

# INSPECTION REPORT

## **GLENDALE INFANT SCHOOL**

Nuneaton

LEA area: Warwickshire

Unique reference number: 125595

Headteacher: Mrs J A Pitchford

Reporting inspector: Mr David Speakman  
20086

Dates of inspection: 7 – 10 May 2002

Inspection number: 195601

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Skye Close Nuneaton Warwickshire
Postcode:	CV10 7LW
Telephone number:	024 7634 9672
Fax number:	024 7634 3060
Appropriate authority:	The governing body
Name of chair of governors:	Mr P McKenna
Date of previous inspection:	19 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9843	Sarah Drake	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22955	Doreen Cliff	Team inspector	English Art and Design History Special Educational Needs English as an additional language	
8839	Mike Egerton	Team inspector	Design and Technology Geography Physical Education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
4350	Clive Whittington	Team inspector	Science Music Religious Education Equal Opportunities	Pupils' attitudes, values and personal development

The inspection contractor was:

HeadStart & Associates

Higherland Bridge  
49 West Street  
Gargrave  
Skipton  
North Yorkshire  
BD23 3RJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Glendale Infant School caters for boys and girls aged between four and seven years. The school is situated on the western edge of Nuneaton. The school has 265 pupils on roll and it is about the same size as other primary schools. Thirty per cent of pupils are on the school's register for special educational needs, which is above average. There are no pupils with a statement of special educational need. Most of the pupils with special educational needs have severe and moderate learning difficulties and emotional and behavioural difficulties but about an eighth have speech or communication difficulties or physical disabilities. Eleven pupils of statutory school age come from backgrounds other than a white UK heritage and this figure is above average. Most of these are of Indian heritage. Eleven pupils have English as an additional language but none are supported through ethnic minority support funds, since none are at the early stage of acquiring the language. There is a wide range of first languages other than English. Twenty nine pupils (11 per cent) are entitled to free school meals, and this proportion is about average. Socio economic circumstances are average overall. Attainment on entry to the reception classes is below average overall and there has been 'a significant lowering in pupils' level of attainment on entry' since the last inspection.

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

This is a very good school. It provides very good quality education and enables pupils to achieve well. Starting from a low baseline, pupils attain standards expected for their age by the time they leave the school. The quality of teaching is very good throughout the school. Leadership and management of the school are very good. The school has many significant strengths. All these factors set against the above average cost of educating each pupil means the school provides good value for money.

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

- The achievement of pupils throughout the school is good.
- Standards in art and design, music and physical education are above national expectations.
- The quality of teaching is very good throughout the school.
- Leadership and management are very good.
- The curriculum is very good, including personal, social and health education, which is excellent.
- Provision for pupils' personal, including spiritual, moral and social development is very good and supports pupils' very good attitudes and relationships. The school takes very good care of its pupils.

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

- Provision for pupils' cultural awareness, especially the multi cultural provision.
- Support for pupils with English as an additional language.

*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 shown a good level of improvement since it was last inspected in October 1997. Standards in the Foundation Stage have improved and children now achieve standards that are in line with those expected for their age. Despite a significant lowering in pupils' level of attainment on entry, the school has maintained average standards in English, mathematics and science. Attainment in information and communication technology has kept pace with the increasing demands of the National Curriculum. The quality of teaching has improved and is now very good throughout the school. Leadership and management of the school are now very good. The governing body has fully addressed the key issues raised at the time of the previous inspection and good progress has been made in this respect.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	C	C	C	D	well above average A
Writing	B	C	C	D	above average B
Mathematics	C	D	D	D	average C
					below average D
					well below average E

Standards are average for children in the Foundation Stage, and the majority of pupils are well on course to meet the early learning goals for children of this age. They are set to exceed them in their personal, social and emotional development; creative development and physical development and make very good progress in these three areas. In the National Curriculum assessment tests in 2001 at the end of Year 2, pupils achieved average standards in reading and writing, but below average standards in mathematics when compared to all schools. When compared to schools with a similar proportion of free school meals, standards were below average in all three subjects. The school has generally kept pace with the national trend of improvement in reading and writing, but less so in mathematics. The inspection judgement is that attainment in English, mathematics and science is average. It is above expectations in art and design, information and communication technology, music and well above in physical education. Standards are as expected in all other subjects. Despite a significant lowering in the attainment on entry, the school has maintained average standards and consequently pupils' achievement is good overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning are very good and make very positive contributions to the standards achieved.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They behave well in class, around the school and in the playground at break times.
Personal development and relationships	Relationships throughout the school amongst pupils and between adults and children are very good. Pupils' personal development is very good.
Attendance	Good. This year it has been above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

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

Teaching throughout the school is very good and promotes the very good quality of learning. No teaching was seen during the inspection that was less than satisfactory and one third of lessons were either very good or excellent. There is no variation in the quality of teaching between infant classes and the Foundation Stage. In Years 1 and 2, teaching is very good in mathematics, science, music and physical education. It is good in English, art and design, design and technology, geography and information and communication technology. Planning is very good and combined with the very good assessment procedures, ensures that all pupils are given tasks that are appropriate to their learning needs. Teachers have realistically high expectations of both pupils' behaviour and their work and achieve these. In the Foundation Stage, exceptionally high expectations of pupils result in a rapid pace of work and very good achievement. All teachers manage pupils very well. Basic skills of literacy, numeracy and information and communication technology are effectively taught in these lessons and across the curriculum. A significant strength in teaching is the very good teamwork to ensure that pupils have good equal access to all learning opportunities. Teaching assistants provide very good quality support and are very effective in helping pupils make very good progress. Pupils with English as an additional language receive some specialist external support, but the amount is limited.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are very good for children at the Foundation Stage and for pupils in the Infant classes. A very good range of visits, visitors and extra curricular activities adds richness to the curriculum. All pupils have equal access to the full curriculum.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are very carefully arranged.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive good support from the bilingual support teacher at limited times throughout the week. Support for their language development is satisfactory at other times.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. It is very good for their spiritual, moral and social development and satisfactory for their cultural development. The school does not fully reflect the cultural diversity of the wide variety of cultures represented within Britain.
How well the school cares for its pupils	The school takes good care of its pupils. The arrangements for the welfare, health and safety of all its pupils are good. Day to day personal support and guidance for pupils is very good. Very good assessment procedures are used effectively to ensure all pupils are provided with work of an appropriate level.

Parents' and carers' views of the school are good, they like the school, and what it provides for their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher works very effectively with her senior managers, and together they have established an extremely clear vision regarding the development of the school. This is clearly communicated to, and shared by all members of staff. The work of subject managers is well developed.
How well the governors fulfil their responsibilities	Governors have good levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Very good. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher and senior managers rigorously monitor teaching, learning and standards.
The strategic use of resources	The financial management of the school is good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards.

Good attention is given to ensuring that the best value for spending is achieved. The school consults widely about important matters and it has a keen awareness of comparing its performance with that of other schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• The teaching is good; pupils are expected to work hard and are making good progress.</li> <li>• The school is well led and managed.</li> <li>• Behaviour of pupils in school.</li> <li>• Homework.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• They feel comfortable about approaching the school with questions or a problem.</li> <li>• They feel well informed about the progress that their children are making.</li> </ul>	<ul style="list-style-type: none"> <li>• How closely the school works with parents.</li> <li>• Extra curricular activities.</li> </ul>

The inspection team agrees with the parents' positive views on the school. However, they feel that the provision for extra curricular activities is very good. They also think that the school works well with parents. Teachers are accessible at the beginning and at the end of the school day and are very willing to meet with parents. The use of homework is satisfactory and supports pupils' learning.

## **PART B: COMMENTARY**

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

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

- 1 In the National Curriculum assessment tests in 2001, the standards attained by seven year old pupils in reading and writing were average when compared to all schools but below average in mathematics. When compared with similar schools, standards in reading, writing and mathematics were all below average. Results in reading and writing have remained at average levels since 1998, but in mathematics they have fallen behind the national average. The proportion of pupils attaining the nationally expected level or above was comparable to national figures, but the proportion of those gaining the higher level was below average in all three tests. This reflects a steady decline in the attainment on entry to the school, and despite this, teachers have managed to maintain good levels of achievement for all pupils. Inspection judgement shows that pupils now achieve average standards in English, mathematics and science. Standards in literacy and numeracy are as expected for seven year olds. Improvement in mathematics is supported by the attention given to developing pupils' skills in using and applying their knowledge and understanding of mathematics and to solving problems.
- 2 Pupils with special educational needs make good progress. Targets contained in their individual education plans are based on literacy, numeracy and personal development, including behaviour. Records show that they achieve targets well. In lessons they make good progress through the good quality support provided. By the end of Year 2 pupils with English is an additional language are attaining standards in line with others in their year group.
- 3 Children enter the reception classes with below average levels of attainment and many have significant weaknesses in language and literacy skills. The majority of children achieve the Early Learning Goals by the end of the reception year in all the areas of learning, although in their personal, social and emotional development and physical and creative development are in line to exceed the recommendations. Only a small proportion of reception pupils have received nursery experience with a significant number having had no pre school education. Pupils therefore achieve very well throughout the short time that they are in the reception class.
- 4 Children in reception classes get on well together and are eager to learn. They behave well and at change of activity, they organise themselves without fuss. Children work well together, sharing resources and helping each other. They are confident and talk to adults readily. By the end of reception, many children are able to give a lively response in conversation and develop their speaking and listening skills well. They make good progress in their writing skills and develop sound early reading skills. Children learn all about numbers and use them with confidence. They develop a sound knowledge of common shapes, knowing the correct names. In their knowledge and understanding of the world, children learn about things in their immediate environment such as the growth of plants and how electricity improves their lives at home. In their physical development children learn to use tools, such as scissors, safely and accurately and develop good hand and eye coordination. Their physical control is good in the outdoor area when riding tricycles and in physical education lessons. Children's creative development is good. This comes through art where they experience a wide range of materials from pencil to pastel crayons and printing to collage. Role play supports their creative development well such as when a group of children ran the garage. Children enjoy singing and they do this well.

- 5 Standards in speaking and listening are in line with those expected by the time pupils are seven. Pupils listen well and respond appropriately, but some pupils find difficulty in giving answers beyond the most simple of sentences or single word. Standards in reading and writing are satisfactory by the end of Year 2. Higher attaining pupils read accurately, using expression to emphasise speech and mood. Some can use higher order reading skills such as finding references in non fiction books. They demonstrate a good knowledge of literature, talking confidently about authors and some of their favourite stories. Most pupils use basic punctuation accurately and some higher attaining pupils use commas in lists and speech marks correctly. They write for a range of purposes and audiences, with written work including well structured stories and poetry.
- 6 Pupils have a satisfactory knowledge of number and shape. They recognise sequences, such as odd or even numbers, and use their knowledge to solve number problems related to multiplication. They know the names of two dimensional shapes such as circles, squares and triangles and have good ideas about symmetry in shapes. They use their knowledge and understanding of number well to solve problems and to build on previous learning.
- 7 In science, older pupils have a sound understanding of materials and their properties, for example, magnets and electricity. They are beginning to build a secure and appropriate understanding of fair testing.
- 8 In information and communication technology, pupils at all ages use computers to word process text. They show accuracy in using the mouse when moving shapes around the screen to create symmetrical patterns. They have good routine skills such as using the appropriate file menu to print out their work. They feel comfortable and confident when working with computers.
- 9 In religious education, pupils build a sound knowledge and understanding of a range of different religions. Christianity, Hinduism and Islam are covered in detail. Pupils study topics such as 'Experiences of the natural world' and 'Experiences of human relationships' which further develops their understanding of how religion affects peoples' lives.
- 10 High standards in swimming and exceptional performance in dance means that standards in physical education are well above those expected for pupils of this age.

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

- 11 The very good levels of enthusiasm pupils had for school found at the time of the previous inspection has been maintained. This has a very positive impact on the quality of learning. The judgements made then, that pupils had very positive attitudes towards their learning, that behaviour was good and that constructive relationships were a result of adults' caring attitudes, are still evident. Overall, pupils' attitudes to school life and to their learning are very good. They enjoy coming to school and are committed to their work. They respond well and settle quickly to tasks provided. In most lessons, they sustain good levels of concentration, are eager to share their ideas with each other, listen carefully to their teachers and are interested in their work. Pupils with English as an additional language enjoy school and work hard. They behave well and get on well with others. Pupils are invariably polite and friendly to adults and to each other. There were no exclusions in the last reporting year.

- 12 Relationships between adults and pupils throughout the school are very good. Adults who work in the school are good role models for the pupils. In all classes pupils value each other's contributions and demonstrate respect for each other's efforts. Pupils' behaviour is invariably good. This is largely because of the very positive relationships developed throughout the school. At lunchtimes, for example, supervisors organise playground games and this contributes to a very happy, cooperative and friendly experience. The same positive relationships with class teachers and teaching assistants help those pupils with special educational needs to develop good attitudes to learning and to school. Those pupils showing challenging behaviour are dealt with sensitively and are well supported. This ensures mutual trust and respect. Pupils appreciate other people's attitudes and values. Most pupils are caring and thoughtful, developing a sense of empathy with others, concern and compassion.
- 13 Behaviour in and around school is good. This is consistent with parents' views, who think that behaviour is good. Pupils are invariably polite, holding open doors for each other and saying, 'thank you'. Pupils are open and friendly with adults and each other in lessons, in the playground and in the dinner hall. They work together cooperatively, supporting and helping each other. There have been no incidents of bullying; sexism or racism recorded and pupils of all backgrounds and different gender get on well together. These good relationships and high standards of behaviour starts in the reception classes. Here children sit and work happily together and they know the importance of good behaviour, and behave accordingly.
- 14 In the most recent full academic year, pupils' levels of attendance fell below the national average for primary schools. This year the school has made much effort to monitor and take action about absences and for the first two terms of the year, attendance levels show a marked improvement. Attendance is now good, at above 95 per cent, with many pupils attending 100 per cent of possible time in any given month. Pupils' punctuality is also good. Such regular attendance helps pupils to make good progress in their learning.

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

- 15 Teaching in both the reception classes and in the Years 1 and 2 is very good and promotes the very good quality learning. Almost all parents who responded to the parents' questionnaire feel that the quality of teaching is good. The majority of lessons seen were of a good or better quality. Of the 59 lessons seen, the quality of teaching in 50 was good or better, in 15 it was very good and excellent in six. No unsatisfactory teaching was seen during the inspection. Teaching effectively enables all pupils to enjoy very good quality learning, and make good progress in developing very good learning skills and attitudes.
- 16 In the reception classes teachers' relationships with children are very good. Adults manage the children very well and make their expectations of good behaviour and hard work clear. Teachers value the children's work, giving praise and encouragement to raise pupils' confidence. Planning is consistent throughout all reception classes and the four classes and ensures all pupils have similar experiences. Planning carefully meets the needs of all children. Teachers use assessment well to set appropriate targets for individual pupils. Teachers' expectations of behaviour and work are excellent.
- 17 Teachers' knowledge and understanding of the subjects that they teach and of their pupils is good. Through the very good assessment procedures, teachers have a good knowledge of their pupils and their learning needs. A key issue at the time of the last inspection was to challenge higher attaining pupils more, especially in improving their problem solving skills in mathematics and investigation skills in science. This has been

fully addressed and practical and investigative work is now a strong feature of these lessons. In other subjects lessons are now planned so pupils at different levels of attainment are given work at an appropriate level. This is based on reliable assessment of standards and pupils' needs. The good targeting of work extends to oral sessions, when questions at appropriate levels are directed to specific pupils. Lower attaining pupils and those with special educational needs are well supported by their class teachers and the effective work of the support assistants. These pupils make good progress.

- 18 Basic skills are well taught across a wide range of subjects. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively in both literacy and numeracy lessons and also in other subjects. In information and communication technology, teachers also make sure that pupils have good routine skills and that they use them well to support other subjects. This was seen when Year 1 pupils consolidated their ideas on line symmetry, by using a highly appropriate program, which both consolidated and developed their knowledge and understanding through challenging tasks. Teachers' lesson planning is very good. Activities are very appropriate and effectively enable pupils to achieve the intended learning outcomes of lessons. Interesting activities stimulate pupils, establish their attention at the beginning of lessons and encourage their participation. High interest levels also ensure that pupils sustain interest and that they work hard to achieve good levels of skills, knowledge and understanding. This was seen in a Year 2 literacy lesson on poetry writing. The teacher and teaching assistant ensured that all pupils, including those with special educational needs and pupils with English as an additional language, were fully involved through using questions appropriate to each individual pupil's levels. Pupils were interested and showed high levels of attention for a lengthy period of time and achieved sound standards in their writing. High levels of motivation and interest are achieved through relevant and stimulating activities and teachers' high levels of enthusiasm that are evident. Reception children chanting a rhyme about a 'Little Red Hen' was highly effective in creating an atmosphere in which children showed very high levels of enthusiasm, which they sustained throughout the lesson and which supported their good learning.
- 19 Teachers' expectations of their pupils are high. Teachers are aware of the levels that their pupils are at and plan appropriately demanding exercises. They also expect high standards of behaviour in lessons. Pupils are managed well and high standards of behaviour are established and maintained. Pupils who present instances of inappropriate behaviour are dealt with appropriately and effectively in a respectful, non confrontational but firm manner. Expectations of behaviour are made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately.
- 20 Teachers use very good methods in lessons and ensure that pupils' gains in knowledge and understanding are good. They use a good balance of teacher led and pupil activity. In better lessons a good range of effective teaching strategies are used. The use of focused questions is effective in ensuring that all pupils are involved and that they feel confident to answer questions directed to them. Teachers often use the tone of their voice effectively and a lively approach to teaching in order to stimulate enthusiasm, such as in the reception music lesson, when the teacher used a very expressive tone and added pure enjoyment to the lesson. Clever use of pauses and the timing of questions enables pupils time to think about their responses, but also ensures that lessons move at a brisk pace and sustain pupils' interest and concentration well. Consequently, pupils' learning is effective and they learn at a good pace.

- 21 Support staff are effective in their work in class and they make a positive contribution to the learning of the pupils in their care. They are fully involved in the planning of the lesson and are well aware of their specific responsibilities in class. They can often be seen sitting with the teachers at the end of the school day, going over the day, and planning the next steps of learning with the teachers. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. Support staff effectively help the teachers in their work and work confidently and competently either along side them or with groups of pupils as directed. Resources are used to good effect and provide interest and variety in lessons. In most lessons seen during the inspection, computers were used to good effect to make learning effective and interesting.
- 22 Teachers are very aware of pupils with special educational needs in their classes. They are skilled at rephrasing questions to ensure that pupils have understood lessons. Pupils with emotional and behavioural difficulties are handled sensitively and effectively. Teachers make reference to pupils' individual education plans when planning their lessons and pupils receive good support from the classroom support assistants who are well briefed during planning sessions.
- 23 The teaching of pupils with English as an additional language is firmly within the requirements of the National Curriculum. However, organisation of teaching does not consistently recognise that more advanced and confident English speakers need continuing support to fully access the curriculum. There are also occasions when those with English as an additional language do not work with pupils of similar ability. This means that their confidence, acquisition and understanding of context and subject specific language are not sufficiently developed.

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

- 24 The pupils of Glendale Infant School are provided with a rich curriculum that provides them with a very good range of learning opportunities. These opportunities are available to all pupils including those with special educational needs. Pupils with English as an additional language have equal access to the full curriculum. The curriculum is broad, balanced and relevant, with appropriate emphasis placed on developing literacy and numeracy. Extra time is allocated to literacy and this causes time to be taken from other subjects but this is necessary because of the emphasis on developing pupils' literacy skills. The school carries out systematic monitoring of curricular provision to ensure that a good balance is maintained and that the curriculum is meeting the needs of the pupils. A particular strength of the curriculum is the emphasis on giving the pupils first hand practical experiences, which the school has identified as a clear incentive to higher standards. Weaknesses, identified in the previous report in design technology, have been overcome by putting in place alternative modules for art and design technology and thereby giving an increased emphasis to the subject. This is an improvement since the time of the last inspection.
- 25 The curriculum for children in the Foundation Stage is very good and meets the recommendations for the Early Learning Goals in each of the required areas of learning. An appropriate range of practical activities promotes good progress to the Early Learning Goals in language and communication, mathematics and knowledge and understanding of the world. There are particular strengths in personal and social development and also in physical and creative development where children exceed many of the requirements. The curriculum in the Foundation Stage is enriched by the contribution made by the support staff, who make a significant difference to the range of opportunities available to

the children. The Foundation Stage prepares children very well for their next phase of learning. Since the time of the last inspection the school has tackled the criticism about the quality of outdoor provision. A secure area has been provided for the children to play in and suitable equipment has been purchased to support appropriate play.

- 26 Since the time of the last inspection the school has continued to review and develop the curriculum. Planning both in the medium and short term is rigorous, teachers work together to make sure that the planned curriculum is both appropriate and progressive. Policies and schemes of work take note of both national and local guidelines and take into account not only the needs of the less able pupils but those who need more challenging work to extend their abilities. The plans provide details of the knowledge and skills to be taught and they are regularly reviewed to make sure they are as effective as possible and are really meeting the needs of the pupils and thereby raising standards. The school takes great care to ensure that the curriculum is planned in such a way that it is fully inclusive and presents opportunities for every single pupil to be involved to the best of their ability.
- 27 All the teachers have worked hard to implement the national strategies for literacy and numeracy. The strategies are effectively promoting sound standards. Particular aspects of literacy and numeracy are targeted for improvement by the school, for example, last year the school had a specific target on spelling which led to a four per cent increase in pupils achieving the higher level. Currently individual pupils are heard to read three times every week in order to raise standards. These initiatives taken by the school show how they are continually looking for ways of improving the national strategies in order to meet the needs of their pupils.
- 28 Provision for personal, social and health education is excellent. There is a coordinator with responsibility for developing this area of school life. She is very effective and has developed a wealth of useful material and the subject is addressed thoroughly in every class. A comprehensive portfolio of planning and evidence amply illustrates the priority and commitment of all staff to the subject.
- 29 The school makes very good use of the community to enrich its provision for pupils. It was the first infant school in the country to be accredited by the Education Business Partnership and this initiative has led to many interesting activities. This year, Year 1 and 2 pupils have visited a motor museum and engaged in an 'industry day' as part of their work focused around an engineering theme. Funds derived from the partnership have also been used recently to enhance the playground, to make break and lunch times interesting. The wider community, such as the local church and nursery garden is also used well, as are the many visitors to school, including an unsuspecting plumber who was invited to talk to reception class children when he arrived to mend a leak!
- 30 There are particularly close links with the on site playgroup. The deputy headteacher acts as the group's teacher advisor and makes weekly visits both to meet with children who will be transferring into the reception classes and to liaise with playgroup staff. This helps them to base their work on the Foundation Stage stepping stones so children will experience a seamless move into school. Year 2 pupils experience an induction day at the junior schools to which they will transfer and staff also meet regularly with those at the school to which the majority of pupils go.
- 31 There is very good provision for extra curricular activities, including science, dance and information and communication technology and the 'Early Bird' group every morning. In the 'Early Bird' group pupils who arrive well before the normal opening time are supervised and provided with activities in the school hall. This shows a great deal about

the caring ethos of the school and classroom assistants are happy to give up their time to provide this level of support for pupils. The curriculum provided by the school is considerably enhanced by a number of visits out of school and visitors who come to the school to talk to classes of pupils. The nurse and the police are regular visitors to the school to talk about healthy eating, the dangers of some medicines, and how drugs need to be treated with caution. Year 2 pupils have visited the science park. At times, unsuspecting workmen arriving to carry repairs will find themselves talking to a group of children about their work. This happened to the plumber who found himself the centre of attention in the reception class. The school places great importance on these visits as an important way of enriching the very good curriculum provision that is already in place. In conversations with pupils it was very apparent that they consider visits out of school and visitors into school as being of great importance.

- 32 Overall provision for pupils' personal development is very good. This represents an improvement since the last inspection when, although pupils' personal development was of high priority, provision for their spiritual and cultural development was satisfactory. It is now very good for their spiritual, moral and social education and for their cultural education is satisfactory. There is no overall policy or means of monitoring this provision, although the school links this closely with personal, social and health education, which has a high priority within the school and is monitored very effectively. This was found to be a strong area at the time of the last inspection.
- 33 Opportunities are provided in both assemblies and lessons for pupils to develop spirituality. Although there are few periods of reflection in assemblies, the pupils are led to develop their feelings through the stories told and opportunities provided for them to respond. In most lessons, relationships are strong and pupils feel free to show their appreciation of others' efforts, in some applauding good effort. Opportunities are provided to develop spirituality in lessons such as literacy, where one pupil in Year 2, reflecting the opinion of most, was heard to say, "This is fun!" It is also seen in mathematics, science, music and art. The school is a rich and stimulating environment, which reinforces the wonder of the world around us, for example in its displays.
- 34 Provision for pupils' moral education is very good. Staff are very good role models, pupils are helped to understand the difference between what is right and wrong and most understand the consequences of this. In most classroom areas there is no need for rules for behaviour to be displayed. These are learned at an early age, reinforced in each class and, as a result, good behaviour is accepted by most pupils as the norm. Certificates are shared in assembly, valuing what the pupils have done. These are awarded for such achievements as good work or behaviour, holding a pencil correctly, not calling out, and being brave at the dentist.
- 35 Provision for pupils' social education is also very good. Pupils are given numerous opportunities to work and play together, in pairs and small groups. These are fully inclusive, with no problems caused by either race or gender. Pupils in all classes are given responsibilities as monitors. All adults working in the school value the pupils and relationships are very good. Opportunities are provided for pupils to take part in a number of visits to the market, a garden centre, a local supermarket, and a nearby church for example, all of which enhances their social development. Visitors to the school include workers from a national firm, who initiated a design and technology project, the fire and police services, a nurse and a local vicar. The consequence of working as a team ('Together Everyone Achieves More') is stressed, and the results are seen in practice. Pupils collect for a variety of charities.

- 36 Provision for pupils' cultural education is satisfactory. Pupils study their own culture and compare this with life in a Kenyan village. Pupils are introduced to Islam and Hinduism in religious education. Visits to the school include musicians bringing steel pans, harmonium, tabla and sitar. However, there are insufficient opportunities planned for pupils to develop an understanding and appreciation of the different cultures that are present within Britain and the wider world.

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

- 37 The school has sustained the good quality of care for pupils, which was noted at the time of the previous inspection. The headteacher, class teachers, teaching assistants, midday supervisors, clerical, caretaking and kitchen staff all enjoy the pupils' company and know them well as individuals, tailoring the help that they offer them according to need. Together they create an extremely supportive environment for pupils, which helps them to grow in confidence and see the school as a haven of stability and security.
- 38 On a day to day basis, the arrangements to ensure health and safety and child protection are good. There is a named person with responsibility for these areas and staff are particularly careful to ensure health and safety in lessons. When pupils go out of school, for instance to the swimming pool, they are supervised by a good number of adults, travel on coaches with seat belts and at all times are kept in an orderly group. The school is increasingly undertaking assessments of risks to and acting upon potential hazards quickly. Staff are alert to pupils' changes of moods and attitude and offer them a sensitive and discreet method of unburdening any cares. Concerns are recorded in a suitably confidential manner; with appropriate liaison with other agencies should the need arise. It is some time since the child protection policy was reviewed or staff were reminded about how to respond if they have any concerns, but overall the outcome for pupils is that they are cared for well.
- 39 The bilingual teaching assistant supports well the youngest children with English as an additional language helping them settle into the routines of school. She works closely with teachers identifying an aspect of their planning most appropriate to support each week. However, at other times the pupils' wider language and literacy needs are not always identified and planned for sufficiently.
- 40 The school operates an 'Early Bird' club, which is very popular with pupils and parents, offering a relaxed and well supervised start to the day. The support offered by the midday assistants is exceptional in that they are each attached to one class and, once lunch is over, they draw their charges together in an orderly group and take them out and play. They organise games with them before allowing them to run off and play freely. This means there is little aimless wandering around by pupils, anyone without a friend to play with has a variety of activities, such as skipping or ball games, which they can join in and there are few accidents caused by pupils rushing around the slightly cramped playground. The first aid provision is good and all staff who need to know are aware of pupils' individual medical needs. During the inspection, two parents were eager to volunteer their appreciation of the school's good care for their children's very specific and unpredictable needs. The school liaises appropriately with outside agencies for advice and support relating to pupils with special educational needs and has secure internal procedures to monitor and support their progress.
- 41 Procedures to monitor and promote good attendance are very good and have had a marked effect on raising pupils' levels of attendance this year. Using an electronic method of recording, staff regularly monitor individuals' attendance and make further enquiries of parents if they notice any emerging trends of absence. Work is sent home and marked for any pupil who is absent due to illness for more than two weeks.

- 42 The procedures to ensure good discipline and behaviour are similarly good. The school's expectations, rewards and sanctions are made clear to parents and children from the outset and staff put them into very effective practice. They make much use of praise and positive reinforcement but are also consistent in applying sanctions, such as "That's one warning", so that pupils are absolutely clear as to how they should behave. Teachers and teaching assistants are skilled at diverting pupils' attention before any potential misbehaviour gets out of hand, asking them to sit elsewhere or taking them by the hand and, for instance, looking at a book or doing some closely supervised work with them. The headteacher regularly works with a small group in her room, which the pupils seem to enjoy and which helps them, and their classmates, to make good progress in their learning. The school takes robust and effective action against bullying.
- 43 The school uses very good systems for assessing pupils' learning and monitoring their progress over time. Teachers use the assessments to differentiate work to meet the learning needs of pupils of different abilities and to inform planning.
- 44 Regular assessments in English and mathematics are used to identify pupils' learning and also to review and set National Curriculum attainment targets in these subjects. This information is also used to identify pupils' individual learning objectives. The pupils understand these, remember them when they are working and are involved in reviewing progress towards them.
- 45 The acquisition of the language skills of the youngest children with English as an additional language is regularly assessed. Reception teachers use the Inter Cultural Support Services record of achievement with its direct links to the National Curriculum. In this way teachers are able to focus on specific areas for development. However, while the pupils in Key Stage 1 are regularly assessed against National Curriculum criteria such a language specific record is not used to track language development and the more difficult skills of understanding meaning, interpretation of information and subject specific language.
- 46 There are clear systems in place to identify pupils with special educational needs at an early stage. Good quality individual education plans are in place to support their learning. These identify specific learning targets and pupils' progress towards them is regularly reviewed.
- 47 Teachers also effectively use continuous assessments to support pupils' learning and set high expectations. At the end of English lessons in Year 2, pupils stopped to consider what they had learnt that day and this was recorded on a class record board. Teachers also monitored answers written by pupils on individual whiteboards during class teaching sessions.
- 48 There are assessment procedures in place for art and design and information and communication technology, however assessment in other subjects is not yet fully developed. Coordinators keep portfolios of planning, work and annual reviews of each subject. These give an overview of coverage and development of skills in each curriculum area.

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

- 49 As at the time of the previous inspection, parents and carers view the school in a positive light and support it well through offering help in the classroom and with their own children's learning at home. All those spoken with during the inspection were very enthusiastic about the school, saying that their children enjoy attending and that they, as

parents, feel sufficiently well informed about what is going on. They appreciate being able to talk with classroom staff whenever they feel the need and are confident that they would be informed swiftly should there be any concerns. From the questionnaire response and comments made at the pre inspection meeting, it is clear that parents also appreciate that the teaching is of good quality, their children are expected to work hard and that therefore they make good progress and grow in maturity. Inspectors agree with all of parents' positive comments, and in fact teaching is judged to be very good. A considerable number of parents would like the school to offer an after hours club, which may be why a relatively large percentage do not consider that it provides an interesting range of activities outside lessons. Inspectors judge that the school offers a very good range of extra curricular activities, which is considerably wider than usual for pupils of this age group. Unlike some who responded to the questionnaire, inspectors also consider that the school works closely with parents since teachers are very accessible at either end of the day, staff contact parents swiftly should concerns arise, and parents are increasingly welcome to attend class and special assemblies.

- 50 The bilingual teaching assistant regularly meets with those parents of the youngest children for whom English is an additional language to discuss their progress and the next steps.
- 51 The quality of information provided for parents is satisfactory with some good features. The prospectus and governors' annual report give a clear picture of the school, and teachers provide useful information for parents about what their children will be learning in the coming weeks, with some hints about how they can help them. Homework is specifically designed to involve parents in their children' learning and the majority of parents play their part conscientiously. Pupils' reading records help parents to see which books their children have read, but they do not act as the good method of communication that the school intends since they basically only record the pages read, with very little diagnostic comment made. Teachers meet with parents formally each term to discuss their children's progress and parents find these meetings useful. Pupils' progress reports are satisfactory. They include the required information and make clear at what levels the individual is working in English and mathematics, together with an indication of what they need to concentrate on next in order to improve. Parents whose children have special educational needs are invited to each review meeting, are informed of their child's targets and sign that they have agreed them. Staff try whenever possible to coincide these reviews with parents' appointments.
- 52 Parents are welcomed into school to help and many do so, on a regular basis. Teachers prime them well about how to help and during the inspection many were observed giving good quality support in diverse areas such as art, science and in the reception class. Parents are also supportive about, for instance, hearing their children read at home and when the school takes part in charitable fund raising. One of the biggest ways in which parents support their children's education is by ensuring that they regularly attend school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The headteacher was in post at the time of the previous inspection when the leadership and management of the school were judged to be good. The leadership and management of the school are now very good and this aspect is a strength of the school and has improved since the time of the previous inspection. The headteacher has been in the school now for 28 years, and has considerable knowledge of the community, the pupils, their families and the changes that have taken place within the surrounding area. Her experience is evident in her work and her leadership is very strong, ensuring that the school has a very clear educational direction. Her own very high personal standards are reflected throughout the school. She manages the school very well and sustains the high morale of the staff, who work closely as an effective team of professionals. She is well supported by an efficient and talented deputy, and they work very well together in taking the school forward. The senior management team makes a significant contribution to the very effective leadership and management of this school. This team consists of the headteacher, deputy head teacher (who is also the Foundation Stage leader) and the two year leaders. These managers also have responsibility for literacy and numeracy and therefore have a very good insight into the needs of the school. They work very closely together, sharing the overall responsibility of managing the school very well.
- 54 The headteacher effectively monitors the performance of teachers. She is supported very effectively in this aspect of monitoring by the members of the senior management team, who observe lessons in their own year groups. Curriculum coordinators are also given the opportunity to watch other teachers teach in their subjects. Feedback is provided and the outcomes from observations are discussed with teachers. Monitoring of teaching has been effective, as the quality has improved significantly since the time of the last inspection. All teaching seen during this inspection is judged to be at least satisfactory and is very good overall, whereas it was judged to be satisfactory at the time of the previous inspection.
- 55 The quality of leadership in the Foundation Stage is very good. There is a very clear vision for the way in which the children need to develop and the kind of curriculum that is appropriate to their needs. The teachers and support staff work as a closely knit team and provide high quality experiences and activities that ensure good progress for all children. Excellent links have been established with the local pre school providers and some excellent work has been done by the Foundation Stage coordinator to develop a working partnership that is to the benefit of the children. The children are fortunate in having such a high quality start to their education and to be taught by such a dedicated team of people.
- 56 Curriculum coordinators make a good contribution to monitoring standards in their subjects. They look at teachers' planning and the results of National Curriculum assessment tests. Through this they identify strengths and areas of concern, which they address effectively. The three members of the senior management team work very effectively to ensure that they provide a continuous education for all pupils in the school. They meet regularly to plan the curriculum with their teams. They bring information from these meetings to management team meetings to make sure that all pupils receive an appropriate education. Governors regularly visit the school either to work informally in class with groups of pupils or to more formally observe provision in their area of responsibility. In this way governors are well aware of the school's strengths and areas of concern.

- 57 The school's priorities for development and targets for improvement are appropriate and are identified well. All members of staff contribute to this process. The school priorities are first established and are then considered alongside national initiatives. These are presented to governors, who add any of their own recommendations and then priorities are decided upon and ranked in the light of available finances and any constraints. Progress towards meeting their targets is well monitored by personnel responsible, who report to the headteacher and the governors. The headteacher is fully involved with the assessment and curriculum coordinators in the analysis of attainment data. They have a good knowledge of strengths and weaknesses of the school and these are effectively reported to governors. Governors have a good knowledge of the school through their involvement with the school and headteacher's reports to them, including information on internal and external monitoring and evaluation exercises. In addition to governors meetings, there are other committees that meet and report back to the full governing body. The chair of governors meets frequently with the headteacher, both formally and informally. There is also much contact between governors with responsibility for specific subjects and other areas such as special educational needs. The management structures within the school are highly effective.
- 58 The school's use of financial resources is good. Educational priorities are well supported through careful financial management. Funds for specific purposes are used appropriately. Priorities for development are carefully considered alongside available finance. The governors are well advised by the headteacher's wide experience in these matters and they take her guidance into account when preparing the budget. The school recognises the importance of favourable ratios of pupil numbers to adult support and teachers. The school makes this a priority and the impact of good staffing levels, including teacher assistants, can be seen in the quality of teaching. There was a substantial carry forward of funds last year, of which governors and the headteacher were well aware. This has supported good staffing levels during a time when there were reduced pupil numbers in a particular year group. Consequently, Year 2 pupils this year have enjoyed the benefits of low pupil numbers in their classes. The headteacher and the governing body also consider it to be important that the staff be given some flexible time within the week, for example to meet their monitoring commitment. This is a strong feature of the school and supports the stable teaching force, many of whom have been in this school for some years and value the close team work that is evident.
- 59 Financial matters are very well managed throughout the year. With the support of the local education authority finance department, the efficient school secretary keeps the headteacher and governors well informed about the status of the budget at regular intervals throughout the year. She also carefully monitors spending on a daily basis. The office is run efficiently. New technology is used satisfactorily to streamline processes and the members of the office staff are well informed. Computers are used to monitor finances, attendance, maintain pupils' records, word processing and the school receives email.
- 60 The school has fully implemented the recent changes to staff appraisal and performance management. Systems in place prior to its introduction have been adapted within the framework being used. All teachers have objectives with appropriate timescales for review. These are related to school improvement initiatives, pupil progress and the continuing professional development of staff. The governors review the headteacher's performance objectives annually with the support of an impartial external adviser. The objectives set are rigorous and challenging. The school uses local education authority guidelines to support the induction of newly qualified teachers. This allows for mentoring, some time away from teaching and professional development discussions. Strong relationships within the school ensure that new members of staff feel welcome

and supported. The school has sufficient teachers who are well qualified to teach the curriculum and to provide for the needs of the pupils throughout the school. The teaching assistants supporting each class are valued by the teachers and are effective in their role. They liaise closely with teachers, this together with their good knowledge of the pupils means that pupils are fully included in classroom activities. Their work has a positive impact upon behaviour; special educational needs support and classroom organisation and management.

- 61 The deployment of the bilingual teaching assistant to work with the youngest children as they settle into school is appropriate. However, there is no allocated time for the monitoring of the specific language needs and development of older pupils with English as an additional language. The procedures for the induction of late arrivers are not yet fully identified and developed.
- 62 Since the time of the previous inspection, the school has got rid of its temporary classrooms and accommodation has been extended. The accommodation is now very good and is kept spotlessly clean and tidy, enhanced by bright displays of pupils' work. Classrooms are large with suitable carpeted areas and ready access to cloakrooms and toilet facilities. In addition to the classrooms, the school has various open areas, which are used well for small group or computer work, as well as a music room and library. There is good provision for reception children's outdoor play, a useful and well used internal courtyard and the playground, although slightly small for the numbers who use it at lunchtime, it has a good surface with interesting markings and is attractively landscaped. Altogether, the accommodation enhances the pupils' educational provision.
- 63 There are very good quality resources which provide a significant level of support to both teaching and learning. Improvements have also been made in the range of good quality literature available for pupils to and in the provision for investigative work in both mathematics and science.

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

- 64 To further improve the quality of education, and promote further development, the governing body, headteacher and the staff should address the following issues:
1. Further develop the provision for raising pupils' awareness of the wide variety of cultures represented within Britain by:
    - planning a programme to develop an appreciation of these cultures, which is an integral part of the curriculum.  
(Paragraph numbers 31, 35, 97, 100, 107, 123)
  2. Extend the support for pupils with English as an additional language by:
    - improving teachers' awareness of the pupils' wider language and literacy needs.
    - better identifying and planning for the needs of pupils learning English as an additional language.  
(Paragraph numbers 2, 22, 38, 44, 49, 60, 69, 79)
  3. The headteacher and the governing body should also consider the following minor issues when writing their action plan:
    - ensure that adequate assessment procedures are in place for all non core subjects.

(Paragraph numbers 47, 100, 113, 119, 132)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	15	28	9	0	0	0
Percentage	10	25	47	15	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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	265
Number of full-time pupils known to be eligible for free school meals	N/a	29

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	70

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	50	48	98

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	40	42	46
	Girls	43	45	46
	Total	83	87	92
Percentage of pupils at NC level 2 or above	School	85 (83)	89 (88)	94 (92)
	National	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	43	44	47
	Girls	45	44	46
	Total	88	88	93
Percentage of pupils at NC level 2 or above	School	90 (88)	90 (89)	95 (94)
	National	85 (84)	89 (88)	89 (88)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	253
Any other minority ethnic group	2

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22
Average class size	24

#### **Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	239

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/01
	£
Total income	498,684
Total expenditure	523,066
Expenditure per pupil	1,974
Balance brought forward from previous year	83,872
Balance carried forward to next year	59,490

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	145

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	52	43	2	1	3
My child gets the right amount of work to do at home.	49	44	6	0	1
The teaching is good.	72	26	1	0	1
I am kept well informed about how my child is getting on.	54	37	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	65	27	6	0	2
The school expects my child to work hard and achieve his or her best.	60	38	1	1	1
The school works closely with parents.	42	42	10	2	3
The school is well led and managed.	49	41	4	3	3
The school is helping my child become mature and responsible.	52	43	2	1	2
The school provides an interesting range of activities outside lessons.	30	37	24	3	7

The inspection team, judges there to be a very good range of extra curricular activities.

## **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**

- 65 The school admits children into the four reception classes in the September at the beginning of the school year in which they are five. The classes are grouped by pupils' age. Children enter the reception classes with below average levels of attainment and many have significant weaknesses in language and literacy skills. Due to the good quality of education provided for the children the majority of them are on course to achieve the Early Learning Goals by the end of the reception year in all the areas of learning. In personal and social development and their physical and creative development they will exceed the recommendations. They are very well prepared for the work they will need to do in Year 1. In the reception classes a number of children are already entered onto the special educational needs register but these children along with those with English as an additional language make good progress and are fully included in all the activities.
- 66 The quality of teaching observed in all the reception classes was never less than satisfactory. In most of the lessons the teaching was good and in a number of lessons excellent. It is very good overall. This was consistent through all the areas of learning. Throughout the reception classes relationships with children are very good. Teachers and support staff manage the children very well and the children know and understand exactly what is expected of them in terms of good behaviour and hard work. Teachers value the children and their work and use ample praise and encouragement to raise their self esteem and confidence. This is very evident in the concluding plenary sessions where the work produced by children receives positive comment and praise. This has the effect of making the children want to try hard to please their teachers and to produce work of which they can be proud. The high quality of displays in all the classrooms show how much time the teachers take to celebrate the efforts the children make in all the areas of learning. Teachers and support staff work closely together promoting a lively learning environment and a broad and stimulating curriculum.
- 67 Planning is uniform throughout the four classes and is led very well by the Foundation Stage coordinator. It carefully addresses the needs of all the pupils and is rigorously monitored to make sure that it is effective. Assessments made on the attainment and progress of children are recorded regularly and provide a clear picture that plots the progress of each child. These assessments not only inform the planning of future activities but also set targets for children. These targets appear in the front of their books and are shared with the parents and carers as well as the children. The rigorous planning and assessment procedures make a direct contribution to the good progress made by the children. At the time of the last inspection criticism was made of the lack of outdoor provision. This has been addressed well and the children now have a secure area for play that has a suitable range of equipment to meet their needs.

#### **Personal, social and emotional development**

- 68 There is a strong emphasis placed on the personal, social and emotional development of the children. When children first enter the reception classes all the staff work hard to help the children to develop their social skills and their self esteem. This results in the children making very good progress in this aspect of their learning. As a result of the good teaching and high expectations, by the time the children leave the reception classes they have exceeded the required goals. This includes those children who have special educational needs. In all the reception classes there is a very calm and supportive atmosphere where children feel cared for and secure. A clear indication of this is the way in which children come into the classroom at the beginning of sessions, they are happy, polite and keen to start their learning. In whole group sessions they sit happily with each other, understanding how they must behave and the importance of taking turns to ask questions or give answers. When moving into group activities they do so with the minimum amount of fuss and organise themselves into the tasks they have been given. In a music session they showed considerable independence in the way they gave out and organised the percussion instruments, understanding that however keen the urge was they did not bang them or play them until the

appropriate time. In all the activities it was noticeable how they appreciated the needs of others and worked together, sharing resources and helping each other. At the end of each session the children take responsibility for tidying away the things they have used and making sure everything is in its place. A marked feature of each classroom is the way children will happily converse with an adult and engage them in their work. This is a clear indication of how their self esteem and confidence is developing.

### **Communication, language and literacy**

- 69 The curriculum for the development of children's language and literacy skills is good. The consistently good quality of teaching in this area of learning by both the teachers and the support staff ensures that children make good progress in developing their skills in speaking and listening, in writing and in their enjoyment of books and stories. They show pleasure in the activities and good attitudes towards learning. The majority of children who enter the reception classes do not find listening easy and often their answers to questions are brief. Teachers and support staff rigorously target these two areas. Patiently they insist on the children listening with care until they are able to follow instructions. Instead of accepting the short one or two word answers they encourage children to give explanations. To do this the reception teachers use the literacy strategy very effectively to develop these skills. In the whole class session using the story of 'Jack and the Beanstalk' the teacher used good questioning skills to bring a lively response from the children. The teacher then used the responses from the children to develop spelling techniques by identifying the beginnings and endings of words and used letter sounds to help them to build up the words they were using.
- 70 Every opportunity is used to help the children to develop language skills. The role play area is 'Glendale Garage' and it is rich in language about repairing cars, children make out bills for car servicing and use tick lists to check that the work has been done. In these activities the teachers carefully intervene to extend the language the children are using and to introduce new words. Progress in writing in all the classes is good. Displays emphasise the use of words, for example words with the same ending – pig, wig, big. Children have their own writing assessment book where they do at least one piece of writing each week. This gives the children and the parents an excellent insight into how much progress is being achieved and is a really good incentive to the children. Through well structured activities children continue to make good progress in their writing skills and in the formation of their letter shapes. Teachers provide careful and effective support for children with special educational needs and pupils with English as an additional language. Activity groups are very well differentiated during the literacy session so that all children are fully included in the tasks. The majority of children meet the required goals by the end of their reception year.

### **Mathematical development**

- 71 The provision for children's mathematical development is good. The majority of the children are on course to achieve the Early Learning Goals in all aspects by the end of reception. They enjoy their work in mathematics. Through a good range of high quality games, structured activities and class lessons, children learn all about numbers up to 20 and use them with confidence. They are able to recognise coins and give common shapes the correct names. Higher attaining pupils had a number of cards to find that had been placed around the quadrangle. Having found the cards they had to identify how many objects there were on each card and then record their finding on their clipboard by drawing the objects and then matching these to the correct number. In this activity they not only used their counting skills but learned how to record information. It is very practical activities such as this that are ensuring the children know and understand what they are doing. Work in mathematics is emphasised in all the classrooms with displays that challenge children to count for example, 'How many speckled frogs can you see?' There are displays of early graphs recording how well the beans are growing and our favourite fruits. In the role play area, which is now 'Glendale Garage' there are prices for the car wash and servicing and children make out appropriate bills. This strong focus on practical work throughout the reception classes is having a very positive impact on progress. Children with special educational needs are fully included in activities well matched to their needs and make good progress.

## **Knowledge and understanding of the world**

- 72 There is good provision in all the reception classes for developing children's knowledge and understanding of the world. Children, including those with special educational needs, make good progress and the majority is on course to achieve the required standard by the end of the reception year. They show high levels of interest in these activities. Through interesting topics such as 'Caring for living things' the children learn about things in their immediate environment. In this topic they are growing plants and investigating the circumstances in which plants grow most effectively. Each child has a plant and as time goes on they are measuring and studying the growth. In the class booklet called 'Looking at our electricity book' children have identified things in their homes and in school that need some form of electricity to power them. Children enjoyed the experience of investigating fruits and making a fruit salad to eat. Average attainers used their senses to describe the feel; smell and taste of a range of fruits and higher attainers can read from a graph they have produced to identify the groups' favourite fruit. The key to success in this area of learning is the richness and variety of the experiences provided by the teachers and the support staff. Through stories and pictures children learn about people who lived long ago and begin to develop an understanding of past and present. They use the computer well, for example, by carrying out simple operations using the mouse. With the help of the teacher they are beginning to use the digital camera to record their work.

## **Physical development**

- 73 Children are on course to attain the Early Learning Goals in this area of learning and many children will exceed them. Children try their hardest to improve and do their best. Children with special educational needs, through good support, will also meet the required goals. Through art and technology most children learn how to use tools safely and with increasing skill. When building a giant's castle they were able to use construction materials and place the required pieces in the correct position. Through these activities they became more skilful in using their hands and coordinating their hand and eye control. This increased skill helped them when they came to form letter shapes in their early attempts at writing.
- 74 The teachers place a strong emphasis on activities that help to develop these manual skills. For example, children learn how to use scissors to cut with a good degree of accuracy and control their paintbrushes when painting a picture. Children can use the space around them safely being aware of their own needs and those of others nearby. In the outdoor area they learn to control the bicycles and move without bumping into each other. In the school hall they make good progress as they balance and climb on large equipment. In a lesson where children learned how to control a ball they could recall all the body movements they needed to make in order to be able to catch it. The good start children receive in the Foundation Stage contributes to the high standards in physical education at the end of Year 2.

## **Creative development**

- 75 The provision for creative development is good and makes a significant contribution to the high standards in art and music at the end of Year 2. Children, including those with special educational needs make good progress and the majority certainly are on course to meet the Early Learning Goals and exceed them in music related activities such as singing and their knowledge of music. Pupils show high levels of enjoyment in these creative activities and are pleased with their experiences. Children experience a wide range of materials from pencil to pastel crayons and printing to collage. These are often used to depict stories they have read, such as 'Jack and the Beanstalk' or flowers that they have carefully observed. Their observations of daffodils, drawn in pastels, are of excellent quality and capture the movement and colour in the flowers. In the paintings of themselves as fairyland princesses or princes their skills in observing detail are beginning to develop well. For example, higher attainers are convincing in their roles, with appropriate vocabulary used when 'mechanics' and 'secretaries' talk about their role in running the garage. In music the children show their obvious enjoyment in singing, they sing in tune and know the words and the actions to the songs. They are able to name and play a wide range of

percussion instruments with confidence and when asked which composer they are going to accompany with these instruments the reply is 'Beethoven Symphony Number 9'.

## **ENGLISH**

- 76 Standards by the end of Year 2 are in line with those expected nationally and in line with the school's results in the national tests in 2001. Pupils make good progress to achieve this from low levels of attainment in language and literacy skills on entry to the school. Pupils with special educational needs and those with English as an additional language also make good progress.
- 77 Standards in speaking and listening are in line with those expected for pupils of this age. They listen well and respond appropriately to questions and instructions. However, there are some pupils who find it difficult to fully articulate answers beyond the most simple of sentences or single word. Teachers work hard to increase pupils' confidence to read aloud and express their ideas with growing independence. The skilful use of questioning by the teachers also encourages pupils to articulate their ideas more fully. Year 2 pupils have opportunities to read aloud in order to record their writing on tape. This gives them a purpose for their work, they enjoy doing so, and look forward to hearing it played back.
- 78 Standards in reading and writing are also in line with those expected nationally. Pupils enjoy reading and the higher attaining pupils do so using expression to emphasise speech and mood in a story. They understand the use of a contents page and an index and can use secure dictionary skills to locate. In Year 2 pupils improve their reading by beginning to skim and scan for information from factual texts. Higher attaining pupils can talk about authors and some favourite stories with which they are familiar through their work in literacy. Pupils enjoy using the library each week and can locate and use reference books. Reading diaries are kept but their effective use is inconsistent and do not always identify words or sounds that may need practice or more specific ways a pupil needs to improve. The list of suggestions inside the front cover provides useful general guidance for those hearing readers at home.
- 79 By the end of Year 2 most pupils use basic punctuation to identify sentences and some are using commas in lists and speech marks correctly. They write for a range of purposes and audiences and are able to order and structure their writing, such as stories, satisfactorily. For example Year 1 pupils understand that a story has a beginning, middle and end. They can identify the order of events from a shared book and then plan their own stories accordingly. Year 2 pupils understand that the use of adjectives and adverbs can make writing interesting and demonstrate this through poetry writing. They can identify these words and use them to describe animals they might see in a jungle. However, only a very small number of children are attempting to join some letters in their handwriting by the end of Year 2. Although some handwriting practice is evident in books the standards achieved in this activity do not consistently transfer to other work. Where teachers set high standards and remind pupils about the neat presentation of their work standards of handwriting and general presentation are higher.
- 80 Pupils with English as an additional language are well supported by the bilingual teacher who visits the school each week and they make good progress. However at other times not enough specific attention is given to the wider language and literacy needs of these pupils when working in class. These are not always adequately identified or sufficient support planned for.
- 81 Extra time has appropriately been identified to support the development of literacy skills. Opportunities are taken to plan speaking and listening activities, reading and writing activities in other subjects. During the inspection pupils were observed extending vocabulary through a sequence of movements they had planned in a dance lesson. In art Year 2 pupils used technical language in their discussions of how to achieve maximum effect when making a relief sculpture. Teachers frequently plan the use of information and communication technology into the curriculum and pupils use it to word process and develop the skills of punctuation.
- 82 The teaching of English is good. During the inspection it was always at least satisfactory, much good and some excellent teaching was also observed. Teachers have a good knowledge of the

subject and the National Literacy Strategy upon which much teaching is based. They plan to ensure work matches the needs of pupils of different level of attainment, however occasionally the work lacks challenge for higher attaining pupils. In the very good lessons the teachers ensured all pupils were actively engaged in class as well as group work, that every pupil answered questions and high standards were set through the pace of the lesson and making expectations clear. The teaching assistants support the pupils they work with through good questioning and encouragement. The very positive relationships between adults and pupils creates trust and respect and consequently pupils feel safe taking risks with their learning knowing their attempts will be valued.

- 83 Teachers offer good support during group activities. They do this by helping a particular group and also by circulating around the class providing feedback and developing understanding through questioning. In Year 2 classes pupils spent a few minutes at the end of each lesson identifying with the teacher what they had learnt to do that day. This gave everyone a sense of achievement and pride in their work. Teachers use regular assessments to monitor pupils' progress and identify individual learning objectives with the pupils. In some classes pupils remind themselves of their objectives as they work and teachers often comment when a child is trying to achieve them. Pupils work hard and obviously enjoy the subject. Reading has a high profile around the school and the pupils take pleasure from listening to stories and sharing books with their teachers. Pupils work with real enthusiasm when they are aware of the purpose of the activity, for example, creating a class non fiction book about primates or tape recording their work.
- 84 Since the last inspection the good management has ensured that the breadth of the curriculum has been extended and that the use of information and communication technology has improved.

## **MATHEMATICS**

- 85 Results in the National Curriculum tests in 2001 taken by pupils in Year 2 were below average when compared to the schools nationally. However, the school has responded well to the key issues raised in the previous report and they have developed the opportunities for pupils to use and apply their knowledge and understanding. This has led to an improvement in standards and Year 2 pupils are currently working at levels in line with those expected for pupils of this age. About a quarter of pupils are working at a higher level than expected and about a quarter have not yet reached the level typical for their age. The school has responded to the identified weakness in problem solving and now this is an important part of most lessons and raised the proportion of those working at the higher level. All pupils, including those with special educational needs and those with English as an additional language make good progress.
- 86 In Year 1, pupils consolidate basic number skills and knowledge. This is demonstrated when higher attaining pupils arrange numbers in order, showing that they have a secure grasp of the size of numbers and the value of tens and digits. They make an addition sentence and work out the answers to simple addition bonds by counting on mentally. They have developed a sound understanding of numbers and simple number operations. Pupils of average attainment understand numbers satisfactorily and quickly and accurately count and match quantity to numbers. They are beginning to be able to solve number problems and choose accurately whether to use addition or subtraction to solve problems involving money.
- 87 They have a satisfactory knowledge of two dimensional shapes and use the correct names such as circle, square and triangle. When investigating line symmetry, pupils show their secure understanding by arranging a variety of shapes in the correct positions on either side of a mirror line. Most pupils in this class used computers to 'drag and drop' shapes into position to create interesting symmetrical patterns. By Year 2, pupils have a much more developed knowledge and understanding of numeracy, and they calculate the answers to questions and problems accurately and competently. Pupils at different levels of attainment cope with the different levels of challenge well, with many pupils successfully attempting those set for a higher attainment level. They recognise sequences, such as even numbers, and use their knowledge to solve number problems related to multiplication. Average attaining pupils and those of higher attainment extend this

knowledge to solve problems based on sequences of 20 or 200. They develop their knowledge of shapes well and know the names and properties of a good range of two and three dimensional shapes. Standards in numeracy in other subjects are satisfactory, such as using graphs and different mathematical diagrams to record findings in science.

- 88 Pupils' attitudes towards their work are very good overall and at times excellent. Pupils respond very well to interesting activities and challenges. They have highly positive attitudes, and are very keen to take part in question and answer sessions, even when questions are very challenging. Pupils concentrate well and listen attentively so that they are clear about what they have to do and what is expected. They sustain high levels of interest over time and behave very well. Pupils get on very well together and the quality of relationships is clearly high
- 89 The quality of teaching is very good and enables the good levels of achievement made by pupils. Teachers' knowledge and understanding of mathematics is good and they plan interesting activities that enable pupils to use and apply their knowledge and understanding well to solve problems. Teachers are good at questioning, which they use well to probe and develop pupils' knowledge and understanding. Basic skills of numeracy are taught very well, as are the skills in using and applying number, so standards in numeracy are improving. Pupils' skill in problem solving has been identified as a weakness in the past and the school has successfully addressed the weaknesses in aspect of mathematics. Teachers' expectations of work are very high. Planned tasks are appropriate and achievable, yet still extend pupils' attainment well. Expectations of pupils' behaviour and courtesy are also very high. Teachers lead by example and respectfully deal with any inappropriate behaviour or attitude. They recognise and praise good behaviour and progress. As a result pupils have very positive attitudes to their work. Teachers use a very good range of methods that is consistent with the National Numeracy Strategy; oral mental maths, focused group work and pupils working independently or collaboratively. The management of pupils is very good. Teachers rigorously apply the school's agreed strategies for the management of pupils' behaviour and the pupils willingly comply with the teachers' wishes. The use of learning support assistants is very good. They are clear about their role in the class and are confident with pupils. They make a significant contribution to the learning.
- 90 The school has implemented the National Numeracy Strategy well in terms of planning, teaching, development of resources, and the introduction of planning to match pupils' levels of attainment. This is having an impact on raising standards in numeracy, which are now often as expected by the time pupils leave school. Coordination of the subject and its development over recent years are good. This is an improvement since the time of the previous inspection. The coordinator has identified appropriate priorities for development, which are based on identified weaknesses in pupils' skills, knowledge and understanding, such as investigating mathematical situations. Assessment procedures are very good and used highly effectively to ensure that pupils at all levels of attainment are provided with work at an appropriate level. Information and communication technology is used effectively to support work in mathematics, including consolidation of number knowledge and understanding and in symmetry work.

## **SCIENCE**

- 91 As indicated by the teachers' assessments in 2001 for pupils at the end of Year 2 standards of attainment are in line with the national average. Pupils make good progress. The last inspection found a weakness in this subject, and a key issue was to set challenging tasks for the higher attainers to promote their investigational skills. This has been addressed very effectively, and this particular area of science is now strong in all classes. There are no significant differences between the attainment of boys and girls or between those from different ethnic backgrounds. Pupils with special educational needs and those with English as an additional language make equally good progress in their learning.
- 92 All areas of the National Curriculum are covered thoroughly, and investigative methods are used very effectively in all lessons to give a practical basis to learning. As a result, pupils' observational skills are developing very well. For example, pupils in Year 2 have looked at different ways to keep

a drink warm and answered the question, 'Do tall people have long hands?' which they answered well in the light of their observations and recorded findings.

- 93 By the age of seven, pupils have understood the use of materials, magnets, electricity and hazards in the home. Higher attaining pupils know about the concept of a 'fair test'. For example, pupils in Year 2 use growing plants to test if plants need light, soil and water to survive. In a Year 1 class this display, entitled 'I wonder about plants', is linked to religious education and contributes well to the pupils' spiritual development. Useful links are made with numeracy. For example pupils in Year 2 use a range of diagrams to classify animals in various ways. Similar links were made in Year 1 when pupils constructed a block graph to record the results of their investigation into the colour of hair. An extension group of Year 2 pupils ensures that those with the potential for higher attainment are given suitably targeted work. During one lesson in Year 2, pupils were fascinated when observing the (working) digestive system of a live worm using an electronic microscope and computer.
- 94 Overall standards of teaching are very good and no unsatisfactory teaching was observed during the inspection. Teachers' questioning skills are particularly effective in building on what the pupils already know, and in making them think. The behaviour and attitudes of the pupils are very good, and this contributes positively to their learning. Relationships are very good and most pupils are enthusiastic, listen carefully and work happily together. Teachers in the various year groups work and plan closely together and the teaching assistants make a very effective contribution to pupils' learning. Parents and other volunteer helpers are an asset, providing valuable support to the pupils. Pupils' work and attitudes are carefully assessed and the quality of marking is positive and supportive
- 95 The subject has a very effective coordinator. She is developing the subject thoroughly and monitors planning and outcomes, accumulating a portfolio of pupils' work. The quantity and quality of resources are good and these are used responsibly by the pupils. There is a Science Club, which is held weekly and which normally attracts a good number of pupils and adds to the progress made by those who attend.

## **ART AND DESIGN**

- 96 At the time of the last inspection standards in art at the end of Year 2 were judged to be in line with those expected nationally. They are now above national expectations. In Years 1 and 2, good progress maintains the high standards. Good teaching and curriculum coordination have brought about improved standards since the last inspection. All pupils including those with special educational needs and pupils with English as an additional language make good progress.
- 97 Pupils learn to use a range of materials in their work and are developing skills and techniques to represent their ideas. During the inspection Year 2 pupils were observed making relief sculptures from natural materials collected during a walk in the woods. They had previously explored the work of Andy Goldsworthy with their teachers and planned sculptures using these materials. They discussed the representation of these plans and evaluated them as they created effective results. Year 1 pupils were seen learning the positioning of features as they drew self portraits and used chalk pastels to make pictures that were recognised by their classmates. Pupils understand that successful results depend upon a whole process of planning and evaluation.
- 98 They also use paints and mix colours, use simple printing techniques, wax resist and weave using a variety of fabrics and frames. Year 1 pupils had successfully used some of these techniques to make flowers for sale in class flower shops. Year 2 pupils had created effective collages of imaginary animals from magazine pictures. This followed literacy work based on a poem by Spike Milligan about such a creature. Pupils are encouraged to use sketchbooks to represent their initial ideas. These are sometimes used as a basis for finished work. This was illustrated in paintings of vehicles done by pupils following a visit to the Coventry Motor Museum and the murals recording observations made of recent building work on the school site. A computer program is often used to illustrate writing and work in other subjects.

- 99 In the lessons observed pupils were enthusiastic about the subject and obviously enjoyed art and design. They could explain what they were doing, the decisions they had made, and what was successful and effective about their work. They respond positively to each other's ideas and respect and celebrate the success of others. Pupils enjoyed photographing their sculptures using a digital camera and were excited about seeing the results on the computer. They cooperate well when working within groups and look after and use equipment appropriately.
- 100 The quality of teaching is good overall. Teachers plan effectively and develop pupils learning and understanding by skilful questioning and demonstration. For example, the teacher carefully discussed features of their faces as pupils looked in mirrors before they painted self portraits. Activities are explained clearly to the pupils and materials organised effectively to support learning. High standards of behaviour are expected and classroom rules constantly applied. Teaching assistants work sensitively with the pupils they support and help them take a full part in lessons.
- 101 The coordinator has good knowledge of the subject and plays an active part in the planning and monitoring. Standards in the subject are regularly assessed and moderated by the teachers. The school uses this process as a way of identifying areas for development. The curriculum is satisfactory because there is very little evidence of work based upon the traditions of other cultures and non European artists.

## **DESIGN AND TECHNOLOGY**

- 102 By the time the pupils reach the end of Year 2, standards in design and technology are as expected for pupils of that age. This is an improvement on the judgements made at the time of the last inspection when standards were judged to be below expectations. The 'weaknesses, identified in the previous report in design and technology, have been overcome by putting in place alternative modules for art and design and technology and thereby giving an increased emphasis to the subject. All pupils, including those with special educational needs and those pupils with English as an additional language make good progress. Due to the fact that art and design and design and technology are taught as alternate modules it was not possible to see the teaching of design and technology. Judgements are therefore based on curriculum documents, teachers' planning files, discussion with the curriculum coordinator, samples of work, photographs and discussion with pupils.
- 103 During the autumn term, pupils in Year 1 made houses out of a range of materials. The activity began with pupils walking around the perimeter of the school observing the variety of homes and the different styles of building. They then looked at photographs of alternative buildings before deciding on the type of house they were going to construct. As part of the preparation for making the houses, as well as completing the design, they investigated ways of making brick patterns and how to make hinges for windows and doors. When the work was finished the pupils looked at each other's work as well as evaluating their own pieces of work and identifying where improvements could have been made. Photographs of the finished products showed the work to be of a good standard and that the exercise made a valuable contribution to developing pupils' design and technology skills.
- 104 In Year 2, pupils continue to develop their designing and making skills well. Their work on building a vehicle began with a visit to the Coventry Motor Museum. Here they were able to study a vast range of motor vehicles of all kinds. They made sketches and took notes that they could refer to when they got back to school. The eventual design for the vehicle they made was based on the examples they saw at the museum. Once the vehicles had been built an important part of the process was to evaluate their performance. This was done by carrying out tests on how far each of the vehicles travelled down a particular incline. Other topics include designing and making a calendar for Christmas and creating their own fruit salad. In creating the fruit salad the pupils visited a local supermarket where they looked at the range of fruit that was available. The person in charge of this department talked to the pupils about the different fruits and where they come from and they decided what to buy. Back in school, the pupils constructed a 'face fruit salad' using

parts of the fruits and then had the pleasure of eating them. This introduced them to food technology and the ways in which they can be creative with different kinds of fruit.

- 105 The quality of teaching is good. Teachers' plans show that they plan carefully to provide interesting activities that pupils enjoy and take pride in. This is shown in the quality of their work, and photographs of the finished products indicate an industrious and enthusiastic approach to their work. In planning work in design and technology, teachers either treat it as a distinct design and technology exercise where pupils are learning particular skills, or as an activity that supports work in another subject. An example of this is where pupils designed vehicles to support the work in geography about the Island of Struay. The school also takes advantage of offers from local industry and has engaged the services of a national firm who sponsored an 'industry day' at the school where engineers joined the Year 2 pupils in a design and construction day.
- 106 Provision and planning for design and technology has shown considerable improvement. Resources have been acquired for every unit of study; there is a very clear guidance on the use of tools. There are clear links with other subjects and this adds interest to the work in design and technology. National guidelines have been adopted and the coordinator, although only in post for one year, is assessing each of the modules and is constantly reviewing progress in the subject.

## **GEOGRAPHY**

- 107 By the time pupils reach the end of Year 2, standards in geography are as expected for pupils of that age. The school has maintained the standards reported at the time of the last inspection. All pupils, including those with special educational needs and pupils with English as an additional language make good progress and are fully included in all activities. Due to the fact that history and geography are taught as alternate modules it was only possible to see geography being taught in one lesson. Judgements are also therefore based on curriculum documents, teachers' planning files, discussion with the curriculum coordinator, samples of work and discussions with pupils. These indicate that the quality of teaching and learning is good.
- 108 Pupils in Year 1 build on the good foundations established in the reception classes and familiarise themselves with the local environment and locations that are further afield. Pupils follow with interest the escapades of Barnaby the Bear, the school teddy bear who goes on holidays and on visits with the pupils and their parents. Barnaby has visited places as far away as Florida and Venice and in England he has been to many other resorts such as Weymouth, Blackpool and Bath. When he is away Barnaby writes to the pupils telling them how he has travelled there and what the weather is like. Pupils can plot his journeys on a map, compare where he is with Nuneaton and look at the differences in the climate. When he returns Barnaby normally brings back photographs of his escapades bringing his adventures to life and giving pupils an understanding of different places. Towards the end of Year 1 pupils study a contrasting town in a foreign country. Barnaby has already introduced them to places that are far away from Nuneaton and they are able to identify Baricho in Kenya on the world map. Their study of Baricho looks at the similarities and differences between an African village and the town in which they live. Using sources of information such as photographs they are able to compare and contrast the school in Baricho with their own school giving them an insight into how people live in other countries. In discussions with pupils they talk with enthusiasm about their knowledge of Baricho.
- 109 In Year 2 pupils learn more about their own environment. Earlier work has introduced them to simple maps by involving them in making a 'map' of their bedrooms. In the immediate locality they take a geography walk which they record as a simple map showing shops, the church and other notable landmarks. In their sketchpads they sketch features of particular interest such as Victorian buildings. An important aspect of this work is observing the local environment and discussing features that enhanced the environment and those aspects that they didn't like for example, the overgrown grass and the litter in the alleyways. In doing this they are beginning to be more aware of man's influence on the environment. This study is done in small groups and provides good opportunities for pupils to develop their geographical vocabulary and their mapping skills. A study which really captured the imagination of the pupils in Year 2 was the study of the

Island of Struay in Scotland. Pupils were studying a contrasting environment to that of Nuneaton where they could look at similarities and differences. It was also a further opportunity to develop their mapping skills as they studied the map of the British Isles and identified Scotland in relation to their own town. Pupils discussed how they could travel from Nuneaton to Struay using roads, railways, planes and boats. Maps of the island involved the use of simple keys to show different locations. Good quality resources, information books and maps and ample opportunity for discussion as well as practical work supports work in geography well.

- 110 The subject is well managed and an extensive portfolio tracks the work being done and the regular assessments that are carried out to ensure pupils are making progress in developing their geographical skills. There are good links with other areas of the curriculum, particularly in mathematics through the map work and literacy through the increasing vocabulary presented to the pupils as they carry out their studies.

## **HISTORY**

- 111 At the time of the last inspection no judgement was made about standards in history. Although no lessons were observed during this inspection a scrutiny of work, planning and photographic evidence, discussions with pupils and the subject manager indicate that standards are satisfactory. Pupils, including those with English as an additional language and special educational needs make satisfactory progress.
- 112 By the end of Year 2 pupils have a sound understanding of past and present and can describe differences between earlier times and now. They can explain why the Great Fire of London spread so rapidly and the difficulty of containing it. They understand changes over time and relate this to a sequence of dates reflecting some of the major events occurring during the lifetime of the Queen Mother. They have responded sensitively to recent events such as her death, the terrorist attacks of September 11 and know about the introduction of the Euro. The study of the lives of famous people such as Florence Nightingale and Guy Fawkes have also helped pupils to understand not only their contribution to history but also a little of what life was like when they lived. They also learn about the significance of Remembrance Day. Year 1 pupils understand in simple terms the changes to transport through their visit to the Motor Museum in Coventry.
- 113 The evidence seen suggests that teaching is satisfactory with some strong areas. Planning is good. It is thorough and addresses an appropriate curriculum providing breadth and balance. Pupils are being encouraged to develop the skills of interpreting information from evidence such as pictures as well as learning facts and information. Pupils obviously enjoy the subject and work hard in it. This is evident from the way they discuss what they have learnt.
- 114 The subject manager is secure in her knowledge of the subject and monitors planning and samples of pupils' work satisfactorily. Assessment is not yet fully implemented.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 115 By the time pupils leave the school, their attainment in information and communication technology is above that which is expected nationally for pupils aged seven. This is an improvement on average standards at the time of the last inspection. All pupils, including those with special educational needs and pupils with English as an additional language make good progress. Requirements for information and communication technology have changed considerably since then, and the school has done well to keep abreast of changes and raise standards. There is a good balance between learning information and communication technology skills and using them in lessons to support learning in other subjects.
- 116 Information about pupils' work was obtained from a scrutiny of a portfolio of pupils' work, display work and lesson observations. Year 1 and Year 2 pupils used a word processing package independently, which provided good practice in using the keyboard and the mouse, while focusing their attention on writing words and sentences. Year 2 pupils prepared a house sale advertisement, using appropriate words and punctuation correctly. This exercise enabled pupils to develop skills in using the keyboard and to consolidate their literacy knowledge. Information and communication technology is also used effectively to develop and consolidate numeracy skills, knowledge and understanding. Year 1 pupils used the mouse accurately to move shapes around the screen to create symmetrical patterns. They showed good skills in placing shapes and this exercise was effective in firming up pupils' understanding of line symmetry. Pupils were then able to print out their work using the appropriate file menu. Pupils feel comfortable and confident when working with computers. Some particularly impressive work was seen in the portfolio of Year 2 pupils. They had typed in the poem 'The Owl and the Pussycat' using different fonts and print sizes. Using a file of pictures and backgrounds, pupils had produced some impressive pictures to go with the text. This was a lengthy exercise and involved pupils saving their work and retrieving it to work on further; skills expected of older pupils. They also wrote their own poems on colours. They printed these using a variety of fonts and print styles, but also were able to write these in the appropriate colours; using red when writing about red and yellow when this was the focus colour.

- 117 Pupils have a broad curriculum for example, they program a robot to move to a specific path, they produce graphs from entering data and draw pictures using an art program.
- 118 Pupils have good attitudes towards their work in information and communication technology. They are happy to work independently in the classroom, or in pairs in the suite, or to take turns when whole class lessons are being given. Social skills are developed in this way.
- 119 The quality of teaching is good. Teachers are improving their skills through training and are becoming familiar with the current use of information and communication technology to support learning in other subjects and teaching information technology skills. Teachers confidence to explain clearly procedures and routines. They also encourage pupils to use previously acquired skills and ask if pupils know how to print for example before explaining how to do this. This gives pupils confidence and enables them to reinforce basic skills. Lesson planning is very good and effectively enables pupils to practise information and communication technology skills whilst supporting learning in a good range of other subjects. Teachers praise pupils for their work when deserved and this has the effect of giving pupils confidence to further develop the skills, knowledge and understanding of information and communication technology.
- 120 Subject leadership is good. The school is well resourced and the computers are regularly used very often as a tool to learning in other subjects. Assessment procedures are in the early stages of development.

## **MUSIC**

- 121 The pupils benefit both from specialist music teaching from Warwickshire's County Music Service and a number of other teachers who are enthusiastic about the subject. As a result, the pupils' standards in music are above those expected nationally. This is similar to the judgements made at the time of the last inspection. All pupils, including those with special educational needs and pupils with English as an additional language, make very good progress.
- 122 Pupils enter Year 1 with a good appreciation of singing. This is reinforced and developed, both in lessons and assemblies, so that all pupils sing thoughtfully and with considerable enjoyment. In this way, music makes a strong contribution to the pupils' overall spiritual and social development. Musical terminology is used when appropriate, and pupils learn this. They discuss music, compose their own and find ways to record what they have done. Pupils are confident and enthusiastic. Musical instruments are made, linking the subject with design and technology. Pupils' attitudes to their music lessons are excellent. They show great pleasure in performing music and are extremely keen and enthusiastic in response to highly stimulating activity.
- 123 The very good standard of teaching promotes the quality of pupils' learning very well. Expectations are high and most pupils are very keen to contribute thoughtfully in lessons. Teachers' questions extend pupils' thinking: during a Year 1 lesson on the Three Billy Goats Gruff, pupils considered how the smallest goat would move and how long the Troll's roar would last. To the question, "Which of these three instruments would suit the smallest Billy Goat Gruff?" A high attaining pupil thought, 'the claves, because it's the instrument with the highest pitch'. During a lesson in Year 2, pupils identified the various instruments used to represent the characters in 'Peter and the Wolf'. One said that the oboe is used for the duck, "because it sounds like quacking".
- 124 A very effective coordinator monitors planning and outcomes, this supports the very good provision and high standards. The quantity and quality of resources are very good and the school borrows more from the County Music Service. Provision is enriched through a number of visitors. These include the county's brass and woodwind ensembles, musicians who play steel pans, harmonium, tabla and sitar. This makes a good contribution to pupils' cultural development.

## **PHYSICAL EDUCATION**

- 125 Standards achieved by pupils at the end of Year 2 are well above those normally expected for pupils of this age. The school has been successful in maintaining the high standards outlined in the previous report. Teachers in Year 1 build on the good standards seen in the reception classes and this good progress is maintained through Year 2. The school works hard to provide a varied curriculum for all pupils and through careful planning and rigorous monitoring it offers breadth and balance through all the three areas of dance, gymnastics and games. The school also offers swimming lessons to pupils in Year 2 and this has a positive impact on standards. All the pupils in this particular year group enjoy the opportunity to go swimming each week for one term providing a good preparation for lessons in the junior school. In all the physical education lessons every effort is made to ensure that all the pupils, including those with special educational needs and those pupils with English as an additional language, are fully included and make the same good progress as others.
- 126 In both Years 1 and 2 a strong feature in the progress made by pupils is the quality of teaching. Teaching was never less than good and at times it was excellent. In both year groups there was very effective use of praise to celebrate achievement and effort and this inspired the pupils to work hard and reach even higher standards. Skilled intervention in lessons supported individuals and groups of pupils to keep up with the rest of the class and to feel that they were achieving success. Very good use was made of demonstrations both by the teachers and pupils. In a lesson in Year 2 where pupils developed small ball skills the teacher stopped the lesson on a number of occasions to help the pupils to develop their techniques in rolling and catching the ball through direct teaching and demonstration. In another lesson where pupils were learning different ways of travelling the teacher made very good use of pupil's demonstration to encourage other pupils to try alternative ways and be more imaginative. Pupils have a clear understanding of why they need to warm up their muscles before an activity and in all the lessons the warm up was planned and carried out at a vigorous pace. During these sessions the pupils use the space well when engaging in their running, jumping, stretching and curling activities.
- 127 In dance the pupils show work of an exceptional quality when working in pairs and as individuals. Their use of space is excellent and they are able to depict changing moods and feelings as the music changes. This aspect of their work based on the 'Spirit of the Rainforest' shows how well their bodily control has developed as they depict the movements of animals, plants and the climate in a most sensitive manner. They work together in pairs exceedingly well, this is due to the high value placed on developing personal skills throughout the school and the many opportunities provided where pupils learn to work together. The work pupils do in physical education makes a strong contribution to their personal and social development and helps to raise their levels of confidence and their self esteem. In lessons emphasis is placed on using the correct language to describe movements and actions and this helps in the development of language skills.
- 128 All the pupils thoroughly enjoy physical education and engage in all the activities with tremendous vigour; this is because the teachers approach the subject with enthusiasm. Lessons are well planned, delivered at a quick pace and challenge the pupils, making them want to work hard. Pupils listen carefully to instructions and follow them to the letter. When getting apparatus out they clearly understand the need for safety and exercise great care in carrying out their tasks. Girls and boys work comfortably together and are very good at organising themselves into groups. They appreciate the effort others make and often show this with spontaneous applause.
- 129 The quality of work in physical education is not only due to the high quality of the teaching but also to the leadership in the subject. The curriculum is continually reviewed and the standards in the subject are carefully monitored in order to maintain this as an area of high quality within the overall curriculum.

## **RELIGIOUS EDUCATION**

- 130 Pupils leave the school at the end of Year 2 with standards in religious education, which are in line with those expected by the locally agreed syllabus for Warwickshire. This reflects the judgements made at the time of the last inspection. The school ensures that all pupils have equal access to the religious education curriculum. All pupils make satisfactory progress.
- 131 Pupils build a satisfactory knowledge and understanding on a range of different religions, often through topics such as 'celebrations'. Christianity, Hinduism and Islam are covered in greater detail and there are a number of displays of photographs, artefacts and pupils' work to further develop pupils' awareness and knowledge. The areas of study covering 'Experiences of the natural world' and 'Experiences of human relationships' enable pupils to understand how following a religion affects the lives of those who follow. This also makes a very strong contribution to the pupils' spiritual, moral and social development.
- 132 The quality of teaching is satisfactory. Only two lessons were observed during the inspection. Within these, the pupils were interested, contributing thoughtfully and sensitively to discussions. The lessons were interesting and pupils enjoyed them. Teachers make effective links with literacy by encouraging pupils to read and take part in discussions. Links are also made with numeracy, for example, in one lesson where pupils found 40 on a number square to show how many days it rained on Noah. The analysis of pupils' work and teachers' planning indicates that much that is covered in lessons is not formally written up. The locally agreed syllabus contains a 'coverage check list' and this is used to record what each pupil has done.
- 133 The subject coordinator works effectively to promote the values of the subject and to support staff within the school. A thorough portfolio of assessed pupils' work has been collected over several years and this is used well to show teachers' examples of possible outcomes. The school has a good range of books and is building a useful collection of artefacts to illustrate the different religions studied.