carefully considers its pupils' attainment in comparison to other schools, has very open channels with parents and receives very good support from them, particularly in the way that the school is organised and in the high standards of behaviour expected of its pupils. The school shows good regard to competition by ensuring that all purchases, including minor ones made by co-ordinators, are competitively priced.
61. 71. Staffing levels are good. Teacher assistants are deployed in each class and, together with the work of volunteers, the support staff make a good contribution to standards, especially of pupils with special educational needs. Class teachers are very willing to learn new skills to improve their teaching and classroom practice. They meet and work with the headteacher to identify individual and whole school development targets, which are targeted through in-service training. As a result, staff development is good. This is particularly evident in information and communication technology where, with the help of specialist support, standards have improved since the last inspection. Newly-qualified teachers are given a good start to their professional careers. They have an individualised programme of support, which includes a mentor. The school's administrator has the necessary experience to understand the complexities of her work, which she carries out with much skill.
72. The accommodation is good and allows the curriculum to be taught well. It has been extended and much improved since the last inspection resulting in a computer suite with some state of the art equipment and classrooms that are no longer cramped. The whole site is maintained to a good standard and kept clean and tidy, which is a credit to the caretaker and cleaning staff. Classrooms are well organised and provide an environment that is conducive to learning. Many areas show the commitment of teachers in providing enticing and attractive displays of pupils' work. The grounds provide a welcoming, pleasant and stimulating environment, which has been thoughtfully developed to enhance the curriculum. For example, the delightful pond area surrounded by shrubs and plant life is a natural wildlife habitat for pupils to investigate.
73. Overall, resources in school are adequate to support the curriculum. Some have been acquired through the generosity and goodwill of parents. Children in the reception class have good access to a range of good-quality large play equipment that is instantly attractive to them. The quality and range of resources for information and communication

technology, physical education and science are good overall and have a positive effect on standards. Good use is made of the local area, museums and churches for topic work. The numbers of computers and printers in school are high for the number of pupils in classes and the school has recently acquired an interactive, electronic white board to be used for whole-class teaching across the curriculum. The real shortages are confined to history, where the school has very few artefacts for pupils to observe and handle in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) *improve the effectiveness of the role of the subject co-ordinator by:
 - ensuring all co-ordinators have regular release time to monitor teaching and learning in the classroom and the quality of pupils' ongoing work;
 - ensuring evaluation of standards are shared at staff meetings so that any weaknesses can be addressed in future planning and organisation;
 - monitoring more carefully any end of unit/topic assessments to ensure that strengths of individual year groups are built on and weaknesses addressed in future planning;(paragraphs 63, 93, 101 and 107)

- (2) *evaluating pupils' attainment and progress more closely as they move through the school by:
 - setting long-term targets for individual pupils to achieve at the end of Years 2 and 6;
 - breaking these long-term targets down into yearly targets;
 - rigorously monitoring individual pupil's progress towards their yearly targets;
 - giving relevant support to ensure pupils make appropriate progress towards their individual targets;(paragraphs 46-48 and 76)

- (3) *improve the quality of pupils' writing through the school by:
 - creating more opportunities for pupils to write at length;
 - ensuring there are regularly planned opportunities for pupils to use their literacy skills in other subjects;
 - making less frequent use of worksheets which restrict pupils' abilities to practise their writing craft.(paragraphs 22, 26 and 90-91)

* indicates already included in the present school improvement plan

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- create opportunities for the classroom assistants to receive regular in-service training from the special educational needs co-ordinator (paragraph 68);
- inform parents at the beginning of each term what work and topics pupils will be covering (paragraph 58);
- make pupils' annual reports more evaluative and with clearer targets for improvement (paragraph 59);
- ensure the minor statutory omissions in the school brochure and the governors' annual report to parents are addressed (paragraph 60);
- create more opportunities for the development of pupils' multi-cultural awareness (paragraph 44);
- ensure marking gives clearer indications to pupils as to what they need to do to improve the standards of their work (paragraph 27);
- formalise the recording of individual education plans' evaluations (paragraph 68);
- plan more opportunities for pupils to use their numeracy skills across the curriculum (paragraph 23);
- make greater use of the skills of governors to help evaluate the effectiveness of school initiatives (paragraph 65);
- make greater use of information of children's progress to plan work in reception (paragraph 76);
- ensure the fence around the reception outside area is made secure (paragraph 76).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	17	23	0	0	0
Percentage	0	13	37	50	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)		158
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		54

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	8	11
	Girls	11	9	10
	Total	21	17	21
Percentage of pupils at NC Level 2 or above	School	91 (94)	74 (100)	91 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	11	12
	Girls	11	11	11
	Total	21	22	23
Percentage of pupils at NC Level 2 or above	School	91 (94)	96 (100)	100 (100)
	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	16	10	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	11	14
	Girls	9	9	10
	Total	16	20	24
Percentage of pupils at NC Level 4 or above	School	62 (72)	77 (83)	92 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	12	15
	Girls	8	8	8
	Total	18	20	23
Percentage of pupils at NC Level 4 or above	School	69 (74)	77 (78)	88 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

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	
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	22.6
Average class size	26.3

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	106

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	368,380
Total expenditure	324,971
Expenditure per pupil	2,057
Balance brought forward from previous year	0
Balance carried forward to next year	43,409

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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 33.5%

Number of questionnaires sent out	158
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	2	0
My child is making good progress in school.	51	47	2	0	0
Behaviour in the school is good.	60	36	4	0	0
My child gets the right amount of work to do at home.	36	43	13	8	0
The teaching is good.	56	38	4	0	2
I am kept well informed about how my child is getting on.	53	40	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	2	0	0
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	45	51	2	2	0
The school is well led and managed.	62	36	0	0	2
The school is helping my child become mature and responsible.	64	34	0	2	0
The school provides an interesting range of activities outside lessons.	50	41	7	2	0

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

75. Arrangements for children in the Foundation Stage are satisfactory. Some aspects of provision are good. Children join the school in the September before their fifth birthday. Children enter school with average levels of attainment for their age. Almost all demonstrate standards of personal, social and emotional development that are expected for their age. However, many children demonstrate more limited skills in areas of communication, language and literacy, and mathematical development. The teacher and skilled classroom assistant work hard to ensure that the reception class is calm and welcoming. This ensures that all boys and girls, including those with special educational needs, settle securely into school life and are motivated to learn.
76. The quality of teaching in the Foundation Stage is satisfactory. This promotes children's sound learning and by the end of the Foundation Stage almost all attain the Early Learning Goals as specified in the Foundation Stage curriculum for children of their age. The class teacher and classroom assistant work very well together. The classroom assistant supports groups and individuals purposefully and makes a significant contribution to children's learning. The teacher has a sound knowledge and understanding of how young children learn and her detailed planning successfully incorporates the required areas of learning. She assesses children's skills shortly after they start school, using local education authority materials. She notes children's achievements, sets individual targets and creates a range of records. However, this information is not systematically used in planning the next step of their learning throughout the Foundation Stage. As a result, although daily activities are carefully prepared, they are not always planned with enough attention to what individual children need to learn next. This sometimes restricts their progress. The classroom is thoughtfully organised with good-quality resources to stimulate children's curiosity and encourage them to become independent learners. There is direct access to an outdoor area. This provides valuable opportunities for children to learn by working on a more active scale than is possible indoors and to participate in worthwhile activities such as planting their own garden. However, free access to this area is limited because it is not fully fenced and children have to be accompanied by an adult when they are outside.

Personal, social and emotional development

77. **Children's personal, social and emotional development is satisfactory with the great majority of children meeting the Early Learning Goals for this aspect of learning before they move into Year 1. Almost all children attend the adjacent, privately-run nursery before starting school. They become familiar with the reception class teacher through her regular visits. They also have opportunities to come into school with their parents to borrow books. Parents and children visit school before children join the reception class and, on starting school, children attend part-time for the first two weeks. These arrangements successfully promote a smooth transition between home and school and enable links with home to begin to be established. This effectively promotes children's sense of belonging. They gain confidence, quickly learn the classroom routines, are interested and want to learn. Children settle to tasks willingly and concentrate well for short periods. They put on their coats, change for physical education sessions and put on aprons for art and craft activities with a minimum of help from adults. The teacher consistently makes clear her expectations of children's conduct. They behave well and handle books and equipment carefully, although a small number of children are reluctant to share. They are patient and take their turn, for example, when waiting to choose a piece of fruit at snack time. When moving around school, as**

when they go to the hall for assembly, they follow instructions and are sensible and co-operative. Equipment is accessible and children are encouraged to carry out tasks independently and sensibly. Teaching in this area of learning is sound, with particular strengths. Most notably, the teacher values each child's efforts and gives lots of individual praise and encouragement. This successfully builds up children's self-esteem and promotes their confidence in learning and in their relationships with others.

Communication, language and literacy

78. The great majority of children attain the expected Early Learning Goals of communication, language and literacy by the end of the reception class. The teacher plans many worthwhile opportunities for children to improve their communication, language and literacy skills. The quality of teaching is sound. When working with groups of children or individuals the teacher and classroom assistant ask well-directed questions that successfully promote children's speaking and listening skills. Children enjoy listening to stories, discussing them and reciting nursery rhymes from memory. They also listen to story tapes and participate in activities, such as 'listening walks', which successfully promote this area of learning. As a result, children express themselves with increasing confidence and communicate their ideas clearly and simply. The teacher successfully promotes children's interest in reading by encouraging them to take books home regularly to share with their parents. Children handle books carefully. Almost all recognise familiar words and are beginning to associate letters and sounds. Most are on the initial stages of reading and all enjoy 'sharing' a book. The teacher organises activities that stimulate children's emerging interest in writing. For example, in an activity linked to their topic on toys, children wrote orders for toys and 'posted' them. The children regularly practise writing patterns and form their letters carefully. Most children hold their pencil effectively to make meaningful marks and understand that writing conveys meaning. Almost all write their own names and some are beginning to write simple words and phrases independently.

Mathematical development

79. Children are meeting the Early Learning Goals for this aspect of learning and are developing a secure sense of number, order and sequence through daily counting routines. They know the names of colours and common two-dimensional shapes. Most children count reliably up to 10 objects and sometimes beyond. They are making satisfactory progress in recording numerals. They are interested in practical activities which involve adding and subtracting, as when the teacher takes one or two blocks out of a group of five and asks the children to count how many are left. The quality of teaching is sound. Carefully planned activities, such as finding 'tickets' which match the numbers on activities in their outdoor 'Theme Park', successfully promote children's awareness of number and their number recognition skills.

Knowledge and understanding of the world

80. Children satisfactorily extend their knowledge and understanding of the world through carefully planned and stimulating topics. They learn about the properties of materials such as sand and water by handling and working with them. They find out about the living world through a good range of activities, for example going for a walk to look for signs of Spring, visiting the school pond and planting seedlings. They extend their knowledge of creatures by hatching out ducklings and visiting the zoo. Children have regular opportunities to use and become familiar with computers. They demonstrate basic competence in a range of simple programs and confidently operate other forms of technology, such as the CD player. The

quality of teaching is sound and sometimes good and is ensuring the children will meet the Early Learning Goals for this aspect of learning before they move into Year 1. The planning of stimulating activities is a particular strength in this area of learning. For example, children extend their awareness of their locality through such activities as visiting the local bakery and travelling by bus to the next village. They also meet visitors such as the librarian and local fire fighters.

Physical development

81. Children's physical development is satisfactory and the great majority of children will meet the Early Learning Goals for this aspect of learning before they move into Year 1. Children move safely and confidently in and around the reception classroom. They have opportunities for vigorous play outdoors, using a range of equipment including wheeled vehicles. They enjoy regular opportunities to be active in physical education lessons when they move with control and avoid bumping into each other. Most children can skip. They demonstrate satisfactory standards of co-ordination and balance in bat and ball games. The quality of teaching is satisfactory. Within the classroom, the teacher plans activities which satisfactorily promote children's physical development alongside other areas of learning. For example, they regularly practise and extend their manipulative skills when they hammer in pegs at the woodwork table and use paintbrushes and glue sticks confidently in their artwork.

Creative development

82. Children develop satisfactory creative skills and a significant majority of children are meeting the Early Learning Goals for this aspect of learning before the end of the reception year. They join in readily with action songs and rhymes. They can make loud and soft sounds on percussion instruments. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They confidently stick, print and use paints in various ways, often related to topics. For example, children enjoy using large and small paintbrushes, rollers and their hands to apply paint, spread glue and scatter sand when creating a large-scale backdrop for a display about Noah's Ark. The quality of teaching is satisfactory. Staff ensure that stimulating materials and tools are accessible to the children. However, while planning gives a clear idea of activities to be carried out, it does not consistently specify what the children are to learn or how this is to be assessed.

ENGLISH

83. Pupils in Year 2 are making satisfactory progress in reading and writing and their attainment in both aspects is satisfactory. This attainment is similar to that of the last inspection and an improvement on the National Curriculum test results of previous years when attainment was below average in reading and well below average in writing. The main reasons for the improvement in attainment are the grouping of the higher-attaining pupils with Year 3 pupils, which is leading to an improved proportion of pupils working at the higher levels, and the lack of disruption to the pupils' learning through staff absences.
84. By the end of Year 6, pupils' attainment is average and is similar to that found at the time of the last inspection. Standards in speaking and listening are good by the end of Year 6. Standards in reading are satisfactory, but standards in writing through the school remain below average, although improving in Years 5 and 6. The good teaching in Years 5 and 6 is leading towards an above average proportion of pupils achieving the nationally expected Level 4 in reading and writing. However, the proportion of pupils expected to achieve the higher Level 5 has fallen since last year as the cohort has a lower proportion of higher-achieving pupils.

85. Progress in developing literacy skills is satisfactory overall. Pupils enter the school with language skills lower than number skills and make satisfactory progress until Years 5 and 6 when accelerated learning occurs due to the consistently good teaching in these years. During the inspection, Year 5 pupils were observed using and developing literacy skills when writing about Theseus and the Minotaur in history and all pupils successfully develop their writing skills when recording investigations in science.
86. Pupils in Years 1 and 2 make satisfactory progress in speaking and listening and in reading, but unsatisfactory progress in writing. This pattern is continued in Years 3 and 4; but in Years 5 and 6, pupils make good progress in speaking and listening, satisfactory progress in reading and are beginning to make satisfactory progress in writing. The school, however, recognises this weakness and has begun to take positive steps to raise standards, which have yet to take full effect. Pupils with special educational needs are well supported across the school and make similar progress to their peers because the work set is appropriate and builds on previous learning. There are no pupils in the school for whom English is an additional language and no identified gifted or talented pupils.
87. The pupils' speaking and listening skills are low on entry, but good by the time they leave the school and they make good progress. They achieve well over time. Teachers' good questioning stimulates pupils' effective communication skills and teachers show good awareness of inclusion, ensuring that all pupils have the opportunity to speak. Pupils contribute well in 'carpet time' sessions in response to teachers probing, open-ended questioning; for example, in Year 6 the teacher asked, 'Yes, it is a simile, but what's effective about it?' Across the school pupils are good listeners and keen to learn. Opportunities are taken, for example in assemblies and in the school council, to address a wider audience and to speak more formally. Year 6 pupils, in conversation with inspectors, spoke freely and confidently. Lunchtime conversation with pupils is stimulating. Plenary sessions within the literacy hour are used well to enable pupils to tell their classmates what they have done and what they have learned. Pupils show a good command of vocabulary, using words such as 'tentacles' and 'antennae' in Years 1/2. They were able to improve 'The snail's mouth is under the feelers' to 'The snail's mouth is below the tentacles'. Drama and role play in end-of-term productions, nativity plays and assemblies successfully support the curriculum.
88. Pupils make satisfactory progress in reading in Years 1 and 2. The school uses two basic reading courses, supplemented by other material, all graded and colour coded. Pupils read daily within their literacy hour lessons and before the afternoon session, either individually or in small groups, when teachers often take the opportunity to develop reading comprehension skills. Reading homework is set and well supported by parents. A home/school diary records what is read and when, but is less well used to draw attention to difficulties or suggest areas for improvement. Year 2 pupils, all reading at a level appropriate for their age, use their knowledge of phonics to build words, such as 'mirror' and 'exciting'. They use picture clues and refer to the text. They have a good understanding of the terms 'author' and 'illustrator', know what an 'index' is and that it is listed alphabetically. They talk about the plot and characters in their stories. Average and above-average readers read with expression and confidence. The less-able pupils still finger point and are hesitant, but pronounce unknown words such as 'himself' correctly. New reading material for these two years has been introduced to good effect, enabling teachers to identify areas of weakness. Texts chosen are well matched to pupils' abilities.
89. Pupils' reading widens as they move through the school and in Years 3 to 6, they develop greater accuracy and fluency, intonating with expression. Pupils join the local library and many buy books for themselves, for example, through the Book Fair provided by the school. They understand the terms 'glossary', 'thesaurus', 'blurb' and increasingly read independently to gain information. Personal and retrieval skills are developed, with pupils knowing how to use the library for finding information to support their learning. They talk

confidently about their books and make predictions while referring to the text. They understand clearly the difference between fiction and non-fiction. Good supplies of fiction and non-fiction books are kept in all classrooms; graded readers are readily accessible around the school. During the inspection three readers were heard from each class. Attainment, overall, was satisfactory.

90. Standards of writing at the end of Year 2 and at the end of Year 6 are below average and progress is unsatisfactory across the school. A number of factors contribute to the low standards of writing across the school:
- - unlike reading, few writing corners are provided in classrooms;
 - there is very little evidence of pupils' writing or quality of handwriting on display in classrooms and around the school;
 - there is no Writers' club or 'Writer of the Week'. Writing has insufficient focus and emphasis;
 - the use of too many worksheets inhibits writing at length;
 - too many cut and paste exercises are used when opportunities for writing could be taken instead;
 - some teachers allow pupils to print, even when they have learned to write in a joined-up hand;
 - there is insufficient planning for writing across the curriculum;
 - provision for higher-attaining pupils is still insufficient;
 - written tasks often lack challenge;
 - the school now has a higher than average proportion of pupils with special educational needs, which has grown since the previous inspection;
 - pupils from Year 2 who took the national tests in 2001 had suffered from teacher absence and had a significant number of different teachers in the approach to the tests;
 - the curriculum time allocated to English is lower than the national average and time is lost in extended literacy hours;
 - there are too few timetabled sessions specifically for writing;
 - assessment and target setting for writing are still under-developed;
 - parents may feel less able to support their children's writing as constructively as their reading.

91. These are small points in themselves, but collectively they help to explain the situation. A Year 3 pupil commented, 'It's hard to write joined up and straight at the same time' when he is asked to write in a box rather than on lines. Another pupil, from Year 6 said, 'I like work sheets. You don't have to write very much!' The size of response boxes on some work sheets often inhibits writing and pupils receive insufficient challenge to write at length. A pupil in the Years 1/2 class used good connectives to compose 'The snail goes back in its shell *when* it is frightened *because* animals try to eat them'. A Year 4 pupil made good use of alliteration in his poetry to write 'sneaky spiders spin silky, sparkling webs'. Standards of writing are better overall in Years 5 and 6, where good teaching and higher expectations from teachers result in well-written work, neatly presented and of a satisfactory length. Pupils use paragraphs successfully and show good awareness of punctuation. Pupils' word processing skills are well developed through the good use of information and communication technology. Good writing was seen in Year 6, where pupils identified figures of speech, such as simile, metaphor, alliteration and personification, but they have insufficient opportunities to use these in their writing. Standards of spelling are average across the school and are learned through the 'Look, Cover, Write, Check' method. The school has its own style of handwriting, which is introduced from an early age. Most pupils are expected to be joining up by the end of Year 2, but many revert to print in later years, before reaching a

satisfactory standard again in Year 6. The teaching of handwriting and good habits in presentation still require further formalising.

92. Teaching was at least satisfactory in all the lessons seen. It was satisfactory in half of the lessons and very good in the other half. This is a good improvement since the previous inspection, which identified some unsatisfactory teaching. The school has implemented the National Literacy Strategy well and this is helping to raise standards. Teachers have good subject knowledge. Their planning of the literacy hour is good overall and sometimes very good, especially where they share displayed learning objectives with pupils and reinforce the lesson's learning in an effective plenary session. Greater provision is now made for pupils of all levels of ability since the previous inspection, though pupils, especially the higher-attainers, are not always sufficiently challenged in their writing. Teachers work well with, and make good use of, classroom assistants, whose support of small groups and in general class management plays a significant and positive part in the pupils' learning across the school. Parents and pupils are satisfied with homework arrangements, but marking does not sufficiently advise pupils on how to improve their work. Pupils' attitudes towards the subject are very good. They support one another well and their enthusiasm and enquiring questions, such as from a Year 2 pupil, 'Miss, what's redrafting?' contribute positively to their learning.
93. The subject is well led by the co-ordinator who is able to monitor teaching and learning. Sometimes she is accompanied by the governor responsible for literacy. However, the monitoring of standards through the school is unsatisfactory. Assessment procedures in the subject are sound and are used satisfactorily, for example, to reinforce understanding of personification in Year 6 and to develop reading comprehension skills through the school. Reading is assessed regularly and good records are kept. The new 'Progress Books' are an effective tool for assessing the development of writing. In these books, writing of different types is collected twice a term and graded against national criteria. This is a new initiative and at the moment the practice is inconsistent across the school. Another new initiative is the Reading Journal in Year 6 which successfully promotes reading comprehension skills. The school is fortunate to have a library which is well organised and used by older pupils for research. More use could be made of this resource if classes had regular timetabled slots. Resources for the subject are satisfactory, though more big books and sets of group readers have been identified as necessary. The subject contributes strongly to pupils' social, cultural and personal development.

MATHEMATICS

94. Inspection findings indicate that the overall attainment is average at the end of both Year 2 and Year 6. These findings show that standards are the same as at the time of the last inspection. Unlike previous years, there is no discernible difference between the attainment of boys and girls. In Year 6, the proportion of pupils who are expected to achieve the nationally recognised standards is likely to be above average, but the proportion of pupils gaining the higher Level 5 is likely to be below average. The reason for the fall in the proportion of pupils gaining the higher Level 5 is due to the nature of the year group, which contains fewer higher-achieving pupils compared to previous years. Both Year 2 and Year 6 classes also have a higher than average proportion of pupils on the special educational needs register.
95. Pupils' knowledge and understanding of number is above average through the school because of the emphasis on this area in the teachers' planning and because this area of their mathematics is also used in other subjects, such as design and technology, science and ICT. Pupils of all ages and abilities, including those with special educational needs, make satisfactory progress as they move through the school and achieve their full potential, particularly in Years 5 and 6 where the quality of teaching is consistently good

and pupils' progress accelerates. The frequent emphasis on practical work helps pupils to enjoy their mathematics. Most have positive attitudes towards the subject and this impacts on the quality of their learning. The National Numeracy Strategy has been well implemented in all classes and is proving to be effective in promoting pupils' mental mathematics. However, despite the school's emphasis on the teaching of multiplication tables through Years 3 to 6, too few pupils have instant recall.

96. By the end of Year 2, pupils have a good understanding of number and pattern. This aspect of the mathematics curriculum is taught well, with pupils having an above average understanding of place value. This was clearly seen in a Year 2 lesson, when effective use of resources reinforced pupils' understanding of the differences between hundreds, tens and units. Pupils have a satisfactory understanding of reflectional symmetry, a good knowledge of three-dimensional shapes and use co-ordinates accurately to plot positions on a grid. Pupils make good use of ICT to help with their graph work. For example, they made tallies of their classmates' favourite sandwich fillings and used this information to produce a computer-generated graph. There is a heavy reliance in Years 1 and 2 on the use of photocopied worksheets. While most of these are appropriate for the different abilities of pupils in the class, there is some evidence that some worksheets are giving more practice in skills and concepts that are already understood; this is slowing the potential progress that pupils could make. The use of worksheets also limits the opportunities pupils have to set down their own work. Indeed, evidence from pupils' books shows it is the lower-achieving and special educational needs pupils who usually work with the classroom assistants in lessons, who have more opportunities for setting down their own work than their peers.
97. Pupils make, overall, satisfactory progress through Years 3 to 6, with pupils becoming more skilled in using numbers. Teachers provide a range of real-life situations for pupils to practise number skills, using units of money, time and measure. Pupils are encouraged to explain their methods of working and this helps them to clarify their thinking and also develop their mathematical vocabulary. In Year 3, pupils' knowledge of common two and three-dimensional shapes is secure and through their work on direction in ICT they have a good understanding of angle as a measure of turn, with higher-achieving pupils understanding that two right-angles is the same as a straight line. Effective teaching of place value skills in Year 4 through the good use of resources, enables most pupils to work confidently in thousands. Pupils have satisfactory skills in shape, space and measure, but are developing good skills with the concepts of perimeter and area because these are carefully introduced by the teacher and well reinforced in appropriate practical work. Pupils in Year 5 make good progress because the work is particularly well adapted to the abilities of different pupils and is very carefully marked, with clear ideas from the teacher about what pupils need to do to improve their work. As a result, pupils of all abilities show good progress in the systematic development of their mathematical skills. By the end of Year 6, pupils work hard and produce good amounts of work in lessons. Their understanding of place value is good and they have a clear knowledge of the links between percentages, decimals and fractions. They have good addition, subtraction and multiplication skills, but their division skills are weak because their knowledge of multiplication tables is not secure. Pupils have above average knowledge of co-ordinates in the four quadrants and their knowledge of graphs and data interpretation is enhanced through their ICT work which is closely linked to this aspect of the subject.
98. The teaching of mathematics is satisfactory overall, but good in Years 5 and 6 where pupils make consistently good progress. This shows an improvement since the last inspection in Years 3 to 6, with standards being maintained in Years 1 and 2. Strengths of the teaching are the good use of the three-part lesson as laid down in the National Numeracy Strategy, the good use of questioning to assess pupils' understanding and effective use of resources to enhance their understanding of new concepts. Introductory

mental sessions are well planned and most are well paced, prompting pupils to give fast answers. In the best lessons observed during the inspection, teachers pressed the pupils to explain how they had arrived at their answers and then reinterpreted the pupil's response so that their peers would have a further opportunity to understand the method used. This strategy helped pupils to clarify their thinking and demonstrated that there are different but equally effective ways of solving the same mathematical problem. Particularly effective is the way that the classroom assistants work with groups of pupils to ensure they can take a full and active part in the lesson. There are satisfactory links with literacy, principally involving pupils reading problems and answering some questions by explaining working answers in writing.

99. The co-ordinator has worked hard to introduce the Numeracy Strategy through the school and to provide a satisfactory range of resources that teachers can use to develop pupils' learning. During the year, regular assessments are set at the end of units of work and are marked by the class teachers. However, there are no procedures in place for the results of these assessments to be systematically passed on to the co-ordinator who is, therefore, not in a position to advise class teachers on how to improve certain aspects of the pupils' learning. The non-statutory assessments are taken by Years 3, 4 and 5 pupils towards the end of the summer term. These are not usually analysed until the following term, which is too late for the new class teacher to plan the work for the year groups, to ensure strengths are developed and weaknesses addressed. The co-ordinator has regular release time each term. She does not, however, evaluate the work in each year group to ensure that it is sufficiently challenging and leading to appropriate achievement amongst all groups of pupils. The numeracy governor has seen numeracy lessons, but has not been able to spend time with the co-ordinator during her classroom release. The setting of targets for each year group is a good initiative, but pupils' work is not monitored sufficiently rigorously to ensure that these targets are met. The planned use of numeracy in other subjects has not been clearly thought through. However, there was evidence during the inspection of pupils using their numeracy skills in science, history and design and technology.

SCIENCE

94. 102. Pupils make satisfactory progress through the school and their attainment has been maintained since the last inspection and is average at the end of both Year 2 and Year 6. More pupils are achieving the higher Level 3 in Year 2 this year as the higher-attaining pupils are grouped with Year 3 pupils and benefit from the more challenging work. Although the proportion of pupils achieving the expected standards will remain the same this year, the overall attainment in Year 6 has fallen from last year because of the lower proportion of pupils working at the higher levels.
103. By the time that they leave the school, pupils have a secure understanding of the principles of scientific investigation. They plan, make predictions and conduct simple experiments. They have a sound grasp of fair testing clearly evident in their work on testing the stretching ability of elastic bands. They have satisfactory knowledge about life processes and living things. For example, most pupils know the correct names for the major organs in the human body and can explain the relationship between a pulse and a heartbeat. They know about a plant life cycle, by studying the strawberry plant, and also understand the different ways of seed dispersal. Pupils have satisfactory knowledge about materials and use this well, such as when they devised experiments to separate sand and salt. Pupils have a satisfactory knowledge of physical processes. They know about the properties of conductors and insulators and use this appropriately in their work on circuits. They explain how a shadow is formed and know that sound is caused by vibration.

104. Pupils are enthusiastic about science and keen to talk about their current topics. In the Years 1/2 class, pupils learn that living things make their homes in various habitats by exploring the school pond and the flowerbed. They develop their observational skills by looking closely at plants and identifying the main parts. In Years 2 and 3, pupils extend their understanding of what plants need in order to survive. They carry out a good range of experiments, which successfully stimulate their interest and promote understanding. For example, putting celery stalks in dye to demonstrate that water is transported through the stem to other parts of the plant. Pupils in the Years 3/4 class show a satisfactory knowledge of the properties of materials when they sort materials into different groups. They classify solids and liquids and satisfactorily conduct experiments, such as when they separate compounds. They have a sound knowledge of electrical circuits and know which materials make good conductors of electricity. Pupils in Year 5 extend their knowledge of liquids and solids. They carry out investigations into evaporation and condensation, and melting and freezing, and record their findings neatly on charts and graphs, making good use of ICT in this work.
105. **The quality of teaching is satisfactory and leads to pupils' satisfactory progress in Years 1 to 4. Factors contributing to this include:**
- a strong emphasis on teaching the skills of scientific investigation;
 - carefully planned lessons with an emphasis upon a practical approach;
 - effective use of question and answer sessions to stimulate interest, promote pupils' thinking and check their understanding;
 - very good relationships between pupils, teachers and classroom support assistants which successfully promote pupils' confidence, involvement and learning;
 - well-planned links with other subjects, notably English and mathematics, that enable teachers to reinforce pupils' understanding of science;
 - teachers' satisfactory subject knowledge usually enables them to give clear explanations to pupils;
 - previous learning is soundly reinforced in lessons, but there is not always enough emphasis on the acquisition of new knowledge, skills and understanding;
 - key vocabulary highlighted in planning is not always included in the lesson.
106. **Teaching is good and sometimes very good in Years 5 and 6 because:**
- **science is taught by a particularly skilled and knowledgeable teacher;**
 - **pupils are consistently encouraged to use scientific vocabulary;**
 - **pupils' knowledge, skills and understanding are effectively assessed and this information is used in planning what they need to learn next;**
 - **pupils are encouraged to work collaboratively and expected to explain what they are doing and why;**
 - **pupils of all levels of attainment are set challenging and achievable tasks that successfully promote their confidence and learning.**
107. The subject is satisfactorily managed. The co-ordinator has observed teaching, analysed samples of pupils' work and examined pupils' results in national tests. However, she has not used the information gained from these activities to identify areas of strength and weakness or set targets for whole-school improvement. The scheme of work successfully incorporates national guidelines and is sufficiently resourced. Satisfactory use is made of pupils' literacy and numeracy skills, particularly when conducting and recording their investigations. Regular visits to Twycross Zoo, and ready access to the school wild life area and pond, successfully stimulate pupils' interest and support their learning.

ART AND DESIGN

108. Throughout the school, pupils, including those with special educational needs, make satisfactory progress and attain standards in art and design that are in line with national expectations. Pupils' work covers a satisfactory range of two- and three-dimensional projects that incorporate the use of various media and techniques, including pastels, pencil, chalk, fabric and, occasionally, clay. These findings do not fully reflect those of the previous inspection, when pupils' standards were in line with expectations by Year 2, but above expectations for their age by the end of Year 6.
109. Pupils in the Years 1/2 class work effectively with paints. They mix colours to achieve particular shades and effects in their seaside project and print with foam to illustrate their work on healthy foods. They begin to understand the importance of looking closely at their subject when they carefully draw aspects of a tree in the school grounds and sketch animals in the zoo. In the Years 2/3 class, pupils satisfactorily extend their colour mixing skills. They paint the landscape seen from the school grounds and successfully create a background sky of various shades of blue. Pupils explore pattern; for example, in Years 3 and 4 they produce symmetrical patterns in their work linked to mathematics. They further develop their observational drawing skills when they sketch spring bulbs. They demonstrate sound shading techniques and an increasing awareness of line and tone in their pencil drawings of chairs. In Years 5 and 6, pupils continue to use their sketchbooks to support work in other subjects, including science and history. For example, they carefully observe, draw and label parts of a flowering plant and successfully sketch exhibits on their visit to Leicester Museum. Pupils know about the work of famous artists, including Picasso, Monet and Van Gogh. However, they have very limited experiences of the work of non-Western artists. Pupils enjoy art and design and are keen to talk about their finished work. For example, pupils in Years 5 and 6 proudly explained how they used fabric paint to decorate their Egyptian costumes for their recent production. Throughout the school, pupils gain experience of the creative potential of information and communication technology. They use computer programs to produce patterns and effects. This soundly reinforces their information and communication technology skills.
110. The quality of teaching is sound and pupils make satisfactory progress as they move through the school. Teachers prepare resources in advance and pupils settle to their tasks with interest and concentration. A strength of the teaching observed was the consistent encouragement and support given to all pupils, including those with special educational needs. This ensures that pupils of all levels of attainment are fully involved in all aspects of lessons.
111. The enthusiastic co-ordinator is keen to improve standards in art and design. She has revised the subject policy and is adapting the scheme of work to incorporate national guidance. She recognises the need to develop manageable systems for regularly assessing pupils' progress. Currently, teachers do not always have the information they need to plan topics on the basis of a clear understanding of what pupils have achieved and what they need to learn next. She has had little opportunity to evaluate aspects of teaching and children's learning. This reduces her effectiveness in building on the strengths and addressing the areas of weakness that exist in the current arrangements. Initiatives such as whole school Art Days, workshops with visiting artists and the older pupils' visit to a London art gallery successfully promote pupils' awareness and interest in art. Their learning in the subject makes a valuable contribution to their spiritual, moral, social and cultural development. Most notably, pupils' growing appreciation of the natural world, as seen throughout the school in pupils' studies of rainforests, effectively supports their spiritual development. Their knowledge and understanding of the work of artists soundly promotes their cultural development. However, pupils have limited opportunities to appreciate the richness and diversity of art from other cultures.

DESIGN AND TECHNOLOGY

112. Standards have been maintained in the subject since the last inspection, with pupils' attainment at the age of 7 and 11 being in line with national expectations. Pupils with special educational needs make the same satisfactory progress as their peers. The quality of teaching is satisfactory through the school.
113. In Years 1 and 2, pupils have a satisfactory number of opportunities for developing their design and technology skills. The school has adopted the national scheme of work, which is enabling teachers to focus more directly on the development of pupils' skills and knowledge required for the subject. Pupils select and use materials appropriate for their activities and are beginning to evaluate the finished product to learn how they could be improved. Careful planning by teachers ensures that the skill development is taking place in basic cutting, pinning and gluing processes, with pupils having a good understanding of the behavioural characteristics of certain materials. For example, they tested different types of card and paper to see which would make the best hinges. Pupils understand the different ways that materials can be joined and apply tests to the materials to see which are the most effective. Pupils enjoy their work on food technology and in one lesson observed, showed a good use of adjectives to describe their feelings about the tastes of different potato salads.
114. In Years 3 to 6, pupils are developing satisfactory planning and evaluation skills as these are consistently stressed and reinforced by teachers. There are good planned links with mathematics, clearly shown in the work in the Year 3 class when pupils designed their own nets to help them construct boxes that were later converted into Tudor houses as part of their history project. Pupils in Year 5 are developing a good understanding of chronological planning before they begin the making process. Careful examination of a moving cam gave pupils a good understanding of how they would set about building their own cam. Good use of technical language by the teacher was clearly reflected in the pupils' responses to teacher's questioning. One pupil replied, 'I will need a 4mm bit to put in the drill chuck'. By the time they reach Year 6, pupils work confidently with a range of materials, including wood, card and fabric. They have developed good planning and evaluation skills. This was clearly seen in their project on shelters, which also showed that pupils have a good understanding of the importance of the appearance of the finished product. Examples on display, such as the igloo and tree house, showed the good all round development of skills and a knowledgeable response to the design task.
115. Pupils are enthusiastic about the subject because of the range of tasks that they are set and the way that it links in with their learning in other subjects, particularly in history and geography projects. The school has a satisfactory range of resources, but there are not enough tools for working with wood, such as hacksaws and G-clamps. Although standards are similar to those at the time of the last inspection, there has been an improvement in the curriculum, with the new long-term planning and in the way that the subject is led. However, the new co-ordinator does not have enough time to formally evaluate the pupils' work by talking to them. As a result, she does not have a clear understanding of the skills and knowledge that pupils have developed in their work. There are good links with both numeracy and literacy in some classes; pupils in Year 6 showed good measuring skills in their work on shelters and used language accurately in their evaluations of their final products. Pupils collaborate well when working together in lessons and this makes a good contribution to their social development. At present, links with ICT are under-developed, although there are plans to purchase equipment that will enable pupils to control their moving models.

GEOGRAPHY

116. Standards are satisfactory by the end of Year 2 and Year 6. All pupils, including those with special educational needs, are well supported and fully involved in lessons so that they make satisfactory progress in their learning.
117. In Years 1 and 2, pupils gain a satisfactory understanding of their immediate surroundings. They go for walks in the school grounds and village and become familiar with simple maps of the locality. They also extend their awareness of more distant locations. In the Years 1/2 class, pupils enjoy consulting maps when they 'book' trips in the Travel Agency, set up in their classroom. Pupils in the Years 2/3 class eagerly examine maps of the village to answer questions about how the land is used. Pupils satisfactorily extend their knowledge of the village as they move through the school. Teachers carefully arrange displays of aerial photographs and a wide range of local maps which successfully stimulate pupils' interest and support their learning. Pupils in Years 3 and 4 competently describe and contrast the geographical features of Warton with those of a village in Kenya. Year 5 pupils use correct terminology, including 'headland' and 'bay', as they describe the process of coastal erosion. They demonstrate good levels of independence as they consult a range of sources of information, including reference books and computer programs, to extend their knowledge of coastal rock formations. Year 6 make satisfactory gains in learning about the physical features of rivers. Following a local river walk, they describe their findings in appropriate terms, such as 'meander', 'confluence' and 'tributary'. They do not, however, draw on this knowledge and experience when considering rivers in other parts of the world.
118. The quality of teaching is satisfactory and pupils make sound progress because:
- teachers' subject knowledge is satisfactory;
 - most teachers use well chosen resources, including video excerpts, to effectively stimulate pupils' interest and reinforce their learning;
 - teachers carefully direct questions to individuals so that all pupils are involved in discussions;
 - teachers make clear their high expectations of pupils' behaviour and involvement;
 - pupils enjoy geography topics and are keen to tackle research tasks;
119. The very experienced co-ordinator has built up a good range of maps, atlases and globes, which successfully supports teaching and learning in the subject. The scheme of work is being adapted to incorporate national guidance. It does not, however, clearly identify the geographical skills to be taught and built on as pupils move through the school. Although teachers know their pupils well, there is little systematic assessment of their progress as a basis for future planning. The co-ordinator has had limited opportunities to identify possible strengths and weaknesses in the subject by formal monitoring. This restricts development in this curriculum area. Teachers organise outings, such as the residential visit to Marle Hall, which successfully promote pupils' enthusiasm for the subject and give opportunities to reinforce mapping and orienteering skills. These experiences successfully promote pupils' learning and have a positive impact on their personal, social and cultural development. Pupils make satisfactory use of their literacy skills and good use of their ICT skills to support their learning in the subject. There is little planned use of numeracy, but pupils make satisfactory use of these skills in their co-ordinate work when using maps.

HISTORY

120. Standards in history are in line with national expectations at the end of Year 2 and Year 6. This is a good improvement since the previous inspection when attainment at the end of Year 2 was judged to be unsatisfactory. Another criticism from the previous inspection, that insufficient time was allowed for the subject, has also been addressed. Pupils, including those with special educational needs, make satisfactory progress in lessons, although higher-attaining pupils are not always sufficiently challenged.
121. By the end of Year 2, seven-year-old pupils use appropriate time-related vocabulary and recognise that over time, some things change and some things remain the same. In a Years 1/2 lesson, for example, pupils observed that old Victorian machines for making ice-cream were not used any more and, as a result, were able to create a simple time line of dates. Younger pupils in their study of seaside holidays long ago were able to sequence events correctly, using appropriate historical language. Other pupils in the Years 2/3 class identified building features from the past in their study of their own village. In this, they located places where people still worked and made good use of aerial photographs and old maps to identify places which had disappeared over time and those which still survived.
122. Pupils in Years 3 and 4 studying village life in the past made good use of artefacts. For example, they used old photographs and newspaper reports from Queen Victoria's Diamond Jubilee to gain information on how people celebrated the occasion and to make comparisons with present day plans for their own village's forthcoming celebrations. Year 5 pupils have a sound understanding of life in the time of Ancient Greece. The teacher uses resources well to develop pupils' understanding of some of the contemporary literature of the times. For example, after watching a video of Theseus and the Minotaur, pupils re-told the story of this legend. This work had strong links with the pupils' work in literacy, but this good opportunity for extended writing was inhibited by the use of worksheets and an unchallenging cut and paste exercise. By the end of Year 6, pupils have developed sound enquiry skills, such as when they explore life in the times of Ancient Egyptians and have good recall of the chronology of topics they had studied in earlier years.
123. The teaching of history in both key stages is satisfactory, with some good strengths. This is an improvement since the previous inspection. Teachers have sound subject knowledge, plan lessons well, reveal good skills in pupil management and make good use of support staff and resources. As a result, pupils' learning is at least satisfactory and sometimes good. Characteristics of good teaching seen include good opportunities for pupils' personal research skills and good use of information and communication technology to access the Internet, for example, when learning about Greek triremes. Good use is also made of appropriate videos to stimulate pupils' interest and develop their understanding of past times. Planning for the subject is mainly good, with tasks set to match the different levels of pupils' abilities, though this is not always consistent. In the good lessons, learning objectives were displayed, discussed and referred to again in a plenary session, effectively reinforcing the pupils' learning. Pupils have good attitudes towards the subject, show interest and enthusiasm for the subject and work well with one another. Relationships in the classroom are very good and contribute positively to pupils' learning.
124. Very good use is made of visits and visitors to enhance the quality of the pupils' learning in each class. Year 6 visit Conway castle as part of their residential trip. Other outings, planned for all age groups, are made to Lunt Fort, Shugborough Hall, with costume experiences of a Tudor Day and as evacuees from World War Two. The school uses its stock of videos well, but resources for the subject are, overall, unsatisfactory. The school lacks a suitable collection of quality artefacts to help develop pupils' interest in and

understanding of history. Assessment of pupils' standards are weak and there is no system in place to enable the curriculum to be developed as a result of assessment. The subject co-ordinator has plans to introduce this. Monitoring of the subject is unsatisfactory, as no release time has been provided for her to do this.

125. The school is trying hard to overcome the difficulties in those classes which contain two different age groups to ensure that pupils do not miss or duplicate parts of the syllabus. The subject makes good use of information and communication technology across all years, with some very well presented newspaper reports by Year 6 pupils of the discovery of Tutankhamun's tomb. Good use is made of classroom assistants to work with small groups, enabling pupils of all abilities to make equally satisfactory or good progress in lessons. The subject supports pupils' social, moral and cultural development well. There is a strong focus on history around the school with prominent quality displays, for example the historical development of the school in the Years 3/4 class and an emphasis on timelines, which supports pupils' awareness of chronology. However, there is little evidence of pupils' own writing.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. By the end of Year 2 and Year 6, pupils' attainment in information and communication technology (ICT) is above national expectations. A significant minority of pupils is working at very high levels in Year 6. Pupils with special educational needs are particularly well supported in lessons and make good progress in their work. Standards have been maintained in Years 3 to 6 since the last inspection and have improved in Years 1 and 2. The headteacher has made the development of ICT a school priority in recent years. Much of the improvement is due to her vision, the very good leadership of the subject co-ordinator and the enthusiasm of staff, both teaching and non-teaching, to develop their own skills through national training initiatives. These factors, together with the creation of an ICT suite and careful investment in good-quality hardware and software puts the school in a strong position to improve standards even further.
127. By the end of Year 6, pupils have developed very good communication skills and make very good use of different programs to display their work. For example, they are able to cut and paste from the Web, justify text and create frames in which to display their work. Their Egyptian newspapers made very good use of all these skills and were of a very high standard. Pupils are confident using the digital camera and will be using the new digital video as part of a presentation about their time in the school. Pupils have good skills in control technology, clearly shown when they developed a working system of traffic lights. Pupils use sensors to monitor changes in temperature and also have good skills in handling data. For example, they have collected tourist information about Greece from the Internet, which they have entered into a database that they have then 'interrogated' to find a specific holiday within a given timescale. Pupils are very confident in their use of the Internet and understand how to narrow down a search field to find specific information, such as when looking at European rivers. Pupils also make good use of CD ROMs for supporting their project work in other subjects, for example, in their project on Ancient Greece as part of a history topic.
128. By the end of Year 2, pupils build well on the computer work in the reception class and are making good progress in all aspects of the subject. Pupils have acquired good basic mouse skills and familiarity with the keyboard. They have made good progress in using ICT to make things happen and display above-average understanding when preparing sequences of demands for a floor robot. Pupils in Year 2 have been given a range of opportunities to see how ICT makes data easier to handle through the use of graphs, for example, about eye colour and the number of rooms in their houses. Pupils are confident using the Internet and find programs to develop their numeracy and literacy skills. There are many good links with other subjects and in one lesson observed, pupils were using

the skills of 'clicking' and 'dragging' to take words from a word bank to label parts of a flower. In this particular lesson, pupils made good progress because they were allowed to try things out for themselves before the skills of 'clicking and dragging' were formally taught. This was particularly effective teaching and gave pupils a far deeper understanding of the technique.

129. Pupils make consistently good progress through Years 3 to 6 and are particularly enthusiastic about the subject because of the very good skills of the part-time ICT co-ordinator. She teaches small groups of pupils in the ICT suite and their learning from these lessons is further developed by class teachers who integrate computers very well into pupils' work in other subjects, such as English, mathematics, science, history and geography. For example, pupils in Year 4 devised a branching database to help them analyse two-dimensional shapes as part of their mathematics work. Year 5 pupils make particularly good use of the Internet to extend their learning in many subjects. For example, good Internet search skills helped them find information about caves, arches and stacks to supplement their work in geography. Pupils talked animatedly about their work in ICT and how they were often able to teach the skills they had learnt in lessons to their peers and also to other members of the family. As such, ICT makes a very good contribution to pupils' social development. Older pupils are particularly confident using computers. For example, one lunchtime, two Year 6 pupils were devising a spreadsheet for the school secretary so that she could record the number of different size sweatshirts that she had sold. The displays in the ICT room are of very high quality and inspire pupils to do their best.
130. Classroom assistants make a very good contribution to the teaching of the subject. Many times during the inspection, small groups of pupils made use of the ICT suite during lesson time. The good subject knowledge of the classroom assistants made sure that any difficulties pupils experienced were quickly dealt with and this enabled pupils to maximise the benefit of their time in the suite.
131. The quality of teaching is consistently good with some very good teaching observed during the inspection. Teachers plan carefully from the very good quality ICT curriculum to ensure that skills are carefully developed. Careful records are kept of pupils' progress and pupils who experience particular difficulties are given further practice to overcome specific weaknesses. The skills of the subject co-ordinator have been instrumental in developing the subject knowledge and confidence of staff members. Regular individual training is given to teachers and classroom assistants to ensure that the skills taught by the co-ordinator can be further developed during the week. This is a very effective system, which is leading to good and often very good learning by the pupils.

MUSIC

132. Throughout the school, standards in music meet national expectations. Pupils have regular opportunities to sing, play musical instruments, make simple compositions and listen to and appraise music. Teachers and support staff are committed to ensuring that all pupils, including those with special educational needs, are fully involved in musical activities. This enables them to make satisfactory progress as they move through the school.
133. Pupils know a wide range of songs and hymns by heart. They sing tunefully and expressively in class lessons and in assembly. They follow instructions well and develop the ability to control their voices and sing with confidence. Pupils regularly create and develop their musical ideas. In the Years 1/2 class, pupils use a satisfactory range of percussion instruments, which they shake, scrape, beat or tap. They handle instruments with care and confidence. Pupils understand that sounds can be represented by symbols and they respond appropriately to simple signals from their 'conductor'. Pupils in the

Years 2/3 class make steady progress in clapping and playing the beat and the rhythm of familiar songs. Older pupils successfully extend their listening skills when they concentrate on the lyrics of a range of recorded songs. Year 5 pupils eagerly share their ideas about the story or mood conveyed. They listen to each other's views with interest. By the end of Year 6, pupils work co-operatively in small groups to generate and organise their own lyrics to a well-known tune. Pupils enjoy this activity and concentrate very effectively. They do not, however, have opportunities to extend their learning by employing information and communication technology to record, alter and combine sounds.

134. The quality of teaching is satisfactory. Teachers plan their lessons to include varied practical activities which successfully promote pupils' enjoyment and learning. Teachers, however, do not regularly assess pupils' progress and ensure that planned tasks closely match pupils' abilities. Consequently, in lessons pupils are given similar tasks with no reference to their individual skills and experience. This limits the progress of more able pupils. A notable feature of teaching is the very good relationships teachers maintain with their pupils. Their ready praise and patience consistently promotes all pupils' confidence and involvement in lessons.
135. The co-ordinator manages the subject satisfactorily. She has developed the scheme of work to incorporate both local and national guidelines. However, she has not had opportunities to monitor the standards and quality of teaching and learning in music. This reduces her capacity to build on strengths and rectify areas of weakness that exist in the current arrangements. During the year, pupils take part in musical events, including school productions at Christmas and Easter, and presentations by visiting musicians, which successfully contribute to pupils' musical development. Teachers also run extra-curricular recorder groups. Pupils in Years 3 to 6 have opportunities for instrumental tuition, which promotes the learning of those involved. The instrumentalists perform at special music assemblies and some participate in the local Chamber Music Festival. Teachers play a range of recorded music as pupils enter and leave assembly and this effectively promotes their awareness of music and listening skills. Overall, pupils' learning in music makes a valuable contribution to their spiritual, social and cultural development. However, there are few planned musical activities which extend pupils' multicultural knowledge and experience. The planned use of ICT to develop pupils' composing skills is underdeveloped.

PHYSICAL EDUCATION

136. The standards attained in physical education meet national expectations at the end of Years 2 and 6 and are similar to those found during the previous inspection. A full physical education curriculum is followed, apart from swimming, where the enforced closure of the local pool for repairs has denied pupils the opportunity to swim. However, only six of the current Year 6 class of 29 pupils are still unable to swim the expected 25 metres. The headteacher has made plans for later in the term to ensure that they are all taught to swim before they leave the school. It was not possible to observe any dance, but analysis of teachers' planning and discussion with the subject co-ordinator indicates that standards in this aspect of the subject are at least satisfactory.
137. Pupils in Years 1 and 2 employ movement in a way expected for their age. For example, they create moving phases, such as rolling as a seed, making a shape as a flower and moving around the hall like a tall, thin marigold. Pupils in Years 3 and 4 practise a range of throwing styles, acquiring new skills such as pushing from the shoulders and a two-handed throw. They demonstrate good ball control. In Year 6, pupils develop a variety of athletic skills through different games. All pupils show awareness of the importance of warm-up and cool-down sessions and the appropriate space required for their activities. Most are enthusiastic about the subject. They wait patiently to take their turns and work

well together in pairs and small groups. All pupils, including those with special educational needs, make satisfactory progress throughout the school.

138. Teaching of the subject has improved since the previous inspection and is satisfactory overall, with one good lesson seen out of four. However, not all teachers are good role models by changing for the lesson, nor confident with their own demonstrations. Teachers' lesson planning is good and they use a variety of curriculum sources as the inspiration for their lessons. Suitably challenging provision is not always made, however, for higher-attaining pupils and they do not always make the progress of which they are capable. Teachers pay due care to issues of health and safety. In the good lesson observed, the teacher made effective use of a pupil to demonstrate good practice. Classroom assistants contribute positively to pupils' learning when they help with the development of their skills and support their practice activities.
139. A new policy and carefully-considered scheme of work, based on national guidelines, have been introduced since the previous inspection and provide for the progressive teaching of skills. This is an improvement since the last inspection and is helping to raise standards. There is good extra-curricular provision to support the subject. Matches are played against other schools in soccer and netball, and teams take part in local group activities, such as the competition day organised by the local high school. During the inspection, pupils took part in a games club and soccer coaching. Staff give generously of their time for these activities and good use is made of visiting coaches. Older pupils have opportunities for further physical pursuits such as canoeing and hill walking during their residential visit to Marle Hall. Assessment of pupils' progress is unsatisfactory with little monitoring of lessons. Resources for the subject are good, being of good quality, easily accessible and plentiful. Outdoor accommodation is good and pupils were observed making full use of the hard areas, the field and the adventure play apparatus to develop their physical skills. The whole school was recently involved in a sponsored run for charity. The hall is of adequate size, but space is restricted due to the storage of equipment around the perimeter. The amount of curriculum time allocated to some years is above average and this reflects the high priority the school places on regular swimming. The co-ordinator has a good grasp of the subject and knows where development is required. The subject contributes positively to pupils' social and personal development and makes a satisfactory contribution to the development of pupils' numeracy skills, such as when they time and measure their performances for athletics.