

INSPECTION REPORT

CUBBINGTON CE PRIMARY SCHOOL

Leamington

LEA area: Warwickshire

Unique reference number: 125660

Headteacher: Mrs L Thorpe

Reporting inspector: John J Williams
22516

Dates of inspection: 29 April – 2 May 2002

Inspection number: 196079

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Church Hill
Cubbington
Leamington Spa
Warwick

Postcode: CV32 7JY

Telephone number: 01926 422967

Appropriate authority: The governing body

Name of chair of governors: Mrs Theresa Saul

Date of previous inspection: 7 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22516	John J Williams	Registered inspector	English as an additional language Equal opportunities Special educational needs Mathematics Physical education Religious education	What sort of school is it? How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
19366	William Walker	Lay inspector		How high are standards? b) Pupils attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
28009	Ruth Dunkley	Team inspector	Foundation stage Design and technology Information and communication technology Music Science	
21121	David Houghton	Team inspector	Art and Design English Geography History	How high are standards? a) The school's results and achievements

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cubbington C.E. Primary School is situated in the village of Cubbington to the east of Leamington Spa. It educates pupils aged from four to 11, who come from the surrounding villages. There are 196 pupils on roll. This is slightly less than at the last inspection. Approximately 4 per cent of pupils claim free school meals, which is below the national average, 5 pupils are from ethnic minority groups, who have English as an additional language but none is at an early stage of English acquisition. Forty-nine pupils (25 per cent) are identified as having special educational needs. Their difficulties range from moderate learning difficulties and physical disabilities, to speech and communication problems, such as dyspraxia and autism. Of these pupils, 5 have a formal statement, which is average. The school prides itself on having a very inclusive ethos. Pupils of all abilities are made welcome and several pupils with special educational needs and behavioural difficulties have recently joined the school. Attainment on entry to the school in the reception class varies from year to year. In the current year it is about average with the full range of abilities represented.

HOW GOOD THE SCHOOL IS

This is a good effective school of which parents, staff and community are justly proud. Although standards vary from year to year according to the number of pupils with special educational needs, overall pupils achieve well. It has a warm and welcoming atmosphere where good relationships abound. The pupils are taught well. The school is managed well by the headteacher who has a very clear vision of the future. She is ably supported by a dedicated and hardworking staff and a knowledgeable governing body. Together they constantly strive to meet the school's worthwhile aims and to raise standards. The school gives good value for money.

What the school does well

- The quality of teaching is good.
- The school has a truly inclusive ethos where all pupils are welcomed and valued.
- Pupils get a very good start in the Foundation Stage.
- The school is well led and managed.
- It has very good provision for pupils with special educational needs.
- The quality of information provided for parents is very good.

What could be improved

- Standards in mathematics and science.
- Assessment in the foundation subjects.
- Pupils' listening skills.
- The quality of marking is inconsistent.
- The presentation of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997 it has shown good improvement. Overall standards in English, mathematics and science have improved in line with the national trend. The school has improved its curriculum by developing schemes of work in all subjects and its provision for the teaching of history and design and technology is much improved. It has also developed a new information and communication technology suite and standards in this subject have improved. The school sets itself realistic targets and usually achieves them. The more able pupils are now better challenged, particularly in English. The management of the school is improved. Subject leaders manage their subjects well and improved systems for monitoring have led to a significant improvement in the quality of teaching.

STANDARDS

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

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

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

The table shows that in the 2001 national tests for Year 6 pupils' attainment in English was above average nationally, whilst in mathematics and science it was below average. Compared with similar schools, attainment was average in English and well below average in the other two subjects.

Inspection findings indicate that standards in the present Year 6 are average in English and below average in mathematics and science. Standards vary from year to year, for instance, standards in the present Year 5 are higher than this. They are affected by the number of special educational needs pupils and by the numbers of pupils in each year group who have moved into the school. Since 1997, standards overall have improved in line with the national trend. There has been an improvement in standards in information and communication technology, history and design and technology, which are now in line with national expectations and in music and physical education, which now exceed them. Pupils achieve well relative to their ability.

In the 2001 tasks and tests for Year 2 pupils, standards were above average in reading and well above average in writing. Pupils attained average standards in mathematics and in science. The present Year 2, however, has a greater number of pupils with special educational needs. Overall standards therefore are lower. Attainment is average in English but below average in mathematics and science. Pupils achieve well in terms of their prior learning.

The attainment of children in the Foundation Stage varies from year to year, but the inspection confirms that children in the reception class this year have levels of attainment similar to those expected for their age group. They are making good progress and all children are well prepared for entry into Year 1.

Pupils with special educational needs make good progress and attain well in relation to their abilities. Pupils for whom English is an additional language and from different cultures also make good progress. This is the result of the good teaching that they receive. There is no significant difference between the attainments of boys and girls. The school sets itself realistic targets each year and usually succeeds in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have good attitudes to school and to their work. However there is a significant minority of pupils who do not enjoy school and who find concentration difficult.
Behaviour, in and out of classrooms	Most pupils behave well and this has a beneficial effect on their learning.

Personal development and relationships	The school's provision for personal development is very good. The result is that the majority of pupils are mature and sensible. Most pupils relate well to each other and very well to adults.
Attendance	Rates of attendance are satisfactory.

Most pupils take an interest in school. They work very hard and are happy. They understand very well the effect of their actions on others and show respect for other people's feelings, values and beliefs.

TEACHING AND LEARNING

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

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

The vast majority of pupils learn happily at this school. One of the reasons for this is that the quality of teaching is good. During the inspection three quarters of the lessons observed were good or better. One third were very good. The consequence of this good teaching is that the pupils learn and achieve well. The teaching of literacy and numeracy skills in English and mathematics lessons, is good. Teachers succeed in making lessons exciting, by challenging all groups of pupils effectively. All staff contribute to a very strong team and work well together. This results in the purposeful atmosphere in school, in which the overwhelming majority of pupils thrive and learn successfully. The small minority of pupils who find concentration difficult and do not listen do not make good progress.

One of the major strengths in the teaching is that the school uses, effectively, the talents of each teacher to take the lead in managing their own subject. This means that the pupils receive good provision in all subjects. All teachers plan lessons effectively and organise good levels of practical activities, through which pupils experiment and develop their own ideas imaginatively. Teachers make good use of resources to promote rapid learning. They involve the very good quality support staff most effectively. This keeps the pupils interested in their work and, consequently, the majority learn well. Pupils with special educational needs are taught very well and receive good quality support from the learning support assistants. Hence pupils make good progress towards the targets in their individual education plans. Similarly, pupils with English as an additional language are ably supported. They are fully included in all lessons and make rapid progress. The good teaching that the pupils receive is a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is rich and varied. It offers good opportunities to all pupils and is relevant to their needs. It is greatly enhanced by visits and visitors.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The special needs co-ordinator provides very good support for colleagues and very effective management. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils with	The inclusive ethos of the school very strongly supports equality of

English as an additional language	opportunity and the needs of pupils from different cultures and for whom English is an additional language are very well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Pupils are encouraged to be independent and reflect on the effect of their actions. Provision for the pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good. Provision for pupils' moral and social development is very good.
How well the school cares for its pupils	This school is a caring community. Teachers monitor pupils' academic progress effectively. Child protection procedures are sound. The school knows and understands its pupils very well.

The school works effectively in partnership with parents. The quality of information provided for parents, particularly about curriculum and pupils' progress, is very good. The impact of parents' involvement on the work of the school is good and this makes a worthwhile addition to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, who knows her school very well, provides very clear leadership. Staff who have management responsibilities support her well and together they provide the school with good leadership and management.
How well the governors fulfil their responsibilities	The governing body supports the school well and very effectively monitors its work. It has a very clear view of future developments and ensures compliance with statutory requirements. It is successful in its role as critical friend to the school and this is greatly valued by the senior staff.
The school's evaluation of its performance	The school has a clear view of its work and analyses effectively what works well and why. The quality of the procedures for monitoring teaching and pupils' learning is very good.
The strategic use of resources	Short-term financial planning is good, although the school recognises the need to develop a long-term outline spending plan. The school uses its available resources efficiently and effectively. It applies the principles of best value to good effect.

There is a good number of well-qualified and experienced teaching and non-teaching staff to meet the demands of the curriculum. Learning resources are good in most subjects. The good quality, informative displays around the school make an important and stimulating contribution to the whole community's learning. The school keeps the accommodation in good order and ensures an attractive learning environment. Funds are allocated well towards improving standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school expects their child to work hard and achieve his or her best. • The school is well led and managed. • Their child likes school. • Their child is making good progress in school. 	<ul style="list-style-type: none"> • A few parents feel that the school does not give the right amount of homework. • Some parents feel that the school does not provide an interesting range of activities outside lessons.

- | | |
|---|--|
| <ul style="list-style-type: none">• The school is helping their child to become mature and responsible. | |
|---|--|

The inspection team agrees with the overwhelmingly positive views of the parents. Inspection findings confirm that the school uses homework well to support the work that pupils do in school. The school provides a good range of out-of-school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school varies from year to year. Attainment in the present reception class is broadly average, although there is a wide variety of ability within the class. At least a third of the pupils enter below the level expected and a third above the level expected. Information from baseline assessments shows that children enter school with fewer numeracy skills than literacy or personal and social skills. The breadth of the curriculum provided, very good teaching, secure assessments and very good organisation and planning all contribute towards high quality learning opportunities for all pupils in the Reception class. Progress is good and children achieve well. All children are well prepared for entry to Year 1.
2. The national test results for 2001 at the end of Year 2 showed that standards were above average in reading and well above average in writing, which is an improvement since the last inspection. They were average in mathematics. In science, teacher assessments indicate that standards were similar to the national average. A significant percentage of pupils achieved the higher level 3 in reading, writing and mathematics. The overall trend shows that standards are rising and that there is no significant difference in the attainment of boys and girls although in the 2001 tests boys achieved higher than girls in writing. Pupils begin school with overall average levels of attainment and throughout Years 1 and 2 they make satisfactory progress.
3. National test results at the end of Year 6 in 2001 showed that standards were above average in English, an improvement since the last inspection. They were below average in mathematics and science, which is a decline since the last inspection. Whilst a high percentage of pupils achieved the higher level 5 in English, few achieved this level in mathematics and a significant percentage did not achieve the expected level 4 in both mathematics and science. Whilst pupils made good progress in English, especially in reading, progress was slower in mathematics. The school is fully aware of this difference and is now giving pupils additional support in mathematics. The overall trends are rising at a similar rate to the national average and there is no significant difference in boys' and girls' attainment over time.
4. The school has developed detailed assessment procedures and continuously monitors pupils' achievements. These tracking procedures indicate that results at the end of the current Year 2, whilst likely to be average, will not be as high as in 2001. In the current Year 6 the school also expects results to be lower. Results vary from year to year because of considerable differences in pupils' levels of attainment in different year groups. There are also variations caused by a significant number of pupils joining and leaving the school, for example, there are only fourteen pupils who started in the reception class who are in the current Year 6. In the current year, results are unlikely to be as high as more pupils have been identified as having special educational needs. A number of pupils have made good progress but are unlikely to reach the expected level 4. As a consequence, the school has set appropriately lower targets for this year. The school's tracking procedures indicate that the dip in standards in the current year 6 are expected to be reversed in 2003 and it has set appropriately higher targets and expects a high percentage of pupils to achieve the expected level 4 and the higher level 5. Inspection evidence both in lesson observations and the analysis of work confirms this view.
5. The development of pupils' basic skills in speaking and listening, reading and writing is good which reflects the overall higher standards in English and is largely because of the positive impact of the National Literacy Strategy. Writing skills for example, are well developed through writing for different purposes in other subjects, for example in geography when writing arguments for and against building a by-pass round a town. There has been a considerable improvement in pupils' skills in information and communication technology (ICT) since the last inspection. Mathematical skills are less well developed. The school is aware of this and is now putting more resources in to strengthen this aspect. Music plays a significant part in the life of the school and

is appreciated by both pupils and staff. Standards in music are good throughout the school. They are good also in physical education in Years 3-6. They are average in all other subjects throughout the school and pupils make satisfactory progress. Whilst this is an improvement since the last inspection when standards were unsatisfactory in design and technology and history, there is at present no systematic assessment of the development of skills in these subjects.

6. Pupils with special educational needs are very well provided for and make good progress in relation to their prior attainment. Their progress is especially good in English because teachers match work well to the targets in pupils' individual education plans and trained teaching assistants provide valuable support. In line with the school's inclusive ethos the few pupils who are learning English as an additional language are very well integrated and make good progress.

Pupils' attitudes, values and personal development

7. Pupils contribute much to the strong sense of Christian community which characterises Cubbington school. The positive attitudes and responsible behaviour of the great majority of the pupils help to sustain the orderly environment that attracted favourable comment in the previous inspection report. Pupils in the main are proud of their school, enjoy their lessons and are keen to join in the wide range of activities provided for them. A minority of pupils show less enthusiasm for their schooling. They are easily distracted in some lessons and seem to lack the motivation to become fully involved in school life. Nevertheless all pupils appear to be happy, a perception borne out in the views expressed by their parents. Attendance rates have remained constant over recent years and are slightly above the national average. Most pupils are punctual and there is very little unauthorised absence.
8. This is a very inclusive school and the comprehensive nature of its intake is reflected in the attitude and behaviour of the pupils as it is in the broad spread of their academic ability. One thing that they share is that they are very welcoming. They very quickly make visitors feel "at home" in their school. From their early days in the reception class they learn to be courteous and polite, treating members of staff each morning to a happy smile and a cheerful greeting. They recognise the high standard of behaviour that is expected of them and learn to relate to others in the school context. Adapting quickly to the well-established routines, they develop good levels of independence and, as they approach the end of the Foundation Stage of their education, are well able to attend to their own personal needs. This positive experience stands them in good stead as they move up through the school. As they arrive in the mornings, many are in high spirits, and with a sense of anticipation of what the day has to offer; others are less well prepared and their enthusiasm for learning is much dependant on the skills of their teachers in motivating them. Once lessons start, nearly all pupils respond well to good teaching but whenever there is a lack of pace or an undue tolerance of distracted behaviour, pupils' levels of attention can quickly drop to the detriment of the learning environment in the classroom. This is more often apparent amongst pupils in Years 1 and 2, but there are pupils in all classes whose ability to listen for any length of time is limited. Pupils with special educational needs are very well integrated into the main school activities and they respond well to the good support which is provided for them.
9. Behaviour throughout the school is good, often very good. In class, pupils know what is expected of them and generally respond well to the high expectations of their teachers. The interest of individual pupils sometimes wanes and if the teacher does not react they engage in distracting behaviour, turning round, fidgeting, talking with their neighbours, thereby detracting markedly from the learning environment in the classroom. Occasionally pupils become unruly but teachers manage such occasions well and there is minimal disruption to the lessons. Overall behaviour is such that teachers are able to concentrate on their teaching, to the benefit of all pupils. Most pupils with special educational needs have a good attitude to their learning. They want to make progress and work hard to do so. Most behave well but occasionally some find it difficult to conform to normal classroom expectations and arrangements are made for them to be removed from the lesson.

10. Around the building and at play, pupils behave well. The school is an orderly place with a relaxed and friendly atmosphere. Pupils move about calmly and show courtesy and consideration to others, holding open doors, patiently awaiting turns, sharing facilities amicably. They are very kind to visitors and many offer to help whenever the opportunity arises. Meals are a civilised occasion. Pupils show good manners, converse quietly and help to keep the dining hall clean and tidy. At play, some pupils are boisterous and sometimes physical, pushing and pulling their colleagues. However, their behaviour is rarely oppressive and pupils indicate that they have no worries about bullying. There have been no exclusions in the past year.
11. The good relationships across the school are reflected in the strong sense of community that pervades the school. Pupils react well to the good example that is set for them by adult members of staff who work together harmoniously and constructively. They learn to value each other and are in turn valued. There are tensions, particularly amongst some of the older pupils, but any incipient conflict is used to good effect by the staff to further pupils' understanding of the impact of their actions on others.
12. The personal development of pupils is of a high order. They soon learn to respond with confidence to their teachers, knowing that their contribution will be listened to and valued. This gives them the confidence to "have a go" and not be afraid of getting it wrong. It also helps them to accept responsibility for their own actions. In all classes pupils readily take their turn to carry out monitorial duties, delivering registers, watering plants, holding doors, helping to operate equipment. The school now has an impressive council, each member formally elected to represent the interests and ideas of a year group. With its own chairman and secretary the council very effectively administers a budget, delegated to it by the headteacher, and has recently been involved in arranging the marking of the playground for games and purchasing balls, ropes and other play equipment. Plans are in hand to install a "Friendship Bench" for the benefit of pupils who may feel lonely. This all reflects much maturity and sensitivity on the part of the councillors, and indeed on the part of those who contribute the ideas for discussion. Year 6 pupils play a significant role in the day-to-day routines of school life and on special occasions. For example, they deliver milk, tidy the rooms, share reading books with younger colleagues, act as hosts for fundraising events, and assist in preparing and serving food to staff and governors as part of their food technology curriculum. This very good personal and social development helps to prepare pupils well for the next stage of their education.
13. Attendance remains satisfactory, at a level slightly above the national average. Most pupils are punctual, enabling teachers to make a prompt start to the day and to lessons. There is very little unauthorised absence. Despite strong discouragement from the school some parents still take their children on holiday during term time. This practice disrupts continuity of learning for the pupils concerned. It also adversely affects subsequent lessons for the class, since teaching time has to be diverted to compensate such pupils for the lessons they have missed.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is good. Thirty-four out of the forty-five lessons observed during the inspection were good or better, and one third of lessons were very good. This is an improvement since the last inspection, when some lessons were judged unsatisfactory and the number of good and very good lessons was lower. Weaknesses in teaching in the previous inspection were reflected in the inadequacy of teachers' lesson planning, the slow pace of some lessons, and low expectations of what pupils could achieve. This is no longer the case. The strength of teaching in the school is significant. It is consistently good in all subjects and often better. This is because of the more effective monitoring of teaching and learning now undertaken by senior managers. It also reflects the enthusiasm with which all staff have tackled recent changes and the way in which they work together for the benefit of all pupils.
15. The overall quality of teaching in the Foundation Stage is very good. It is good, overall, in Years 1 and 2. Teaching observed ranged from satisfactory to very good. In Years 3 to 6, the quality of teaching in lessons seen also ranged from satisfactory to very good. In Years 5 and 6, the vast

majority of the teaching seen was good or better and, in seven lessons out of eleven, teaching was very good. This good teaching results in good learning throughout the school. Progress accelerates in Years 5 and 6 because of the high quality teaching and because, in all subjects, the pupils begin to use the good key skills, particularly literacy, which they have learned previously, more effectively. The staff work very well as a team, which results in a consistent approach to teaching.

16. Throughout the school, the teaching of literacy in English lessons and numeracy in mathematics lessons is good. Teachers have worked hard to implement both strategies, which they have done well. Interesting texts and a good range of carefully selected big books, guided reading texts and relevant reading materials have ensured that literacy lessons have challenge and are relevant to the needs of the pupils. The Numeracy Strategy is more recently implemented and has yet to have a full impact but lessons have good mental warm-up sessions in which the majority of the pupils are engaged and are clearly focused on improvements of their mental agility.
17. The teaching of literacy and numeracy supports learning in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments, explaining what the results show. Teachers promote good cross-curricular links and, in this way, the pupils see the relevance of their learning and the way it develops. They use ICT as an effective tool in other subjects. For example, pupils use a data-handling program to generate a variety of graphs and diagrams to display results from their mathematical and scientific work.
18. Throughout the school, the teachers show great commitment and hard work in their drive to improve their teaching. The headteacher and curriculum leaders monitor teaching carefully and are very well aware of strengths and weaknesses throughout the school. All staff strive to improve their performance and provide the best possible teaching for their pupils. The support and assistance that teachers offer to each other has a positive impact on the quality of teaching within the school.
19. The pupils on the special educational needs register are well taught. Work is specifically targeted for their learning. Clear texts and specific support materials are provided for these pupils. This, along with the very good support from class teachers and learning support assistants, ensures that they achieve very well.
20. The teaching of the children in the Foundation Stage is very good. The teacher has a clear understanding of the needs of young children. Her enthusiastic, supportive and patient approach gives the children confidence in their learning and, consequently, they achieve well. Her planning ensures that the needs of all children are successfully met.
21. Teachers have good knowledge and understanding of the subjects that they teach. They use the correct vocabulary and appropriate subject-based specific language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science, where technical language is used accurately. For example, in a very good mathematics lesson, the teacher worked very hard to emphasise the need to use appropriate vocabulary, such as "add", "increase", "sum", "totals" and "altogether". In science, pupils are expected to use correct technical vocabulary such as "control experiment" and "fair test." Teachers often record the vocabulary they wish to emphasise in their lesson plans.
22. In most lessons, teachers place a significant level of demand upon all individuals, to ensure that they are fully involved. In less successful lessons, the challenge may not be made absolutely clear to all pupils. Some pupils do not listen sufficiently carefully and hence are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, the majority of pupils listen carefully to the good instructions that they receive and know exactly what they are expected to do. They work very hard and learn well.
23. Teachers' planning is good. In literacy and numeracy, the teachers plan closely to the structured frameworks. They plan all lessons well and, at the beginning of each lesson, recap and revise

previous learning effectively. They mostly share the learning objectives for each lesson with the pupils. They return to the aims at plenary sessions to ensure that the objectives have been met. Occasionally, teachers do not reiterate the aims of the lesson during the session, which results in pupils not focussing clearly on their learning.

24. Teachers' expectations of the pupils and their work are high, particularly in Years 5 and 6. They question pupils very well to establish what pupils know and understand and to help them to think for themselves. All staff have very high expectations that pupils will behave well and work hard. Pupils live up to these expectations. Teachers encourage the pupils so that they give their best performance. This ensures that pupils are fully involved in their lessons, work hard and concentrate well. As a result, pupils achieve well.
25. In all classes, teachers encourage the pupils to work independently. They plan activities which allow pupils to work in groups of various sizes. Consequently pupils co-operate well together, collaborate on the tasks set and achieve good results. Relationships between teachers and pupils are very good. The mutual respect shown by teachers and pupils adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel that their input is valued and this aids their personal development.
26. Teachers manage the pupils very well. They constantly strive to find ways to encourage good behaviour and work. Lessons are well organised. Teachers use time and resources very effectively and, as a result, lessons move along at a good pace. The learning support staff give very good support to pupils and enhance considerably pupils' learning. They are appreciated by the school as a very valuable resource.
27. The quality of day-to-day assessment is satisfactory. Teachers monitor the pupils' work and give support, as needed. There is much good practice in existence. However, there is not a consistent approach, throughout the school, to assessing pupils' attainment and progress and using the outcomes to inform planning in all subjects. Some teachers mark pupils' work in a supportive manner, indicating what it is that the pupils need to do to improve further. However, the general approach to marking is inconsistent. Some work is merely annotated with ticks or crosses which are not helpful. Homework is used well to support work done in class.

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

28. The curriculum in the Foundation Stage is securely based on the guidance of the Early Learning Goals with full coverage of the areas of learning. In the other classes the curriculum fully meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. It gives all pupils good learning opportunities in all subjects to foster their academic and personal development. Out of school visits and visitors to school increase its depth. Good examples are the residential visit, which older pupils make to the New Forest, and the visit to Brandon Marsh Nature Reserve made by pupils in Years 3 and 4. Younger pupils make more local visits throughout the school year. Good links are made between subjects to enable pupils to use the skills they learn in one to further their knowledge of another.
29. There are good arrangements for teaching literacy through the appropriate framework and the strong and imaginative links with other subjects most notably, history, geography and religious education, are beginning to impact on standards. Strategies for teaching numeracy, more recently implemented, are good. Teachers plan a structured daily mathematics lesson, which includes a high proportion of whole class time. Oral and mental work feature strongly.
30. Policies are in place for all subjects. Since the last inspection, schemes of work have been reviewed and developed, most notably the literacy and numeracy strategies, and science. Schemes of work have been implemented in design and technology and ICT. Equality of access and opportunity is good. The curriculum is fully inclusive and pupils' individuality is taken into

account in all its activities. Lessons are planned to meet the needs of pupils of all attainments and girls and boys show equal enthusiasm for working with, for example, computers and in physical education activities.

31. The school addresses the problems posed by having different sized year groups and more than one age group in each class by maintaining a highly structured approach, with a rolling programme of topics, to ensure that all pupils experience the same curriculum.
32. Provision for pupils with special educational needs is very good. Very good individual education plans are in place and are used by teachers in their everyday planning, ensuring that work is focused and relevant to pupils' individual needs. Pupils with identified problems in literacy and numeracy receive extra help, for example, through additional literacy support.
33. There is a good range of good extra-curricular activities such as the after-school, basketball, tennis and football clubs and a variety of extra musical activities. Provision for pupils' personal, social and health education is good with a well-planned programme, including sex and drugs education running through the school. Circle time gives pupils opportunities to discuss topical issues. Older pupils learn life skills with Crucial Crew; the playground friendship scheme run by Year 6 pupils helps younger pupils build relationships. The school council is well established and impressive.
34. There are good links with the local community, which make a useful contribution to pupils' learning. There are very strong links with the local church, used as a resource for religious education and celebrating festivals such as Easter and Harvest. The Parent Teacher Association makes a substantial contribution to the school in terms of financial support through fund raising and social events. Links with other schools and educational establishments are good. There are good sporting contacts with other local schools, and there is strong and profitable liaison with the local comprehensive school.
35. At the last inspection provision for pupils' moral and social development was judged to be very good. Cultural development was described as satisfactory whilst provision for pupils' spiritual development was said to "require further attention". The school has improved its provision since the last inspection. Provision for moral and social development remains very good; for spiritual and cultural development it is now good. The school's Christian values are well embedded into the life of the school. Opportunities to promote pupils' spiritual development although not yet planned within the curriculum, occur in circle time and through assemblies. Daily acts of collective worship meet statutory requirements and pupils have good opportunities to look into the values and beliefs of others and time for quiet reflection. They develop an understanding and tolerance of others, fair-mindedness and recognition of their own strengths and weaknesses and those of others, through stories and discussion. In a very good assembly, older pupils showed great compassion when they performed a dance sequence, in which they empathised with the feelings of refugees. Work in religious education lessons brings pupils into close contact with different religions and enables them to develop respect for a variety of religious beliefs.
36. The school strongly promotes the values of honesty and truth. As they get older, pupils recognise that they are responsible for their own actions. They learn how to learn from their mistakes, and to be responsible for their own behaviour with a clear understanding of right and wrong. Relationships between pupils and with their teachers are very good and these play an important part in pupils' social and moral development. Teachers give them many good opportunities for collaborative and individual work during lessons. These good levels of co-operation and willingness to join in all aspects of school life are important contributors to the improvement in standards. Pupils are given a wide range of opportunities to appreciate their own cultural traditions. Good examples are visits to a local museum and to Warwick Arts Centre and performances in Coventry Cathedral. Provision for the understanding of other cultures is also good through geographical topics, music, art and story. One recent highlight was a week-long visit from an African Dance and Drum ensemble which involved the whole school community in its activities. By the time they leave the school pupils have a good basic understanding of what it means to live in a multicultural society, and of the faiths of other people.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to provide good support and guidance for its pupils. Teachers are very sensitive to the needs of those in their charge. They know them very well and work hard to ensure their welfare. Health and safety provision is sound and governors are aware of the need to keep this area of responsibility under review. Procedures to promote good attendance and behaviour are effective. Action has been taken to address weaknesses in the use of assessment information to support planning, identified in the previous inspection report. The action to date has been very effective in the case of English, mathematics, science and ICT, but there is still a need to formalise procedures for the other subjects of the curriculum.
38. The school amply fulfils its primary aim to provide “a secure, caring and stimulating environment in which children are happy...”. The good quality of care provided for all the pupils with their many and various personal needs is manifest in the warmth and understanding shown by all members of the school community. From their early contacts when children are about to enter the reception class, to the thorough preparations made for transfer to high school, teachers work with the pupils in the context of their family. They make themselves available to parents daily to discuss any concerns that arise, and through the year provide many structured and informal opportunities to share information about children's work or personal development. This helps to raise the self-esteem of the pupils and gives them the confidence to share their worries and get the support they need to cope with the problems of day-to-day life. Illustrative of the quality of this support is the arrangement for any pupil with worries to leave a “help” card on the headteacher's desk knowing that she will make contact immediately she returns to her office. The impact that this level of concern has made on pupils is reflected in the pupils' own proposal, through the school council, to place a “Friendship Bench” in the playground where lonely pupils can be sure of finding a friend very quickly.
39. Governors have a responsible attitude towards health and safety. Their policy is in accordance with local authority guidelines and makes appropriate provision for regular assessment of risk and the routine maintenance of fire and electrical equipment. Governors are aware of the need to formalise some of their procedures so that they are better equipped to monitor the practice and remedy any shortcomings that may be identified. The school works closely with the Area Child Protection Committee. The designated person for child protection is knowledgeable and experienced and provides appropriate advice to other members of staff about their responsibilities in this regard. The policy document, however, contains insufficient detail to guide them in her absence.
40. The headteacher is conscious that regular and prompt attendance is very much in the interests of the pupils. With the aid of the computerised system now in place she has been able to monitor the situation closely. Pupils are rewarded for high levels of attendance and parents are firmly discouraged from taking holidays in term time. Across the school, teachers and support staff place much verbal emphasis on good behaviour, both in lessons and at play. Pupils know what is expected of them and are well aware that bullying and any form of oppressive behaviour are not tolerated. Individually teachers are committed to high standards and consistently try to achieve them. However the effectiveness of their endeavours is limited by the lack of a coherent, whole school discipline and behaviour policy. The policy document currently in place is very brief and does not identify strategies to be used consistently in encouraging good behaviour, particularly in the classroom. In lessons observed during the inspection there were occasions when effective strategies would have been instrumental in improving the attitudes of the pupils and enhancing the learning environment.
41. Procedures for assessing pupils' attainment and progress are satisfactory. They are good in English, mathematics and science but in need of development in the other subjects. Procedures for monitoring and supporting pupils' academic progress for instance by means of careful record keeping and written reports are good. The procedures for placing pupils on the special educational needs register are very effective. Such pupils have very good individual action plans based on careful initial assessment and well-staged reassessment thereafter. There is a clear

programme of formal assessment for each age group. In reception, the pupils enter with a baseline assessment across a range of basic skills. This is well used by the teacher to identify learning targets, and progress towards these is measured at the end of the year. Regular testing of English and mathematics, including literacy and numeracy, using both national standardised tests and teacher-assessments, is carried on throughout the school.

42. The school carries out statutory requirements with regard to assessment. Each class maintains individualised pupil profile sheets, which record assessment data, and results are used to identify target groups of pupils who demonstrate the capacity for improvement, or who need more teacher support. This has allowed the headteacher to provide focused help for pupils who need it, and improve standards, particularly effectively in English. The school now needs to extend this process to raise standards in mathematics and science. All co-ordinators monitor curriculum coverage effectively. Detailed assessment files are kept for both literacy and numeracy. Assessment and record keeping for the foundation subjects, however, are less well developed and are as yet less formal. The school now needs to extend the good systems for assessment in place in English, mathematics and science into the other curriculum areas.
43. The use of assessment information to guide curriculum planning is satisfactory overall. In English for example, it is used very well to identify pupils who are in need of support because they are making insufficient progress over time. Pupils who show the potential for rapid improvement can also be identified and the curriculum adjusted accordingly. There are telling examples of the success of this in the number of pupils attaining highly in national tests. However this system is less well used in other subjects and the school has recognised this as a means of raising standards further, particularly in mathematics and science.
44. The very good relationships which characterise the whole school community enable teachers to know their pupils well and be sensitive to their physical, emotional and intellectual needs. They show a particular awareness of the problems faced by the more vulnerable pupils and are at pains to ensure that they receive any additional support which is available for them. The personal, social and health education programme is currently being reviewed but there is much good practice already in place, such as the use of "Circle Time", the "Healthy Snacks" initiative and the school council. Some of this work has been recognised by the presentation of the Warwickshire Schools Safety Merit Award. Overall the quality of educational and personal support and guidance is good and has a positive effect in raising pupils' attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents continue to show strong support for the school. In their responses to the questionnaire and in their various meetings with inspectors they have consistently expressed very favourable views on all aspects of their children's education. Since the previous inspection the school has taken positive and effective action to cement the good relationship with parents that was then found and to resolve the minor weaknesses in its reporting procedures which were identified. A small number of parents have reservations about the amount of homework given to their children, the arrangements for reporting their progress and the provision of activities outside of lessons. Evidence was not found to support these concerns. It is the view of the inspectors that parents are very well informed, both about events and developments at the school and about pupils' progress. The teachers work hard to involve parents as partners in the education of their children and makes good use of homework to involve them. It is inevitable that parents who work during the day are not able to take advantage of all the opportunities which are available to consult with teachers and to become involved in school life.
46. The quality of information provided for parents is very good and there is some exemplary practice. For example the system for sending newsletters on a set day each week and in a sequence of colours is particularly effective in ensuring that parents know if an expected bulletin has been lost or misdirected. The half termly planning information sheets provides guidance to parents, in a readily understandable format, on the work their children will be tackling in class over the coming weeks. This gives parents an opportunity to explore the same areas with their children and make

a positive contribution to their learning. Governors take the trouble to prepare a full report on their year in office, going well beyond their statutory duty. Their report to parents is both interesting and informative, giving parents a clear summation of the life of the school over the previous twelve months. Most unusually, the annual report is supplemented by newsletters for the Autumn and Summer terms. This is very good practice, reflecting the extent to which the governors are prepared to account for their actions.

47. Teachers are very conscious of the important contribution which parents can make to their children's learning and are at pains to ensure that the information they provide on pupils' progress is constructive. Annual reports are detailed and give parents a clear idea of their children's attainment, effort and progress over the previous year. Areas of strength and weakness are identified and targets for improvement made explicit. A very good feature of the information provided is the involvement of the pupils themselves in evaluating their own learning and indicating the action needed to achieve targets. The school also provides many opportunities for parents to gain an insight into the school's curriculum. In addition to the half termly planning sheets, the school annually hosts a range of parents' meetings to further discuss planning, target setting, assessment, and the health and sex education curriculum. By informal consultation, and through the medium of questionnaires, parents also have regular opportunities to comment on the school's provision. By these, and other, means, parents are given the skills and the encouragement to work more closely with the teachers in supporting their children's learning at home. The majority of parents respond well to being treated as valued partners.
48. The parents of pupils with special needs are fully involved both with the diagnosis of problems and with the review of individual educational plans. Although many seem reluctant to become involved in classroom support, they attend meetings in good numbers, particularly the consultation evenings, and work very successfully through the parent-teacher association to raise much needed funds to subsidise learning resources. Some impressive developments in the school grounds, such as the outdoor learning area for the under fives and the adventure playground for older pupils, bear testimony to the industry, enterprise and skill of a number of parents and their determination to make the school, in the words taken from the Code of Conduct, "somewhere we can all be proud of". Although there is scope for development of the partnership with parents, particularly in the context of the classroom, the working relationship that has been established is very fruitful and makes a positive contribution to pupils' learning, behaviour and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of this school are good. The headteacher provides very good leadership. Her calm manner and carefully focused guidance help to promote a clear vision and sense of direction for the work of the school. She has taken effective action to improve the several areas of weakness identified in the previous inspection report, particularly in relation to the level of challenge and stimulus for higher attaining pupils and the delegation of responsibilities to key members of staff. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the high quality of the leadership. The governing body fulfils its statutory responsibilities well. Governors have a good understanding of the strengths and weaknesses of the school and play a key role in shaping the direction of the school. They ensure that good use is made of the school's financial resources. The good quality of the staffing, accommodation and learning resources contribute effectively to the quality of education provided by the school.
50. The headteacher knows her school very well. She has a clear vision of the path the school needs to follow in order to continue its improvement. Since the previous inspection she has worked consistently with all members of staff, focusing on the skills of teachers and the attainment of pupils. Through her commitment, her collegiate approach to management and her manifest professional skills, she has secured the respect of governors, staff, parents and pupils. Following the recent departure of her deputy she is still, in consultation with the governors, reviewing the future make up of the senior management team. In the meantime she works closely with the co-

ordinators for the infant and junior department to oversee the work of the school. She makes very good use of individual skills and expertise in delegating the management of the departments to the co-ordinators, and of the curriculum areas to the individual subject leaders, each supported effectively by a colleague from a different section of the school.

51. All teachers are involved in preparing the school improvement plan. This good practice is complemented by the well established performance management strategy and the associated programme of professional development outlined in the school improvement plan. The monitoring of teaching has been successful in raising standards across the school. All unsatisfactory teaching has been eliminated and the incidence of good and very good teaching has increased substantially since the previous inspection. There is now a climate of continuous improvement, which contributes much to the quality of education being provided.
52. The governing body fulfils its statutory duties well. Through their monthly meetings and the frequent visits by several of them, governors become very familiar with the strengths and weaknesses of the school and are well equipped to oversee the work of the school effectively. Good use is made of the sub committee structure to focus on discrete areas of governance and to scrutinise new policies before they are presented for ratification to the full governing body. The curriculum sub committee, for example, invites subject co-ordinators to attend meetings and discuss with members policies and schemes of work and any implications for accommodation and resources; individual members also carry out lesson observations and share their observations with teachers. The finance and premises sub-committee have the primary responsibility for setting a budget to reflect the priorities identified in the school development plan. Members show a proper awareness of the financial implications flowing from any fall in the numbers on roll. Governors generally are active and knowledgeable and much involved with the school. There is a weakness, however, with their planning. The school improvement plan is a good, working document which identifies the school's educational priorities in sufficient detail to provide the basis for constructing budget plans for the next financial year. There is a clear, identifiable link between the annual budget and its development or improvement plan. However, there is no longer term plan, covering the next three or more years, showing how the use of resources is linked to the achievement of school goals. Some governors have a mental picture of how the school will develop but there is no written document showing, for example, how the volatile numbers on roll could affect staffing, accommodation and resources and what action could be taken to counteract any identifiable trend. Similarly there is no written justification for the substantial budget surplus, albeit it may reflect prudent management to accommodate a possible fall in income due to reducing numbers.
53. Governors have agreed with staff a clear set of aims for the school. These are set out very succinctly for parents in the prospectus. They focus properly on the care, security and happiness of pupils and on the school's commitment to their personal and academic progress. The school's Christian foundation permeates its work and the good spiritual and moral example set by the staff and governors has a powerful influence on the pupils' development.
54. The arrangements for day-to-day administration are good. School routines run smoothly and the school secretary makes a valuable contribution to the quality of education provided by ensuring that teachers are able to focus their attention on the classroom. She also supports the management of finances well, liaising closely with the designated finance officer from the local authority and keeping staff and governors up-to-date with the current budgetary position. The governors' finance and premises sub committee oversees the budget through the year and reports its deliberations to the full governing body. Members ensure that specific grants are used properly for their designated purpose. The most recent audit of school finances was carried out in September 1998. The few recommendations made therein have been implemented. Governors have an understanding of the principles of best value. They are able to demonstrate, for example, that they compare their performance with similar schools, consult with parents, pupils and the community about such issues as playground marking, parking facilities, and personal safety, and they follow local authority guidelines in seeking to ensure they are getting good value in their purchase of resources and materials.

55. Teachers and support staff are well qualified and appropriately experienced to teach the school's curriculum to all pupils, including those with special educational needs. They work very effectively as a team. The priority given by the headteacher over recent years to the professional development of all staff has had a very beneficial effect on the quality of education in the school. All classroom staff are involved in record keeping, evaluation and planning. Induction procedures for both newly qualified teachers and for those new to the school are very good. There are also less formal procedures for the induction of members of the non-teaching staff and for new governors. The headteacher has carried out a skills audit of each member of the teaching and administrative staff and has planned a training programme to meet the identified needs.
56. The site on which the school stands is most attractive and offers many facilities often not available in primary schools. The indoor accommodation is good and allows the curriculum to be taught effectively. Classrooms are of adequate size and the additional teaching areas available to all classes are used very effectively for small group work. The good quality display enhances the learning environment and serves well to celebrate pupils' work. A major improvement since the previous inspection has been the development of a computer suite. This has considerably enhanced the provision for ICT. Pupils still have the benefit of their own, indoor swimming pool, well used by all classes. Governors are very conscious of the need for some refurbishment in the old school house. At present this block is without toilet facilities and the two classrooms are rather austere. Nevertheless, the rooms are used well and the physical problems in no way detract from the quality of teaching and learning. The premises generally are clean and properly maintained by the caretaker and his staff. The outdoor environment is very good. The children in the reception class have a secure, stimulating area dedicated for their activities. The main school play areas incorporate a good mix of hard and soft play surfaces, the former well marked for games and sport. There is also a stimulating adventure playground, provided some years ago by parents and still in very good condition.
57. The school is well equipped with learning resources to support the curriculum. These have been substantially enhanced since the previous inspection and there are now no areas of weakness. The resources for music and physical education are particularly good. Pupils make good use of the library, which is well stocked with general reading books and with works of reference. Plans are in hand to extend the research section by the installation of computer facilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to further improve the quality of education and standards achieved, the headteacher, staff and governors should
- (1) raise standards in mathematics and science by
 - continuing to develop the use of assessments to match work more accurately to pupils' levels of attainment and progress so that they are challenged appropriately
 - improving pupils' listening skills
 - raising the quality of presentation of work.
(paragraphs 22, 42, 43, 74, 76, 84)
 - (2) improve assessment by
 - extending the good procedures in English, mathematics and science to all other subjects so that pupils' progress can be monitored closely
 - ensuring that the quality of marking helps pupils to improve their work.
(paragraphs 27, 42, 43, 100, 109, 113.)

In addition to these areas for development the following less significant, but nevertheless important aspect, should be considered for inclusion by governors in the action plan.

- (1) ensuring that the school has a long-term financial plan
(paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	19	11	0	0	0
Percentage	0	33	42	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	12	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	12	13	11
	Total	23	25	23
Percentage of pupils at NC level 2 or above	School	88 (86)	96 (97)	88(86)
	National	84 (83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	12	11	11
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	88 (86)	85 (86)	88 (86)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	18	16	18
	Total	33	30	33
Percentage of pupils at NC level 4 or above	School	89 (83)	81 (73)	89 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	14
	Girls	15	17	17
	Total	28	32	31
Percentage of pupils at NC level 4 or above	School	76 (73)	86 (78)	84 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	163
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	22.5
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	161

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	416,207
Total expenditure	423,201
Expenditure per pupil	1,951
Balance brought forward from previous year	33,693
Balance carried forward to next year	26,699

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	59	37	3	0	1
Behaviour in the school is good.	52	41	3	0	4
My child gets the right amount of work to do at home.	29	53	15	0	3
The teaching is good.	73	26	1	0	0
I am kept well informed about how my child is getting on.	47	42	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	1	3	1
The school expects my child to work hard and achieve his or her best.	62	37	1	0	0
The school works closely with parents.	55	38	7	0	0
The school is well led and managed.	68	29	0	1	1
The school is helping my child become mature and responsible.	56	40	3	0	1
The school provides an interesting range of activities outside lessons.	38	45	12	0	4

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

59. Children enter the Reception class in the September of the year in which they become five years old and after a gradual induction into school the majority become full time after three weeks although there is a flexible approach to this process depending upon the needs of the child.
60. At the time of the inspection almost half the class have summer birthdays. There is a full time class teacher, one full time teaching assistant and a learning support assistant supporting a child with Down's Syndrome.
61. Children's attainment on entry is broadly average, although there is a wide variety of ability within the class. At least a third of the pupils enter school below the level expected and a third above the level expected. Information from baseline assessments shows that children enter school with fewer numeracy skills than literacy or personal and social skills. The breadth of the curriculum provides very good teaching, secure assessments and very good organisation and planning. These all contribute towards high quality learning opportunities for all pupils in the Reception class. There has been good improvement since the last inspection. Progress and attainment are good and all children are well prepared for entry to Year 1.

Personal, social and emotional development

62. The attitudes and behaviour of children by the end of the reception year are good. All children know and understand the general 'rules' of organisation, such as where to put their book bags and name cards for dinners. At the beginning of the day children make choices in activities while staff interact with them and ensure they speak with every child. All children say 'good morning' to staff as they enter the classroom. Children show considerable independence; for example, through being 'Wrens' of the day and being responsible for different tasks during the day such as preparing the milk. They all know where resources are kept and put them away tidily. Relationships between children and adults are very positive and trusting. All activities are well planned to extend children's personal and social skills such as working in pairs in physical education and in groups in the classroom and in the outdoor area. Great emphasis is placed on children being aware of others' needs particularly those with special needs; for example, all children can 'sign' the actions to Goldilocks and the Three Bears along with the child with Downs Syndrome. All children are encouraged to dress and undress quietly for physical education while music is playing. In circle time children can talk about why it was wrong for Goldilocks to eat the bears' porridge and relate the situation to their own lives, thus understanding the difference between right and wrong. The role-play area, such as the Travel Shop and the Outside Learning Environment, offers extensive opportunities for social interaction, working in groups, sharing resources and trying new activities thus developing their confidence and self-esteem.

Communication, language and literacy

63. Although attainment by the end of the Reception year is in line with expectations good progress is made in this area and children's learning is well developed and supported across the Foundation curriculum.
64. Children listen carefully to instructions and questions and are expected and encouraged to speak in full sentences. The children particularly enjoy looking at big books such as Goldilocks and the Three Bears and a book about Africa. Through the Three Bears story children's literacy skills are clearly and effectively developed. They can reorganise simple key words and are able to sequence the story themselves through pictures. They can recount the story and act it out in the Three Bears' Cottage outside. They are able to evaluate the story and compare it with similar books telling the same story. All the children understand the properties of a book and know that print carries meaning. They are able to recognise many sounds and key words through extensive

games and activities and can apply them to their reading; for example, by jumping on to the letters on the snake outside or by using big sound cards, children form themselves into appropriate words. Children take fiction and non-fiction books home every night and progress is recorded by both teacher and parent in a diary. Teaching in this area is very good. Extensive activities are provided in the understanding of sounds and words and the majority of the children can recognise and make consonant-vowel-consonant words. Many opportunities are provided for children to 'have a go' at writing using their phonic knowledge and they can form a simple sentence with a capital letter and a full stop. They are thus becoming confident as writers whatever their ability. There is a 'graphics' area in which children can experiment with writing. Careful records are kept of children's progress to support planning. Progress made by less able pupils is good due to the all inclusive curriculum provided.

Mathematical development

65. Children make good progress in this area of learning because they are well taught. All children have a basic knowledge of numbers to 10 and many to 20 and count in 10's. They can count on and back and understand the concept of more and less. The travel shop, displays of shapes, sorting containers and number posters all support the children's mathematical learning.
66. Children can compare quantities by filling and emptying containers using vocabulary such as 'too little', 'just under', 'full', 'half full' and 'nearly'. They can compare objects by weight to ascertain which is heavier or lighter and compare the lengths of a variety of articles using 'longer' and 'shorter'. All activities are carefully differentiated by task to meet the needs of all pupils and ably supported by a student and teaching assistants in the classroom. Ongoing assessments are made of children's progress.

Knowledge and understanding of the world

67. Teaching and progress made by the children is very good in this area. Many opportunities are provided for children to explore the world around them and their own culture through the Outdoor Learning Environment and the Role Play Area. Currently this is a Travel Agents where children look at brochures and plan and book holidays for themselves and their family. They are studying the tadpoles in the classroom and watching their growth very carefully to record in the class diary. They are learning to plant different seeds, watch their growth and compare them for colour, size and shape. They are experiencing the lifestyle of African people by taking a journey on a magic carpet to Africa, looking at and feeling a variety of artefacts, playing the drums and making African beads. The children have access to a computer in the classroom to extend their knowledge of literacy and numeracy skills, and they learn to use a mouse and log on to the computers in the ICT suite. The large outdoor area provides ample opportunity for children to build houses for Goldilocks with bricks, sand and sticks and measure their plants to compare growth. Ongoing assessments made by staff support the planning for development for all groups of children.

Physical development

68. By the end of the reception year children make good progress and the majority achieve that which is expected of children at this stage. Children are able to control a ball with their hands and feet and guide a ball around an obstacle course with a bat. They are all aware of and can use space effectively through running, jumping and skipping games. Many children are becoming confident in the swimming pool and are developing their motor skills through the use of large toys and tricycles. Fine motor skills are developed through the use of pencils, scissors and play dough. The use of the adventure playground encourages the children to travel 'over', 'under' and 'through' different obstacles. Very good teaching provides a wide variety of opportunities to explore and develop children's physical skills in all areas of the curriculum. Special needs children have equal access to all opportunities and develop well with the appropriate support.

Creative development

69. The overall standard of children's creative development is close to that required for the completion of the Early Learning Goals. Children make good progress through the year. There are a wide variety of resources and media for children to choose from and an area in the room where they may work creatively. Through their picture making, for example, the flowers in Mary Mary's garden, children are showing an increasing control of tools and materials. This is developed through their self-portraits drawn on the computer. Children have many opportunities to 'pretend' in the Three Bears' Cottage and Travel Agents and develop creative skills outside with easels and chalks and painting the school buildings. Children listen to music while they are dressing and undressing for physical education and going into school assembly. They listen carefully and move appropriately to music, sing a variety of songs and accompany a musical journey with instruments using long and short notes. Children's musical skills are well developed and they fully understand pitch and the names of most musical instruments.
70. Overall the quality of teaching is very good which in its turn supports very good learning. All staff work as an effective team in planning, assessing and monitoring children's progress. There is a good balance between structured activities and children making choices and the learning environment is attractive and stimulating. As a result, progress made by all children is good, including those with special needs. Management of the children is very good and the knowledge the staff has of each individual child's needs results in the very good acquisition of skills.

ENGLISH

71. Standards in English vary from year to year throughout the school. This is because of the high percentage of pupils with special educational needs in some year groups. The 2001 test results indicate that standards in the infants are above average in reading and well above average in writing when compared to schools nationally. They were above average when compared to similar schools in writing but below average when compared to similar schools in reading. In the juniors the 2001 test results indicated that standards were above average in English when compared to schools nationally and average when compared to similar schools. These results represent an improvement since the last inspection. However, the work of the current Year 6 indicates that these standards are unlikely to be maintained as there is a high percentage of pupils with special educational needs within the group. Whilst these pupils have made good progress they are unlikely to reach the expected level 4. Similarly standards in Years 1 and 2 are likely to be satisfactory overall, again due to the higher percentage of pupils with special educational needs.
72. Overall the quality of learning is satisfactory although this varies from class to class and presents and uneven picture. The quality of learning in the juniors is uneven. It is good in Year 3 and especially good in Years 5 and 6 where the teachers have high expectations, lessons are well paced and all pupils are challenged appropriately. The quality of learning is good for pupils with special educational needs.
73. In Year 2, many pupils use full stops and capital letters confidently but others find this more difficult. By the time they reach Year 6 the more able use a greater range of punctuation marks correctly including exclamation marks and inverted commas although the less able still do not use these accurately. The school has good procedures for teaching pupils letter sounds (phonics) which are effectively taught in Years 1 and 2. This has a positive impact on pupils' word building skills as they progress through the school. Strong emphasis is placed on learning spellings in the juniors although some pupils, especially those with lower ability, still find spelling polysyllabic words difficult. The Literacy Hour is having a positive impact on standards. Lessons are well paced and have sharp objectives that are shared with the pupils. They are well balanced with a clear focus on phonics and on developing grammatical skills in Years 1 and 2. Reading and writing skills are being taught well and reinforced effectively when pupils write in other subjects such as history, geography and religious education.

74. Speaking skills are good for most pupils. Pupils in each year group are encouraged to talk about their work to each other and to express themselves clearly. They have talking partners and this helps them to focus on the work they are doing and to discuss it thoughtfully. Pupils retell stories by acting them out in 'role play' areas, for example Jack and the Beanstalk. Speaking skills are developed through drama, assemblies and class discussions and debates, for example the Verderers' Court in Year 6, although this aspect could be extended. Pupils' listening skills, however, are only satisfactory and this restricts pupils' comprehension in subjects such as mathematics and geography which consequently impedes their progress. Teachers are aware of this and use good questioning techniques that require pupils to answer in sentences to show that they have listened carefully to the question.
75. Reading standards are generally good, but there are a few pupils who still find reading difficult. The school is aware of this and provides pupils with additional support as appropriate, for example through additional literacy support and through working in small, targeted groups. It has implemented an accelerated reading programme which also encourages pupils to read and to evaluate their own learning. By the end of Year 2, the more able pupils read confidently and generally correct themselves through the use of phonic cues. They recognise words such as 'treasure' and 'island'. They retell a story and make pertinent comments about the characters. The less able pupils are more hesitant and rely more on picture cues when deciphering words. Most pupils read regularly at home and this provides positive support to their learning. As they progress through the school, pupils read more expressively which enhances their understanding of a story. By the time they reach Year 6, pupils discuss the plot and characters sensibly and draw inferences from the text. Library skills are good throughout the school. Nearly all pupils know how to find a book using either the number classification or a colour coded system. They clearly know the difference between the index and content pages and most are aware of the purpose of the glossary. Although few pupils were observed using the library for research it is evident from pupils' books and from discussions that pupils do use the library independently.
76. Writing standards are sound overall but these vary from year to year due to the wide range of attainment in classes. The school uses the Literacy Hour effectively to teach pupils the basic skills in English such as punctuation, grammatical conventions and the use of words for impact. In Year 3 pupils are taught very successfully how to make their stories more interesting by using a range of joining words and phrases. Teachers reinforce these skills very effectively as they plan efficiently and carefully for writing opportunities in other subjects carefully. In religious education, one Year 1 and 2 class, when using words for impact, wrote '... hard rocks cracking and shaking...' when writing about the wilderness. Pupils learn successfully to write in different styles. In Years 5 and 6, for example, teachers use environmental studies projects in geography to teach pupils to write persuasively, to write reports, balanced arguments and to write imaginatively. Pupils are given clear guidance on how to write so that their work has a beginning, middle and an end through the successful use of writing. Handwriting is unsatisfactory. Although cursive writing skills are taught many pupils do not apply these in their other work. This aspect also impacts on pupils' presentation of work which is often untidy.
77. Overall pupils, including those with special educational needs and those learning English as an additional language, respond well to the Literacy Hour and to writing in other subjects. Most teachers share the objectives of the lesson with the pupils and give them timed tasks. Consequently, in most classes lessons are well paced and pupils do not have time to lose concentration. When working in small groups in Year 3 pupils stayed on task and produced good quality work which involved sensible discussion and co-operation to produce a small drama presentation. The quality of teaching is good overall and is very good in some classes, particularly for the older pupils in the juniors. Teachers use ICT very effectively to reinforce pupils' learning, such as the interactive whiteboard being used in a Year 1/2 class to teach phonics and computers to develop word processing skills. Lessons are well linked to the National Strategy which ensures systematic development of the key skills. There are good assessment and tracking procedures which teachers use effectively to identify strengths and weaknesses for individuals and groups of pupils. Marking, however, is less satisfactory. Although all work is marked there is too little evaluative marking that would help pupils make progress. The new co-ordinator is providing good leadership and has a good vision for the development of the subject.

She monitors teachers' planning carefully and is fully aware of the need to develop pupils' writing still further and to ensure that boys in particular are encouraged to write and has successfully introduced support materials for all pupils including those with special educational needs. She meets regularly with the governor responsible for literacy and with the governing body curriculum committee.

MATHEMATICS

78. Standards in mathematics are gradually rising, although attainment varies from year to year, according to the number of pupils assessed as having special educational needs. At the age of seven and eleven, the majority of pupils are on course to attain the level expected for their age in this year's national tests with a small number to attain the higher levels. However, the number doing so is likely to be below the national average. Overall, this represents sound achievement when their abilities are considered. Progress for pupils with special educational needs and those from different cultural backgrounds is good. Standards in numeracy are sound throughout the school.
79. Recent improvements have been helped by the following factors. The implementation of the National Numeracy Strategy gives teachers clear guidance. Pupils in Years 3 - 6 are taught in ability sets and evidence from the inspection suggests that this allows teachers to focus more precisely on pupils' needs. The quality of teaching and learning throughout the school is consistently good and often very good, particularly at Years 5 and 6. Furthermore, most pupils enjoy mathematics and work hard to learn.
80. Pupils in Year 1 are developing mental strategies in their everyday work such as when finding which coins they should use to buy a toy car costing 5p. In Year 2, pupils build on this and most can confidently recall number bonds to 10 and some to 20. They complete addition and subtraction of two digit numbers and check their answers by addition. They find different ways of doubling numbers or of adding eleven. In their investigative work they apply this knowledge when finding the cost of items from the shop. Higher attaining pupils' understanding of place value of numbers to 100 is good. Most pupils recognise the different characteristics of basic two-dimensional shapes such as circles, pentagons and hexagons. In their work on directions they recognise quarter, half and full turns and rotate a shape about a given point. Younger pupils measure in non-standard units. By the end of Year 2, the majority of pupils are ruling and measuring lines to the nearest centimetre and tell the time on the hour, and at quarter and half past the hour.
81. Pupils in Years 3 and 4 continue to develop their mental arithmetic skills, using their recall of number bonds to 20 and multiples of 2, 4, 5 and 10. They identify pairs of numbers which add up to 10. They also successfully find 3 double digit numbers to make 100. They also work well with money improving their written methods of adding pounds and pence. Pupils in Year 6 can add, subtract, divide and multiply large numbers accurately and use decimals, fractions and percentages to calculate answers. They apply these skills effectively when planning an imaginary holiday and convert pounds sterling to Italian lira. Many are confident in their understanding of shape, space and measurement using formulae to find the area of shapes and the length of missing sides. They know the differences between acute, obtuse and reflex angles and draw them accurately. They interpret data and are confident in finding the mean, median, average and range of a series of values. In their work on probability, pupils use vocabulary such as likely, certain and impossible.
82. The teaching of mathematics is good overall, with some very good teaching observed in Year 5 and 6. Lessons are planned very well to provide a range of purposeful learning activities. Teachers teach basic skills well and employ a wide range of teaching strategies. Where teaching is less effective it is usually because pupils find difficulty concentrating and do not listen carefully to what their teachers are saying. The marking of pupils' work is inconsistent. In some classes it is done carefully and shows pupils what they need to do to improve. In other classes however, it consists merely of a series of ticks or crosses, with little comment.

83. In the most successful lessons there is a good level of interaction between pupils and teachers. Lessons are planned with a strong imaginative, practical and often competitive element allowing pupils to learn at first hand. A good example was seen in Year 6 where pupils in the higher set worked hard to suggest different informal methods to multiply 2 and 3 digit numbers. They were encouraged to suggest make different strategies and very rapid learning took place. Questioning is skilful and probes key areas, making pupils think. Teachers have high expectations of pupils' behaviour and as a consequence they respond well. The school provides booster classes for individual pupils who need extra help to enable them to succeed.
84. Pupils' attitudes to mathematics are often very good and they work hard particularly in oral sessions when the pace is fast and the work challenging. However there is a substantial minority of pupils who find concentration difficult. They do not listen well and the result is that they are often confused about what they are required to do. In some lessons, good use is made of ICT and this should become a regular feature in teachers' planning. The co-ordination of mathematics is very good and this is also a contributor to the improvement. Parents are encouraged to be involved in their children's learning and good quality information is sent home about what their children are learning. The school has begun to use the information gained from assessments is used very carefully to target pupils, individually and in groups. This process should now be extended in order to raise standards further.

SCIENCE

85. Attainment in science overall is below national expectations at the end of Year 2, and at the end of Year 6. In the last inspection attainment was broadly satisfactory. The school, however, currently has a significantly large number of pupils with special needs, particularly in Years 1, 2, 5 and 6, which has had an effect on overall attainment in this subject. Over the last four years standards in science have risen in line with the national trend and over the last two years science has been an area of high focus within the school, resulting in more efficient planning, monitoring and assessment procedures.
86. The revised schemes of work now incorporate planning and progression grids for each year group including objectives for knowledge and understanding, vocabulary and safety issues. Each topic is cross-referenced to QCA modules and National Curriculum Programmes of Study. There is also a high focus on the use of data handling in science through ICT to plot trends and patterns in scientific results. The impact of this combined with the leadership and support provided for all staff by the subject co-ordinator is helping to raise achievement in science throughout the school.
87. Progress and learning are satisfactory. By the end of Year 2, pupils know that good food and exercise is important to keep the body healthy and how stages of growth in humans and animals differ. (This work has been closely related to the pupils' physical education work.) They understand that tadpoles grow into frogs at a far quicker rate than they themselves will grow into adults. Observation of practical differentiated tasks, scrutiny of work in books and displays on walls show a hands-on approach to scientific topics and a clear commitment to supporting the needs of the less able pupils.
88. By the end of Year 4, pupils can identify different forms of plant life using a branching database and research plant life using web sites on the computer. By the end of Year 6, pupils are able to identify similarities and differences between environments and habitats and how animals adapt to them. A high focus is placed on the importance of the use of information technology and pupils can now research and use databases to identify patterns and trends. For example, in Year 4, in conducting a fair test on how high a ball bounces on different surfaces, pupils can use a bar chart to make predictions. In Year 6, pupils can transfer a table to a line graph and identify errors in an incorrectly constructed line graph and draw it correctly.
89. Attainment and progress of pupils with special needs is satisfactory. All topics are introduced through practical tasks with an emphasis on scientific enquiry and are clearly differentiated to

meet the needs of all pupils. All pupils have opportunities to carry out their own experiments and, through careful organisation of groups, resources and additional support, all pupils take an active part in investigational work. The progress and attainment of more able pupils is only satisfactory and the school now needs to develop strategies for moving these pupils on further.

90. The quality of teaching and learning is satisfactory overall and good in Years 4, 5 and 6. In the best lessons, teachers maintain pupils' interest and motivation through a variety of activities involving investigational work. Teachers move lessons on at a brisk pace, continually checking on progress and prompting pupils' responses. In the best lessons, teachers tailor the means of recording to pupils' needs, which allows them the opportunity to proceed at their own level. Good features of the majority of lessons are the management of some difficult pupils and the clear objectives and instructions given to pupils which keeps them on task and promotes good behaviour.
91. Long and medium term planning is sound and short term planning is good. These identify clear differentiated tasks for all pupils with assessment and evaluation opportunities.
92. Pupils' attitudes to learning in science are satisfactory. Speaking skills are developed well in all lessons through discussion and questioning and pupils work well in pairs and groups in a very supportive manner. Listening skills are less well developed and many pupils find it difficult to concentrate for any length of time. Pupils are interested and enthusiastic about experimenting and respond positively to challenges when they are given to them. This was particularly noticeable in Year 6 when using information technology to interpret data.
93. The curriculum in science is satisfactory overall. Schemes of work and planning identify all strands of science including scientific enquiry which is evident in workbooks and displays around the school. Resources are very good and the school has a large environment to support pupils' learning in a variety of ways.
94. Adequate assessments are carried out at the end of each topic but at present there is little assessment of actual skills being taught and learned. All topics are evaluated by both pupils and teachers and are shared with parents. Science work is placed termly in each pupil's progress book. Marking is sporadic across the year groups. Where it is good pupils are given opportunities to develop their skills and improve their work but on the whole work is left unfinished and sometimes unmarked. Presentation of work in some year groups is unsatisfactory.
95. Science is very well led by the co-ordinator. She has worked hard over the last two years to formulate clear schemes of work and planning documentation. She monitors all planning and ably supports all teachers in resourcing lessons and supporting training, particularly in the use of information technology within science. There is a Governor who is specifically partnered to this subject. The co-ordinator has ensured that science has a high focus in the school, which is gradually leading to good improvements and better teaching and learning.

ART AND DESIGN

96. Only three lessons were seen in art and design during the inspection, all in Years 3 - 6. Judgments on the standards achieved by pupils have been made by looking at teachers' planning, talking to pupils and staff and by analysing pupils' work. Standards in art and design are similar to those expected for pupils nationally by the end of Year 2 and Year 6.
97. In Years 1 and 2, pupils learn successfully to paint and to mix colours. They draw using pencils reasonably carefully. Pupils learn to print using different techniques and become increasingly aware of the impact of colour. The design and make process is introduced well, for example when making clay tiles. Pupils design and make three dimensional models such as the Victorian house to support the work in their topics. This also ensures that they use a wide range of materials. Pupils successfully use computer programs to design and create simple paintings.

98. In Years 3-6, pupils become more aware of line and tone and successfully learn shading techniques using pencils of different hardnesses. They use pastels very effectively in Years 3 and 4 to make large wall hangings. Pupils in Years 3 – 6 become increasingly aware of the styles of different artists, for example Monet, Lowry and Picasso. They use computers to produce pictures using the pointillism technique. Pupils make satisfactory progress in using a wider range of materials such as oil pastels, chalks, charcoal, powder paints and ready mixed paints. They learn to colour match effectively so that they can reproduce paintings similar to those produced by famous artists such as Van Gogh. Pupils continue to develop the design and make process, for example, when making African masks in Year 4 and the realistic models of people using plaster and wire in Years 5 and 6. These become more refined when pupils are asked to design and make a box for a special possession and they learn to evaluate and improve their work. Pupils effectively learn different methods of printing, for example using wax resist techniques.
99. Work in art has been considerably enhanced through a wide range of visitors. Year 3, for example, produced an impressive large banner that formed the backdrop for the Mystery plays in Coventry Cathedral. Pupils in Years 3 and 4 also produced some large banners using a range of chalks and shading techniques. In both these projects there was a strong emphasis on the design and make process which is clearly illustrated in the displays in the school hall.
100. In the few lessons seen pupils overall respond well and enjoy their work. All pupils are included within lessons including those with special educational needs and those who speak English as an additional language. Teachers' planning shows clear objectives which are shared with the pupils and good use is made of ICT to enhance work, for example when using a computer program to create a design for a calendar. Good links are made with other subjects, for example when using a mathematics program to design a flower pattern. The co-ordinators provide satisfactory leadership but have not yet implemented effective assessment procedures, which at present are unsatisfactory. This is because there is no formal or accurate monitoring of development of skills in order to ensure that pupils are learning these sequentially. This results in some techniques being repeated at the same level or in being taught at an inappropriate stage in pupils' learning. There is a useful portfolio of pupils' work but further annotation would provide a useful indication of the level of the work shown, especially for teachers with limited expertise.

DESIGN AND TECHNOLOGY

101. The standards achieved at the end of Year 2 and Year 6 are satisfactory although only one lesson was observed. Scrutiny of books and displays show satisfactory standards of work. Since the last inspection structured schemes of work have been put in place and year groups are taught in three blocks during the academic year. Pupils extend their knowledge and skills at an acceptable rate as they move through the school. All pupils with special needs are given appropriate support and make satisfactory progress.
102. By the end of Year 2 pupils are able to focus on mechanisms and structures by planning and making a winding mechanism for a crane or a clock and work out how to make a pulley to carry Mr Grimling's lunch from the cliffs to the lighthouse. They can also design and build a model house and furnish it throughout. In Year 4, pupils can design and make pop-up storybooks about 'Monster Mouse' using levers and linkages. By the end of Year 6, pupils are able to plan, design and evaluate specific projects such as the New Forest tapestry, following their visit and have successfully designed and made a bag to hold a swimsuit, hat and goggles. There is a clear structure of skills to be achieved across the school which meet the requirements of the National Curriculum.
103. Through discussions with pupils it is apparent that they enjoy the practical based activities and in the one lesson observed pupils were enthusiastic and keen to achieve success, remaining on task and supporting each other within the group.
104. There is insufficient evidence to make an overall judgement on teaching but the lesson observed showed good planning for all individual needs and opportunities to plan, make and evaluate their

winding mechanisms. Effective links are made with other areas of the curriculum such as Year 5 using control technology on their visit to Gaydon and text work in literacy. In Year 6, co-operation and team work in planning and delivering a lunch supports the social development of pupils. After each project pupils write about what they have done, what they can improve and what they have found difficult which is shared with parents.

105. Management of the subject is satisfactory. Schemes of work and a progression of skills have been introduced since the last inspection and resources are found to be adequate. At present there is no structured monitoring system and the policy document is yet to be reviewed.

GEOGRAPHY

106. In Years 1 and 2 it was not possible to observe any teaching but other evidence, for example talking to pupils and analysing their work indicates that standards are average. Standards are also average in Years 3 – 6 and pupils make satisfactory progress throughout the school. This is similar to that reported at the last inspection. Teachers use a balance of a commercial scheme and their own work to ensure that all aspects of the subject are fully covered. In Years 5 and 6 pupils effectively learn aspects of geography through two detailed topics.
107. Initially pupils learn about their immediate locality. By the age of seven pupils are aware of the differences between the buildings in the village of Cubbington. They draw and follow simple plans, for example in the classroom. They make sound progress and gain a thorough knowledge of larger scale maps through following the journeys of Barnaby Bear on a world map. One pupil said that 'maps help you to find out where you want to go!' Pupils are aware of the globe and describe it as 'a round ball in the universe that turns slowly...'. They successfully learn to identify the countries that make up the British Isles although a few find it difficult to distinguish between towns and countries. They cover a wide range of topics and learn, for example about making a visit to the seaside.
108. Pupils in the juniors consolidate their map work skills effectively. They learn how to give map references when working with large scale maps although some pupils are hesitant, particularly the less able. They learn to use signs and symbols and pay attention to where, for example, a car park would be sited. They use maps and aerial photographs to identify features such as towns and rivers. Pupils successfully learn how some features impact on the environment and peoples' lives, for example when a new reservoir is created. In Year 6, pupils study the New Forest and become aware of the similarities and differences from their local area effectively, such as industry and agriculture. In Years 3 and 4 pupils make contrasts between their own area and that of an Indian Village. Pupils learning English as an additional language from that part of the world were very keen to contribute to the lesson effectively sharing their first hand experience. They become increasingly aware of the differences in climate, buildings and occupations as they study pictures closely and make sensible comparisons. Older pupils are becoming increasingly aware of the effects of physical features on the landscape, such as rivers.
109. Pupils enjoy geography. All respond well when asked questions about different cultures and their life styles. They are aware of the impact of man changing the landscape, for example in the study of the local flood relief scheme. Although the number of lessons observed was small, discussions with pupils and an analysis of their work indicate that the quality of teaching is satisfactory overall. Planning in the lessons seen was clear and well linked to the National Curriculum. It takes full account of the needs of different groups of pupils including those with special educational needs. The pace of the lessons was satisfactory and this helped to gain and maintain most pupils' interest. Good use is made of ICT, for example for pupils to study the local area using aerial photographs and maps. There are effective links to literacy, for example when writing arguments for and against building a by-pass and to numeracy when using scales on maps and giving map references. The range of visits to both the local and wider area enhances pupils' learning effectively as they see first hand what they have been studying. Whilst pupils work is reviewed regularly there is no formal means of monitoring the sequential development of pupils' geographical skills and consequently monitoring their progress accurately. The co-

ordinators are enthusiastic and have a satisfactory overview of the subject. They effectively ensure through the long and medium term planning that all aspects of are covered.

HISTORY

110. Standards in history are average throughout and pupils make satisfactory progress. Although only two lessons were seen in Years 3 – 6, other evidence, including planning details, the analysis of pupils' work and displays around the school, indicates that there has been a satisfactory improvement since the last inspection. Long and medium term planning are now in place and based on an appropriate scheme of work. This ensures that curriculum requirements are fully met and that an adequate amount of time is spent teaching the subject throughout the school. This has resulted in the improvement in standards.
111. In Years 1 and 2, pupils study Victorian homes. They effectively gain a sound awareness that everyday life today is different from that in Victorian times as shown in the display illustrating the implements used in 'washing day'. They have a sound knowledge of significant events such as the Great Fire of London and know that it started in Pudding Lane. Pupils develop a satisfactory awareness of notable people such as Florence Nightingale. They begin to develop a sense of chronology knowing that some events occurred a long time ago and others happened more recently. Teachers link some topics effectively to other subjects such as geography when studying 'going to the seaside - past and present'.
112. In Years 3 – 6 pupils continue to study a wide range of topics reinforcing their learning. They study ancient civilizations such as the Greeks and Egyptians and compare school life in those times and today. They successfully use books for research and groups of pupils in Year 3 presented their findings in the form of small tableaux. Work is linked well to pupils' literacy skills as they learn successfully to identify the most significant points from their information books. Pupils develop an increasing sense of chronology and know that there have been considerable changes in life styles, for example in education and medicine. They are increasingly aware that events such as World War 2 have played a major part in our lives. These pupils have a sound knowledge of where to locate information and how to retrieve it, such as from the Internet or from library books.
113. Pupils respond well and are keen to talk about what they have learned. The quality of teaching seen was sound. Lessons are well planned and ensure that the needs of all pupils are met including those with special educational needs and those learning English as an additional language. They are conducted at a satisfactory pace, for example through the use of time limited tasks in Year 3, and are effectively linked to the National Curriculum which helps to ensure all aspects are covered. Teachers question pupils effectively, for example reinforcing past work by ensuring that pupils answer in sentences. In Year 4, pupils then learn to formulate their own questions to help with their research. Teaching is enhanced through a wide range of visits, for example to local museums for topics such as the Tudors and from visitors such as drama groups who help pupils understand the lives of people in different times. Local residents show pupils artefacts and talk about their lives. The co-ordinators manage the subject satisfactorily. However, there are weaknesses in assessment of which the co-ordinators are aware. Whilst pupils' work is reviewed regularly there are no formal means of assessment to monitor the sequential development of skills and consequently to measure pupils' progress accurately. There are good links to other subjects, such as geography, and to literacy and pupils are beginning to use computers to support their learning, for example when researching a database called "Monarchs."

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Pupils' attainment in ICT is satisfactory by the end of Year 2 and Year 6. This is an improvement on the last inspection where standards were judged to be unsatisfactory and the effectiveness and

use of information technology was a key issue for action. Requirements for the subject have also changed considerably since the last inspection and the school is addressing these steadily and successfully.

115. Improvements are mainly due to the timetabled use of a compact computer suite that has increased the range of skills offered to pupils and the frequency of teaching. Staff have had training in the teaching of computer skills and are currently very well supported by the co-ordinator so that their confidence and familiarity with the use of computers is rapidly increasing. The use of ICT across all curriculum areas is becoming very well developed.
116. Pupils in Years 1 and 2 are developing satisfactory computer skills. By the end of Year 2 pupils can program the 'Roamer' to complete a sequence of turns and can type a sequence of instructions into the computer to program the turtle's moves. The more able pupils can type a sequence of instructions for more complicated tasks. These pupils can also open a given file such as a shared poem, add lines and spaces, change the colour of rhyming words and change the font. Scrutiny of work and displays show an effective use of information technology across the curriculum; for example, pupils can pick an image to represent features of houses in their geography work and add text to digital images of their drama work in literacy.
117. In Year 3 pupils are able to build bar charts from a given database such as the colour of children's eyes. In Year 4 pupils can successfully develop and search a branching database using the criteria of properties of flowers and plants. Pupils are able to create their own tree from yes/no questions they have previously prepared in the classroom. By the end of Year 6, pupils can transfer data from tables to line and bar graphs systematically. They are familiar with the use of x and y axis and plotting points on a best-fit basis. The self-corrective style of the program used encourages pupils to extend themselves and challenge their own reasoning skills. One pupil remarked 'I have learned so much about graphs without having to sit for ages listening to someone telling me'. Pupils can use databases such as the 'Monarchs' to find appropriate relationships. They can produce a scatter graph which is then used to answer questions relating to the given data. From this they can make comparisons and identify simple patterns. Evidence in work books and displays show that information technology is used across the curriculum such as multimedia presentations in literacy and the use of data logging equipment to investigate house insulation in science. All pupils with special needs are ably supported by peers and support staff and make satisfactory progress.
118. Pupils throughout the school enjoy using the computer suite as well as classroom computers. They work supportively and happily in pairs, helping each other and discussing work sensibly thus improving their social skills. Pupils display increasing confidence and enthusiasm in using ICT and work hard to solve any difficulties they encounter. Effective use is made of the Internet in Years 4, 5 and 6 where pupils are able to research projects such as 'plant life' and 'how animals adapt to their environment' and Years 3 to 6 make good use of 'e-mail' facilities. All pupils including those with special needs have equal access to the facilities and opportunities offered in this area of the curriculum.
119. Teaching is good overall and in Years 5 and 6 it is very good. In all lessons teachers give clear explanations and examples using the whiteboard so that all pupils are clear about the objective of the lesson. Due to the clear direction and support of the co-ordinator and appropriate training provided, teachers are generally competent and can deal with questions and problems that arise. Good use is made of teaching assistants, when available, to support the needs of all pupils. All lessons observed were planned well and the emphasis is placed on pupils having hands-on experience for most of the time. The use of the information technology suite and the facilities provided within it is having a positive impact on teachers' subject knowledge and expertise and consequently all pupils' learning across the school.
120. Currently there is no defined assessment criteria, although it is being researched at present. There is however a clear evaluation procedure for pupils and staff to make periodically through the year and some programs that pupils use are self-correcting such as in Years 5 and 6 where pupils are transferring given data onto line and bar graphs. The school now needs to formulate an

assessment criteria based upon the excellent skills track that is used for the planning of information technology across the school.

121. The subject is very well led and organised by an enthusiastic co-ordinator. She and her predecessor in the post have worked hard since the last inspection to formulate clear schemes of work and skills progression for each year group and continues to give very good support to all the staff of the school. All resources are up to date and fulfil requirements to meet the needs of an effective ICT curriculum. There is a strong commitment by all staff to raising standards in this area particularly in its use across all areas of the school curriculum. The Governors have supported this area of the curriculum very well and it is clearly reported to parents at the end of each academic year.

MUSIC

122. Standards in Year 2 and Year 6 are better than those found in most schools and an improvement on the last inspection. This is due mainly to the hard work of an experienced music specialist employed in the school on a part-time basis. Every class is taught on a weekly basis and recorder groups and an orchestra are given one session a week. In addition, 52 pupils from Year 1 to Year 6 take paid instrumental lessons covering woodwind, brass, guitars, strings and keyboard. A choir is formed at Christmas time and in the summer.
123. The quality and range of singing and musical skills are good. This is due to the enthusiasm and skill of the specialist music teacher in setting high standards and communicating high expectations to staff and pupils. Pupils sing enthusiastically in assemblies in all year groups. By the end of Year 2 pupils are able to move in response to a stimulus, for example, pupils know that certain musical sounds give commands such as 'stop', 'sit down' or 'come over to me'. They can understand how to make a musical change such as loud to soft, high to low, fast to slow. They can handle instruments carefully and explore the different sounds that can be made on them. They understand that pieces of music have a 'pulse' and they can keep that 'pulse' going using their own instruments. By the end of Year 6, pupils understand that 'accents' in music make regular groupings of beats. They can introduce word and technique improvisation to 'dem bones, dem bones' and in groups write their own 'accent' pieces which they perform to each other.
124. Pupils in the large orchestra can read simple pieces of music such as 'Unchained Melody' and perform in unison and tandem with different groups of instruments. Pupils in recorder groups show considerable skills in keeping in time and in unison while playing some complex tunes.
125. All pupils quite clearly thoroughly enjoy their music lessons not least because they are all able to handle and use an instrument throughout the lesson. In Years 1 and 2' pupils are able to listen carefully and respond to musical commands. All pupils are fully aware of the teacher's expectations and respond positively and enthusiastically. Pupils in Years 5 and 6 show good discipline in musical tasks and can work very effectively in groups and pairs. Good progress is made by all pupils, including those with special needs, as a result of this.
126. Teaching in this subject is good. Thorough planning for a variety of skills and activities in each lesson ensures full participation and sustained concentration from all pupils. The teacher's enthusiasm and knowledge of her subject is manifested in the high quality of effort and performance of all pupils. The performance element of all musical activities is given a high focus in the school. Pupils playing in the 52-piece orchestra are quite obviously proud of what they do and work hard to improve their own skills. The orchestra plays in concerts, services and assemblies and the school sings and plays at the local old age pensioners' and mothers' union groups. Music plays a large part in the Harvest Festival and the Christmas civic service. Management of time and pace of lessons is efficient and well organised.
127. Although assessment procedures are not yet fully in place the good teaching and learning and the enthusiasm of all pupils all point towards a clear progression of skills from Year 1 through to Year 6.
128. Resources are good not only in quantity but in the variety, including some interesting African instruments which are used extensively across the school. The good leadership of the subject co-ordinator ensures that music is given a high focus in the school.

PHYSICAL EDUCATION

129. Pupils in Year 2 attain standards in line with national expectations. In Year 6 they exceed them. This represents an improvement since the last inspection. Pupils achieve well. The reasons for this good achievement are that pupils receive good quality teaching, the school provides a broad

and challenging curriculum and also a number of out-of-school activities in which pupils can practise and improve their skills.

130. By the age eleven, a significant number of pupils achieve good standards in games, swimming and dance. Assessment of pupils' performance is a strong feature of lessons seen. This helps to explain to pupils how they can improve the quality of their work and is important in maintaining good standards. The school provides a number of out-of-school sporting activities. The curriculum is currently based on national guidelines, which the subject leader keeps under constant review. Pupils are particularly fortunate in that the school has its own heated swimming pool, which all pupils use all year. There is equal opportunity for pupils of all abilities and from all backgrounds to learn well. The school is well placed to bring about further improvement.
131. Throughout the school, pupils learn effectively about the importance of warm-up when taking part in exercise. They understand very well the heart's function and the health-related benefits of exercise. Teachers help pupils to learn about the value of health and safety; for instance, how to move equipment safely and how bend the knees when landing after jumping with feet together. Pupils learn to play a variety of different games and understand the need for rules. In school swimming lessons, pupils develop their water competence via a series of exercises designed to improve their basic swimming strokes. By the time they leave the school, the vast majority of pupils achieve the national standard of swimming of twenty-five metres unaided. School teams participate in festivals and competitive sporting events against other schools. Older pupils also develop very good dance sequences such as the one recently performed with distinction in Coventry Cathedral.
132. The majority of pupils make good progress as they develop and improve their skills and there is equal access for all to all activities. Progress in dance lessons leads to an appreciation of space, refinement of movement, and improvements in physical control. In athletics, pupils benefit from a range of well thought-out activities each designed to offer them further challenge. Both boys and girls have the chance to make progress in developing appropriate skills in out-of-school coaching activities such as the tennis and basket ball sessions organised by visiting experts.
133. Pupils respond well in physical education lessons. They enjoy their physical activity. They participate fully and high levels of enjoyment are evident in all the activities seen. Pupils work hard to develop their skills and work well co-operatively during group and team activities. They are happy to demonstrate and take pride in their accomplishments.
134. The quality of teaching is good. In the most effective lessons, teachers demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. They give the pupils well thought -out opportunities to practise and to improve. Activities are well planned and ensure the progressive development of skills. They have a high level of challenge, which inspires pupils to work hard. Teachers are determined to achieve high standards and urge pupils to give of their best. They make particularly good use of pupil demonstrations to assess performance and to help pupils to improve. Teachers manage their pupils particularly well and lessons move on at a good pace, ensuring that pupils do not become bored.
135. The school has very good facilities for physical education with a large well-equipped hall, hard play areas, a large playing field and an excellent learner swimming pool.

RELIGIOUS EDUCATION

136. Pupils achieve standards in line with those expected in the locally Agreed Syllabus. Standards have been maintained since the last inspection.
137. Pupils in Year 1 are introduced to the Bible and learn of its significance as a special holy book through stories, such as those of Jonah and Noah. They discuss what they know about Harvest Festivals. They learn about a variety of different religious observances and visit places of worship. Six - seven year olds pupils learn effectively about the significant events in the life of Jesus. They

learn about how Jesus taught by telling stories and consider special people in a range of different religions. By the end of Year 2, they have an awareness of different religions, such as Christianity, Sikhism and Islam, and are aware of some of the similarities and differences between them. They learn to respect a variety of different religious beliefs. They begin to consider inner thoughts and feelings and are encouraged to develop a caring approach to life. This makes a good contribution to their spiritual development.

138. Pupils in Years 3 - 6 learn about the importance of different holy books in a variety of different religions. They learn about different forms of worship and focus on major festivals such as Christmas and Easter Eid and Diwali. Pupils learn effectively about charity and about giving consideration to people of other faiths. For instance, Year 6 pupils learn of the importance of places of pilgrimage, which are considered sacred or respected by religious believers.
139. Too little teaching was seen to reach a judgement but a review of planning indicates that teachers have good subject knowledge and this aids them considerably in planning interesting lessons. In the best lessons, teachers plan activities designed to challenge pupils of all abilities. Most lessons involve discussion and practical activities. This active participation helps the progress of pupils of all attainments, including those with special educational needs and those for whom English is an additional language.
140. In the two lessons seen, teachers control their classes well and give very clear explanations. This means that pupils generally know what they have to do. A few pupils do not listen well, however, and find concentration difficult. Teachers ask challenging questions. They use good quality resources to provoke discussion, such as when a group of Year 1 and Year 2 pupils consider a poster depicting Christ quelling the storm. When asked why Christ is dressed in shiny white, a thoughtful pupil replies, "Because he is the Light of the World?". Teachers share their high expectations with their pupils. This enthuses them and gives them confidence. Well-trained and enthusiastic classroom assistants give admirable support to teachers and considerably aid pupils' learning.