

INSPECTION REPORT

BISHOP'S ITCHINGTON PRIMARY SCHOOL

Bishop's Itchington, Southam.

LEA area: Warwickshire

Unique reference number: 125505

Headteacher: Ben Wilde

Reporting inspector: Brian Aldridge
17454

Dates of inspection: 20th to 23rd May 2002

Inspection number: 196621

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ladbroke Road Bishops Itchington Southam Warwickshire
Postcode:	CV47 2RN
Telephone number:	01926 612297
Fax number:	01926 612297
Appropriate authority:	The Governing Body
Name of chair of governors:	Sue Roderick
Date of previous inspection:	7 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Special educational needs English Art and design Music	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
13526	Richard Barnard	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
2766	Rashida Spencer	Team inspector	Foundation Stage Science Geography History Religious education	
23566	John Iles	Team inspector	Equal opportunities Mathematics Information and communication technology (ICT) Design and technology Physical education	How good are curricular and other opportunities offered to pupils

The inspection contractor was:

SES Ltd.
132 Whitaker Road
Derby
DE23 6AP

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishop's Itchington Primary School is a village school with 156 pupils (74 boys and 82 girls) drawn from a wide range of social backgrounds; the school is smaller than other primary schools. The proportion of pupils eligible for free school meals (five per cent) is well below the national average. There is one pupil of minority ethnic heritage who speaks English as a first language. An above average proportion of pupils have been identified as having special educational needs, but only one pupil has a statement. Pupils' needs range from moderate learning, emotional, behavioural and social to physical difficulties. There are 26 children in the reception class which makes up the school's Foundation Stage. Children's attainment on entry varies from year to year. The attainment of four-year-olds entering the school this year is above average. This is part of a rising trend in attainment on entry to the school; for example, when pupils in Year 6 entered the school as four-year olds their attainment on entry was average. About a fifth of the pupils move school each year. There has been a fairly high staff turnover in the past two years that has particularly affected the class for the oldest pupils. The senior management team has changed completely since the last inspection; the headteacher has been in post since January 2001 and the deputy headteacher since April 2001.

HOW GOOD THE SCHOOL IS

This is a good school, which is well run by the headteacher who inspires excitement and joy in learning. He is well supported by the deputy headteacher and coordinators. A keen and largely inexperienced governing body is getting to grips with its duties and provides a valuable sounding board. Standards are above average in the reception year and in Years 1 and 2 and in most classes in Years 3 to 6. Standards are improving as the systems established by the new headteacher begin to take effect. The school continues to give satisfactory value for money.

What the school does well

- Pupils achieve well in reception and Years 1 and 2
- Standards in science, art and design, design and technology, ICT and physical education are above average throughout the school
- The quality of teaching is good
- The leadership of the headteacher and deputy headteacher are good
- Investigation, experimenting and independent learning skills are very good
- Pupils' attitudes, behaviour and personal development are very good.
- The school's partnership with parents is very good

What could be improved

- The rate of learning in some subjects in Years 3 to 6
- The quality of handwriting and presentation
- The quality of teaching in the class for Year 5 and 6 pupils
- The time available for teaching throughout the school

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 performance in tests has generally risen and most areas of the school's provision, including teaching, have improved in quality. The school has made a good job of tackling the issues identified in the last report. In particular, the curriculum now meets the requirements of the National Curriculum, all subjects have policies and a revised policy for more able pupils has just come into force. Good quality assessment systems, careful tracking of pupils' progress and monitoring

and improving teaching have all had a positive effect on standards. Monitoring standards and teaching now takes place regularly. Pupils are now provided with very good opportunities to develop independent attitudes and learning skills. The provision for ICT has improved substantially. The school has the capacity to make further improvements.

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	C	D	E
mathematics	D	A	E	E*
science	A	A	D	E

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

The dip in standards in 2001 was caused by a high proportion of pupils in last year's Year 6 with special educational needs. The current Year 6 group also has a higher than average proportion of pupils with special educational needs. Care should be taken interpreting these figures because each pupil represents more than 4 per cent of the cohort. In the 2001 tests for Year 2 pupils they achieved well above the national average in reading and above average in writing and mathematics. In science teachers' statutory assessments rated pupils' performance in the top five per cent of schools.

The school's own assessment information, which has improved considerably since the headteacher took up post, shows that this and last year's Year 6 pupils who have stayed in school for six years have made at least satisfactory progress and high attainers made good progress. The trend of the school's results is broadly in line with the national trend. Since the last inspection standards have improved and inspectors now find that in English and mathematics in Year 2 standards are above average and in Year 6 they are average. In science, ICT, art and design, design and technology and physical education standards in both year groups are above average. Standards in the other subjects are generally in line with expectations throughout the school but they fall off in Year 5 and 6. In the Foundation Stage children learn well and most will be working within the first stages of the National Curriculum by the time they enter Year 1. Standards of handwriting and the quality of presentation are unsatisfactory throughout the school. Pupils with special educational needs and those who learn faster than other pupils make good progress. Both groups of pupils have challenging work set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and learning.
Behaviour, in and out of classrooms	Pupils behave very well towards each other; in the playground, classrooms and elsewhere their behaviour is very good.
Personal development and relationships	Pupils develop very well as individuals. Their independent learning and working skills are very well developed. Relationships are very good between pupils and adults and pupils.
Attendance	Attendance is very good; pupils love coming to school and do not want to

	miss any of their learning.
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Pupils take very good care of one another. Older pupils understand the responsibility they carry for younger pupils. Pupils respond very well to challenges in their work.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good and pupils are generally willing partners in the learning process. In some classes where very good and excellent teaching was observed the content and methods used enthralled pupils. Because of the very close partnership in learning the management of behaviour is generally very good. The setting of homework is also very good. Pupils are given imaginative and exciting activities to extend their learning beyond the school day. Generally, teaching in the Foundation Stage and Years 1 and 2 ranges from good to very good. In the classes for Years 3/4 and 4/5 teaching is generally good. In the lessons seen in the class for Year 5/6 pupils, the quality of teaching is just satisfactory, with two lessons seen where the teaching was unsatisfactory. The scrutiny of work shows that pupils have not made enough progress in this class and that basic teaching activities are not well addressed. The school is aware of this and has adopted measures to improve the quality of provision. Throughout the school handwriting is not taught often enough and so pupils' achievement in this area is not as good as it should be. In other areas of literacy, ICT and numeracy, the basic skills are taught well. Pupils with special educational needs are taught well; they receive good support from teachers and learning support assistants. The headteacher provides an excellent example of teaching; his high levels of skills and methods are beneficial in the drive to maintain the improvement in teaching seen since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6. The gaps between learning opportunities in geography, history and religious education are too long, especially in mixed year classes.
Provision for pupils with special educational needs	Good once pupils have been assessed; however, too many pupils are identified as having special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with particular strengths in the provision for moral and social development. The contribution made by art and design to pupils' cultural development is very good.
How well the school cares for its pupils	The school takes good care of pupils and has very good policies and practices for supporting pupils' personal development.

The amount of teaching time falls short of recommended amounts. The school works very well with parents. They are very supportive of the school and work hard to make their children's learning successful.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a good leader and manager and he is well supported by the deputy headteacher and coordinators.
How well the governors fulfil their responsibilities	The work of the governors is satisfactory. They have established good systems for collecting information and for working together.
The school's evaluation of its performance	The school checks its work well; there has been a very good improvement in the assessment systems that the school uses.
The strategic use of resources	The school spends its money sensibly and there are very good systems to manage the school's finances.

Governors fulfil their statutory responsibilities well. The senior managers have a good picture of the school's strengths and weaknesses and are working on the issues identified by the inspection team. Staffing, resources and accommodation are good. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and their behaviour is good. • Children receive the right amount of work, are expected to work hard and are helped to become mature. • Teaching is good, children make good progress and they feel well informed about their children's progress. • The school works closely with parents and they feel comfortable about approaching the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • There were no significant concerns raised by parents

Parents think very well of the school. The parents who attended the pre-inspection meeting and those who were contacted at school spoke of how much the school has improved over the last two years. Inspectors agree with parents' positive views and that the school is in good heart to move to the next stage of development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. At the last inspection standards were judged to be average in English, below average in mathematics, ICT and design and technology at the end of Year 6, and above average in science at the end of Year 2 and Year 6. Since then there has been some improvement due to an improvement in the quality of teaching, better working and learning skills on behalf of pupils and better analyses of assessment information and subsequent curriculum planning.
2. When the 2001 results for Year 6 pupils are compared to national figures, performance was below average in English and science and well below average in mathematics. When the results are compared to those of similar schools they are well below average in English and science and in the lowest five per cent of similar school for mathematics. Care should be taken when viewing these comparisons as each pupil represented about four per cent of the school's total performance. In addition, the 2001 Year 6 group and the current Year 6 have a higher than average proportion of pupils with special educational needs. Attainment on entry to the school for these two groups of pupils was average. In these two cohorts, pupils who stayed in the school from the reception class till Year 6 made at least satisfactory progress. The information kept by the schools shows that higher attaining pupils made good progress and although the Year 6 test results have been disappointing, assessment information for younger pupils shows that teaching in Years 3 to 5 is building effectively on the progress pupils make in Years 1 and 2.
3. In the Year 2 tests and assessments carried out last year, reading was well above average and mathematics and writing were above average. Teachers assessed pupils' performance in science to be in the top five per cent of all schools. These results are due in some part to the level of attainment on entry to the school rising with subsequent years. The attainment of pupils entering the Foundation Stage is now above the levels expected for children of their age.
4. Inspectors find that standards achieved by Year 2 pupils are above average in all subjects, with the exceptions of geography, history and music in which they are average. This is due to good quality teaching in the Foundation Stage and in Years 1 and 2 which promotes good rates of learning. In Year 6 standards in English and mathematics are average and in science, ICT, art and design and physical education they are above average. In geography, history, music and religious education standards are below average. This is because expectations in these subjects are too low for the pupils in Years 5 and 6. Throughout the school the quality of handwriting and presentation are too low.
5. Children achieve well in the Foundation Stage. They learn well in lessons and most are achieving within the initial stages of the National Curriculum by the time they join Year 1. In their personal, social, mathematical and physical development pupils achieve very well. They are mature and responsive and develop very good independent learning skills. In their language and creative development pupils achieve above the expected levels and in their knowledge and understanding of the world they reach the expected levels. Children are given lots of exciting opportunities to develop their knowledge, skills and understanding. Good quality teaching, support from home and high levels of curiosity all help sustain good levels of achievement in this area of the school.

6. Achievement in most subjects follows a similar pattern and mirrors the quality of teaching in particular classes. In Years 1 to 2 achievement is good and at times very good. In the two classes of Year 3 and 4 pupils and Year 4 and 5 pupils, achievement is often good. Generally in the class for Year 5 and 6 pupils do not achieve enough. Pupils speak clearly and in increasingly complex sentences. They read and write well and, with the exception of their handwriting skills, develop their knowledge of how English can be used in other subjects, for example, writing notes, reports and using bullets as methods to record information. They use computers well and the Internet is accessed frequently for research purposes. Pupils develop good mathematical skills to help them in calculations. They use their knowledge of constructing graphs in science and measurement in design and technology.
7. Well supported by learning support assistants and teachers, pupils with special educational needs make good progress in meeting the targets set out in their individual education plans. They are encouraged to learn spelling rules and letter sounds systematically. Their work is planned carefully and, when records are kept by learning support assistants of how well they have done in particular lessons, progress in the next session is particularly good. Those pupils who learn at a much slower rate than others are given considerable help. At times working with younger pupils helps their self-esteem as well as giving them the correct level of work. Pupils who learn at a faster rate than others do well; they are given challenging work to complete. Because their teachers pass on their own enthusiasm, they are given plenty of opportunities to shine.
8. Achievement in science is good. This is due to classes being taught in single age groups, the headteacher's lead in the subject and the high expectations of pupils. Achievement in ICT is above average and has improved significantly since the previous inspection. The provision of computers and teachers' subject knowledge have improved and the school is now well equipped to meet the requirements of the National Curriculum. In art and design, design and technology and physical education standards are above average. This is because the learning opportunities in these subjects are rich and broad. The low achievement in geography, history, music and religious education is due to low expectations in the class for oldest pupils and too complex curriculum planning.
9. Assessment information shows that the teaching in two of the three classes in Years 3 to 6 is building effectively on the gains in learning pupils make in Years 1 and 2. The school is aware of the dip in the rate of achievement at the end of the school and is actively working to ensure that expectations of these pupils are raised. The systems to monitor and assess the quality of teaching are having a positive effect on the rates of achievement.

Pupils' attitudes, values and personal development

10. Pupils' very good attitudes to school, very good behaviour and relationships, supported by very good levels of attendance have a very positive impact on both their academic achievements and personal development. Standards have improved on the levels described in the previous inspection report. Both parents' and pupils' comments indicate that pupils love coming to school. They show excitement and a sense of joy about both learning in class and extra-curricular activities.
11. The youngest pupils in the Foundation Stage have settled into school really well and are developing excellent attitudes to learning, responding with great enthusiasm to the

range of interesting and challenging activities. For example, they are very proud of the jungle area in their classroom and eagerly talk about the animals there. They talk avidly about the bean plants they have grown from seeds. They learn very good manners and awareness of the needs of others; as one child said; "You have to be quiet in the corridors," as they passed other classrooms on the way to the hall for physical education

12. These excellent attitudes continue in Years 1 and 2 and throughout the rest of the school they are very good. Pupils work very hard and try to please their teachers. They particularly enjoy practical lessons such as design and technology, science, ICT and physical education. For example, excitement and interest were very high in a Year 1 ICT lesson as pupils plotted a path for a floor robot.
13. Behaviour is very good. No pupils have been excluded over the last two years, a figure well below the national average. Pupils have a very strong sense of fairness and are developing a very good awareness of the impact of their actions on others. No bullying, racist or sexist behaviour was observed during the inspection and pupils show no concerns in these areas. Behaviour at lunchtime and in the playground is very good.
14. Personal development is very good. All pupils undertake duties and responsibilities keenly; for example, two girls from Year 5 are very proud of the care they take in tending for the garden area in the school courtyard. Pupils' development as good citizens is a particularly strong and improving feature of the school's work. Pupils develop a very mature and responsive attitude to the school council. Year 6 pupils act as representatives for pupils in the reception class. One pupil, when referring to this representative role, said he now knew how a prominent politician felt when an egg was thrown at him. They are very proud of being allocated a budget from which to decide and order play equipment. Pupils respond well to raising funds for charities and have a very positive attitude to environmental issues especially recycling resources. They show great maturity when reflecting on personal issues. In a Year 6 lesson very perceptive and thoughtful comments were made about how people change as they get older; for example; "At 14 moody teenagers show off." Pupils show very good initiative and work very productively, independently of others. In a Year 2 history lesson their independent work and high level of self-discipline resulted in high quality work as they produced guidebooks for Kenilworth Castle, based on information collected on a recent visit. Pupils show confidence in speaking to an audience as in the regular, weekly sharing assembly.
15. Relationships are very good throughout the school. Interactions between staff and pupils and between pupils themselves both in lessons and around the school are most productive and have a very positive impact on pupils' personal development. This was seen in circle time in the Year 3/4 class where a pupil's very enthusiastic description of his hobby of keeping ferrets generated a wide range of questions from fellow pupils and helped all to appreciate the fascination of hobbies.
16. Attendance rates are very good, being above the average for primary schools. Pupils arrive promptly, enabling lessons to start on time. The school has worked successfully to maintain the overall rate and to reduce the level of unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

17. The quality of teaching is good overall. At the last inspection very good teaching accounted for one-sixth of the teaching and approximately a twelfth of all the lessons seen were judged to be unsatisfactory. There has been an improvement in the quality of teaching, with many more lessons taught well and some taught very well. A key factor in this improvement is the example set by the headteacher and deputy headteacher. Throughout the school, teachers provide stimulating learning opportunities for pupils. Both of the unsatisfactory lessons and many of the satisfactory lessons were seen in the class for the oldest pupils in the school. While some subjects were taught well in this class, science and design and technology for example, an examination of pupils' work throughout the year shows that generally teaching and hence pupils' achievements are not good enough. The quality of teaching in the class for Years 5 and 6 is generally unsatisfactory.
18. There are considerable common strengths in the teaching in most classes of the school.
 - a. Activities are fun and interesting and pupils enjoy learning.
 - b. Work is planned that develops very good independent learning; this is a considerable improvement since the last inspection.
 - c. Literacy, numeracy and ICT skills are planned across other subjects.
 - d. Behaviour is managed very well across the school.
 - e. With the exception of handwriting and presentation, basic skills are taught well.
 - f. Homework is imaginative and helps pupils to extend their learning.These attributes generally help pupils to work together well. Pupils are diligent and concentrate well and they see the links between subjects. However, most importantly pupils become enthused and inspired to learn more.
19. Generally teachers have good subject knowledge. This ensures that lessons are relaxed but focussed on teaching new knowledge, skills or important ideas. A very good example of this is in sessions on mathematical development in the Foundation Stage where the teacher has very good subject knowledge and lessons are very productive. Children are encouraged to think as mathematicians and predict what might come next in sequences. They come to view working with numbers as fun and they are excited as they learn. Some of the higher attaining children worked towards the average level expected of pupils in Year 2. The methods teachers use are also very productive. In Year 1 the teacher encouraged pupils to chant the letter sounds created by combinations of vowels. As each card was held aloft pupils read the sound and chanted and mimed an action. This developed so well that not only were the final English sounds of words identified but in addition a French word was also spotted as having the sound.
20. Expectations are above average in the Foundation Stage, Years 1 and 2 and two of the three classes in Years 3 to 6. In the remaining class they are not high enough. In most classes teachers set work which excites and challenges pupils. In the science lessons, which the headteacher teaches in Year 6, challenge is the key word. In a comprehensive and very carefully structured lesson, which incorporated elements of sex education, aspects of the lesson developed pupils' personal and social, ICT and speaking and listening skills. This exemplary lesson was taught in an environment of trust and support. Pupils' learning was rapid and based on the principle that everyone has these experiences and the school will help pupils in a sensitive and very caring manner to learn well. Higher attaining pupils in Years 5 and 6 receive support in mathematics from a volunteer teacher. In the space of one lesson pupils moved from

an examination of square numbers and square roots, to the dawning of understanding of how Pythagoras developed his mathematical principle. The work produced by these pupils is well above what would normally be expected and, with the work produced by pupils taught by the headteacher, serve as outstanding examples of what pupils can achieve if demands are placed on them.

21. Aspects of pupils' learning not well addressed are handwriting and presentation. Although teachers teach handwriting and the letterforms, pupils do not have enough opportunities to practise their letter shapes nor do they transfer their skills from their handwriting books to other work. Additionally, teachers too often accept work that is clearly below pupils' usual standard. This results in pupils developing a model of what is acceptable which is too low. The use of worksheets and pupils recording their work on separate sheets of paper also precludes teachers and pupils looking back at recent work to see if improvements in handwriting and presentation are being made.
22. Planning is generally good and pupils understand what they are to learn. Teachers generally make regular references to the learning objectives. Resources are well prepared. For example, in a lesson involving ICT skills, pupils in Years 5 and 6 had to connect prefixes and suffixes. This session worked well because the teacher had prepared an on-screen worksheet. In another lesson in the same class, the teacher had not researched the web sites and could not guide pupils. However, in the great majority of lessons teachers have resources ready to hand. The marking seen in some classes is very good. A clear dialogue is set up between teachers and pupils that helps pupils to see what they have to do to improve as well as offer opinions about the quality of the work produced. Marking in the best of cases helps pupils meet their targets; good examples of this were seen in Years 1 and 2. In other classes, while most work is marked and corrected, in the class for Years 5 and 6 some work is left unmarked and rigorous attention to high standards is not observed. Learning support assistants make a good contribution to pupils' learning. They often help pupils with special educational needs to understand what is required of them and make good quality notes about what pupils have achieved in a lesson. This helps teachers plan the next stage of learning.
23. Pupils' behaviour is managed very well in most classes. Pupils and adults work in close harmony, taking account of each others' opinions and preferences. At times pupils in Years 5 and 6 are restless because lessons generally lack pace and do not present enough challenges. This results in pupils' attention wandering and a lack of concentration.
24. While inspectors were observing lessons it was not unusual to hear pupils cheer as activities were introduced. Often pupils did not want to leave the classroom to play or start lunchtime activities. In this school learning is fun and pupils want to learn more each day.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS

25. The curriculum is broad and meets statutory requirements. It is planned to provide excitement in learning through a range of practical opportunities that make learning fun and capture the pupils' interests. In this respect provision exceeds that found in most schools.

26. Good cross-curricular links, for example in science and mathematics, support learning well and these are enhanced by a very good range of clubs, educational visits and visitors to school. These opportunities broaden pupils' experiences and provide an insight into cultures beyond their own in a meaningful way. These include a wide range of sports, drama, handbell ringing, environmental, singing and computer clubs. These are very well attended and supported by community members. Pupils wrote a request in the local parish magazine and as a result a local resident has offered to run an art club from September.
27. At the previous inspection weaknesses were identified in ICT and the provision has improved through the development of a new computer suite and staff training. The subject is taught regularly and the impact of these developments is evident in the above average standards that are achieved by pupils in Years 2 and 6.
28. The curriculum has been reviewed and the literacy and numeracy strategies have been implemented effectively. In addition the school has combined the successful features of its existing guidance with aspects of new national guidance for other subjects. The local syllabus for religious education is also used. Planning for subjects is of good quality and is imaginative. Policies and schemes of work for each subject are revisited annually. In literacy, numeracy and science they are adapted to meet the needs of different groups of pupils, for example, those who are more able and pupils who have special educational needs.
29. This good practice has not yet been extended to other subjects and there remain areas for development in Years 3 to 6 where the organisation of teaching of the foundation subjects is unsatisfactory. For example, subjects such as history and geography are taught on a four-year rolling programme. Subjects are also taught in blocked units of time, such as history and geography, art and design, and design and technology. This results in skills not being revisited frequently enough. Gaps between teaching the subjects mean that pupils have to revisit work before they can make progress and they find it hard to recall what they had learned in previous years. The subjects are taught to mixed age classes and, although teachers plan together to ensure consistency in the way in which the curriculum is delivered, there is insufficient challenge for higher attaining pupils, particularly at the age of eleven. The school's taught time remains below that of most primary schools. In addition, the arrangements for timetabling do not enable systematic monitoring of the taught time for these subjects. The use of 'Golden Time' does not contribute to standards or pupils' personal development. The national strategies for numeracy and literacy have been very successfully implemented and are supporting pupils' progression in acquiring basic skills.
30. Provision for pupils with special educational needs is good in that, once identified, pupils have learning opportunities which are suited to their needs. However, too many pupils are identified whose needs fall within the usual range. Where targets are specific, teachers and learning support assistants work together well to plan personalised activities for pupils. Resources are very well prepared and the use of computers is good. Some learning support assistants keep very good notes after lessons and this helps teachers and support assistants to plan the next stage of work.
31. Pupils' personal and social and health education (PSHE) has a high priority at the school. This important work is taught as a discrete subject with a programme of work identified for each class. The provision for sex and drugs education is very good. An example of this provision was seen in an excellent sex education lesson in Year 6. The headteacher led the lesson expertly, explaining the physical and emotional changes from babyhood to adulthood. He also skilfully talked about adolescence and puberty and

answered pupils' personal questions sensitively. This excellent lesson raised pupils' self esteem and valued their experiences, consequently there was no embarrassment and behaviour was very good. The school helps pupils to consider the needs of others and time is set aside for pupils to discuss issues such as drugs and cultural differences, social and personal issues. These opportunities have a positive impact on pupils' behaviour and attitudes.

32. The school enjoys very good links with the community, for example good relationships exist with the church and the local vicar makes a valuable contribution to the school's work, supporting assemblies and organising services for the school and the community. Local farmers and links with groups such as the Women's Institute support the schools' range of clubs. A particular strength is the fund raising activity to support charities. There are good links with other schools, for example, staff from the local secondary school support the teaching of design and technology and ICT. The good relationships with local primary schools enable subject coordinators to meet regularly. Pupils visit their secondary schools prior to transfer to the next phase of their education and a youth worker ensures the needs of pupils are discussed fully to prepare for their stage of education.
33. The provision for the spiritual, moral, social and cultural development of pupils is very good overall and makes a significant contribution to the life of the school. There are particular strengths in the provision for pupils' moral and social development which are very good. Class representatives met with the headteacher to formulate the school rules. An effective rewards system encourages good behaviour. All staff support the school's policy, completing behaviour logs and encouraging pupils to reflect on their behaviour and its' impact on others. Staff provide very good role models and this engenders trust and respect. Older pupils have opportunities to take responsibility for themselves and others. 'Buddy' systems are effective and older pupils interact very well with younger ones, hearing them read and supporting their play. A school council also enables pupils to express their views and to be involved in decision-making. All these features have a positive influence on the school's ethos.
34. Assemblies support pupils' spiritual development. They provide time for reflection and for celebrating pupils' achievements. Links with religious education, the local church and opportunities for reflection in lessons all support spiritual awareness well.
35. Provision for pupils' cultural development is good. Visitors to school represent a range of cultures and support the appreciation of types of music, art and literature, for example from African and South American countries. Links are also being explored with a school in a contrasting locality. Books and artefacts represent a broad range of cultures and support the curriculum well. Pupils are well prepared for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

36. The school cares very well for pupils. Staff members provide very good personal support, enabling pupils to feel happy and secure and develop very confident attitudes to learning. Standards have been improved from the good level reported at the time of the previous inspection.
37. Procedures for and awareness of the need for child protection are good. The headteacher rightly recognises the importance of regular training in relation to awareness of potential issues and careful and sensitive handling of any concerns. Pupils' personal development is monitored very well. Staff members know the pupils

and their backgrounds well and this allows them to give very good individual support. Personal needs are dealt with very effectively. Very good procedures and a warm, inviting environment help pupils to settle well in the reception class. At the end of sessions particular care is taken to ensure that all children remain in the school until collected by a responsible person. Health and safety procedures and monitoring are good. All appropriate risks are assessed thoroughly. First aid and accident procedures are very good. The school is very clean, tidy and secure.

38. The school has a very good behaviour policy. The strong emphasis on developing pupils' self-confidence and awareness of citizenship is having a positive impact especially on pupils' personal development. Very good supervision and a wide range of activities help ensure high standards of behaviour and very good relationships in the playground. Procedures to deal with potential issues in relation to areas such as potential bullying, racist and sexist behaviour are very good and parents and pupils feel confident that the school handles them fairly and effectively. There are no monitoring and reporting systems for racial incidents.
39. The school's procedures for assessment are good and have improved since the previous inspection. Good systems have been introduced to track pupils' progress. Teachers use a range of tests in each year group to monitor progress in the important areas of reading, writing, science and mathematics. Assessment sheets are easy to complete and understand and enable teachers to see if their expectations have been met. Teachers use this information to set targets to improve standards in their classes. However, they do not explain to individual pupils exactly what they need to do to improve their work and this is an aspect for further improvement.
40. While the school has measures to identify pupils' special educational needs, too many pupils are identified whose needs fall within the usual range of achievement. This results in very broad targets being set in individual education plans, for example, *to improve using and applying in mathematics*, or *to listen and contribute appropriately*. In other classes targets are specific and based on learning needs outside the normal range. For example, the plans written by the special educational needs co-ordinator refer to frequency and proportions of attempts pupils make so that progress can be judged accurately. The arrangements for the pupil with a statement of special educational needs are good and frequently reviewed.
41. The school meets statutory requirements for testing pupils at the end of Year 2 and Year 6 and also uses optional national tests. Test results are analysed by coordinators and senior staff and are used to identify strengths and weaknesses in teaching and learning. There is a good awareness of the impact of teaching on learning. Staff ensure governors are well informed and school information is compared to national and local results to judge the progress pupils make and the reasons for variations between year groups. Assessment arrangements in some subjects such as geography, history and music are being reviewed to improve practice and teachers are trialling a system which has been designed to provide evidence of achievements in these subjects.
42. Procedures for monitoring and promoting attendance are very thorough and have contributed to the recent reduction in levels of unauthorised absences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

43. The partnership with parents is very good and contributes very well towards pupils' attitudes to school and their learning. Standards have improved very well since the previous inspection, notably in relation to information provided for parents on their children's progress. Very positive views were given by parents at the pre-inspection meeting, in parental questionnaires and in discussions during the inspection. They say their children love school, achieve good standards and behave well. Parents praise the leadership of the headteacher, the standards of care and the ethos of the school. In particular, they believe the school helps their children to become mature. Inspectors agree with parents' positive views.
44. The school provides parents with very good information about their children's progress and the life of the school and encourages them to become involved in their children's education, especially through the regular newsletters. The recent introduction of e-mail communication with parents is an excellent example of the school's commitment to involving parents and the use of ICT. Annual reports are very good, particularly in relation to the detail provided about children's achievements, targets for development and pupils' self-evaluations. The school provides an "open door" to parents, who feel they are made very welcome. The parents of pupils with special educational needs are very well involved in their children's provision. They receive a copy of their child's individual education plan and attend reviews set up by the school although they are welcome at any time to visit to review progress.
45. Most parents are involved very well in their children's education by supporting homework, ensuring their regular and prompt attendance, providing help in the classroom and with clubs, attending consultation sessions and fundraising through the Parent Teacher Association. Parents' support of homework is very good overall and makes a very positive contribution to rates of achievement.

HOW WELL IS THE SCHOOL LED AND MANAGED

46. The headteacher is a good leader and manager. He offers the school a dynamic view of the future and in his teaching and relationships with pupils, staff and teachers brings openness and an expertise that provides a very good model. He is inspirational and motivating and, with the deputy headteacher, forms a complimentary team for the improvement of the school. In the two years since he took up the post, he has developed good quality systems that track the progress of individuals and groups such as year groups, boys and girls. He collects good information which he shares with the staff and governors; both groups benefit from the improved dialogue about the school's work. The collection of information has brought about an accurate picture of the strengths and weaknesses both of teaching and of most areas of learning. Consequently, the issues identified by the inspection team are well known to senior managers. Action has already begun on these areas for development building on the good progress made since the previous inspection. Systems are much sharper at picking up weaknesses and, because the flow of information is accurate and regular, parents feel well informed, governors are able to act on the identified areas and there is a real sense of forward movement in the school.
47. The headteacher is unstinting in his efforts to ensure that 'everyone has the right to go home happy' and is firm in his belief that this happiness is brought about by achieving high standards and a satisfaction in one's own work. He applies this maxim to pupils and adults in equal measure. It is transmitted to other members of staff and the governing body, and all adults associated with the school recognise that pupils who are

happy need challenge and inspiration to become effective learners. The deputy headteacher provides effective leadership for the processes of special educational needs. Co-ordinators work well, take responsibility for their work and construct sound development plans for their areas of responsibility.

48. The work of the governors, many of whom are new to their responsibilities, is satisfactory. They are good advocates for the school and many are involved on a daily basis in the school's work. They fulfil their statutory duties well and have a satisfactory understanding of what the school does well. They are less sure of how to develop the school and what the school needs to do in the future. The arrangements they have developed, such as an observation protocol and committee structure, are good and the strategic management team consisting of the headteacher, deputy headteacher, Chair and Vice-Chair offer an informed and unbiased sounding board for the school's plans.
49. Financial planning is good and the school has a secure financial base. The headteacher has a secure understanding of the implications of future pupil numbers and known commitments on future budgets. Available resources are allocated well to curriculum areas in line with school development priorities. The school applies the principles of best value well especially in relation to purchasing services. For example, a review of the grounds maintenance contract has led to considerable savings which have been reallocated to the educational priorities. The school based financial monitoring systems are very effective. Day-to-day administration and financial management are very good.
50. There are sufficient numbers of appropriately qualified staff. The accommodation is extremely well maintained and cleaned and provides useful space for learning. The resources are good, with the exception of an outdoor play area for children in the Foundation Stage, and there had been a substantial improvement in the quantity and quality of the resources for ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

51. In order to improve the standards and quality of education the governors, headteacher and staff should
 - (1) *Improve standards in history, geography, music, religious education in Years 3 to 6 and handwriting and presentation generally by:
 - providing pupils with more frequent and regular learning opportunities in these subjects throughout the year
 - ensuring that enough time is set aside to enable pupils to study the subjects in depth
 - improving planning so that it matches the ages and abilities of pupils within the mixed aged classes
 - providing more opportunities to practise handwriting
 - developing a model for the presentation of pupils' work
 - improving the consistency of marking
(Paragraphs 4, 6, 8, 29, 66, 71, 72, 105-114, 121-124, 130-136)
 - (2) *Continue to improve teaching in the class for the oldest pupils by:
 - increasing the depth of the teacher's subject knowledge
 - raising expectations and the level of challenge for pupils
(Paragraphs 4, 6, 8, 17, 22, 68, 72, 73, 77, 80)

Less important issues the governors may wish to include in their action plan:

- Reconsider the criteria used by the school for assessing pupils' special educational needs. (*Paragraph 40*)

* **Issues already identified by governors and staff and in the process of development.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	14	15	6	2	0	0
Percentage	10	34	36	15	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		156
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		50

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.5
National comparative data	5.6

School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	9	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	6	6
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	94 (92)	94 (96)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	6	6
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	94 (29)	88 (96)	100 (96)
	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	14	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	12
	Girls	9	7	9
	Total	17	13	21
Percentage of pupils at NC level 4 or above	School	74 (76)	57 (88)	91 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	9	7	9
	Total	16	15	19
Percentage of pupils at NC level 4 or above	School	70 (76)	65 (84)	83 (92)
	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	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	129
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Yr-y6

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	21.4
Average class size	26

Education support staff: YR-Y6

Total number of education support staff	5
Total aggregate hours worked per week	70.25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001-2002
	£
Total income	364,902
Total expenditure	360,696
Expenditure per pupil	2,313
Balance brought forward from previous year	8,598
Balance carried forward to next year	12,804

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	39	9	2	0
My child is making good progress in school.	38	55	6	2	0
Behaviour in the school is good.	24	68	8	0	0
My child gets the right amount of work to do at home.	32	52	12	0	5
The teaching is good.	47	50	3	0	0
I am kept well informed about how my child is getting on.	27	62	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	36	3	0	0
The school expects my child to work hard and achieve his or her best.	53	45	0	0	2
The school works closely with parents.	26	56	11	5	3
The school is well led and managed.	56	42	2	0	0
The school is helping my child become mature and responsible.	53	38	6	0	3
The school provides an interesting range of activities outside lessons.	65	27	5	0	3

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

52. The twenty-six children in the reception class receive a good education, supported by one teacher and a teaching assistant. Parents' very positive comments about the provision and teaching for the reception children are justified by inspection evidence. Most of the children are well on course to exceed the early learning goals for personal, social and emotional development, communication, language and literacy, mathematical and physical development and aspects of creative development. Most are on course to achieve the goals for elements of knowledge and understanding of the world. The curriculum for the Foundation Stage is based on the six areas of learning and takes account of the outcomes expected of children as they reach the statutory requirements for the National Curriculum, except for some aspects of knowledge and understanding of the world. Children do not have regular access to an outdoor play area; however, the school has secured funding to build a new play area for the autumn term.
53. Most children attend pre-school provision and benefit significantly. The relationship and liaison with the pre-school team are very good. On entry to the school children's attainment is above that found in most other schools. Their rate of learning is good. It is very good in mathematics and in personal, social and emotional development. Children with special educational needs are taught well and have appropriate individual education plans, which match their specific needs.

Personal, social and emotional development

54. Children's personal, social and emotional development is an outstanding strength and teaching in this area of children's development is very good. By the end of the reception year, children are keen to learn and contribute confidently in all discussions. Children have many varied opportunities to make choices and work independently and as a result their independence develops well. This is a particular strength in the way the learning is organised. As they select their tasks, children immediately focus on their activity; for example, one pair discussed a newspaper cutting they brought of 'Maypole dancing'. This was part of their visit to their grandmother. They shared their news and were keen to tell others about what they had seen and done. They did not join the maypole, they emphasised, but they did dance in a circle! Children have very good attitudes to learning. They feel safe and secure. The relationships between the reception staff and children are excellent. Pupils know exactly what is expected; their contributions are valued. Children are at ease and are confident, lively, curious and eager to contribute and participate. The effective use of praise encourages and nurtures their confidence and, as a result, they are open, friendly and respond very positively to adults around them and to each other.
55. They demonstrate above average levels of maturity, confidence, independence and concern for others. The children exemplified this as they went by other classes after their physical education session when they put fingers on their lips and told each other not to make a noise and disturb other classes. In another session a child went and fetched a cushion for the inspector to sit on!

Communication, language and literacy

56. By the end of the reception year, the majority of children will have reached the early learning goals and nearly half are likely to already be working within Level 1 of the National Curriculum. Teaching is good in this area of learning. Children are provided with plenty of opportunities to develop their spoken language and their progress is aided by the teacher's clear articulation and use of appropriate vocabulary. They speak and listen very well and use a wide range of words and often complete sentences; for example, when they visited their 'jungle', children were quick to point out that the 'snake was camouflaged as a creepy plant'. The teacher skilfully introduced a sense of excitement and 'fear' in the jungle by playing a tape of jungle sounds. She encouraged them to describe the sounds, feel the texture of the crocodile and comment. More and regular opportunities for Foundation Stage children to write independently will further enhance these skills.
57. Children wrote an account of their visit with the teacher who used their vocabulary to build a story. Children learn to sequence stories correctly and begin to form letters correctly. The very strong emphasis given to the teaching on letter sounds has a good impact on learning. Children enjoy reading. They often sit in the reading corner and read to each other. The more able pupils recall sequences in a story, for example, when reading 'Kipper's Balloon' a child followed the story and explained why Dad was chasing the wrong colour balloon. Children express opinions on why they like a book and what they think of the characters. They can locate specific events within the book. These pupils make very good progress in reading. A few are ready to read more challenging books.

Mathematical development

58. Most children will have reached the early learning goals by the end of the year and a significantly large percentage will exceed these as they are currently working within Level 1 of the National Curriculum. Most can order numbers up to 30, the more able beyond 50. The quality of teaching is very good and the teacher has very high expectations and enjoys challenging pupils, particularly in number work.
59. The most able achieve considerable success in counting in groups of twos and threes. At registration, children can count backwards, they know 2 taken away from 26 is 24 and they can record this. They count how many stay for lunch and how many have a packed lunch. They estimate and, when they see it is 12+12, they understand it is 24 and that 12 is half of 24. They can manage simple numbers quickly and can indicate whether it is more than 1, 2 or 3. One child very quickly completed an exercise when she had to show a rabbit that ate carrots and always left 3 over. Her computations were 6-3, 8-5 and 7-4! More able pupils are challenged to use a hundred square. Pupils can identify covered numbers and can explain using the correct vocabulary, for example, that the missing number is 38 because it is between 37 and 39, or it is after 37 but before 39. A very able child commented that if you cover all the right hand numbers in a column, you could see 1 to 9. This confidence and understanding comes through very good teaching and understanding of how pupils learn. Most children can name a square, circle and triangle; when folded they know it is a half the shape and, when a square is folded diagonally, they recognise a triangle. The teacher carefully plans work to match these levels and very effectively and quickly checks their understanding. Pupils respond positively and with enjoyment. They make very good progress.

Knowledge and understanding of the world

60. The teacher's planning indicates that children have suitable and appropriate opportunities to develop their historical and geographical awareness by talking about their homes and families and exploring their own localities. In this aspect teaching is broadly satisfactory. During the inspection, 'jungle' was the key theme in many activities and children grouped animals by where they came from and what kind of habitats they dwelled in. One group working in the sand tray quickly demonstrated that they had absorbed this information and understood. Hence, they proceeded to make a jungle with rivers, lakes and trees. They made a large well designed waterfall with blue metallic paper at the bottom and located all the water animals - crocodiles, hippos etc – around it. Their activity consolidated what they had learnt previously. Children planted bean seeds and kept a diary. They identify roots, shoots and leaves and their comments that each week the shoot grew taller shows that they were beginning to make accurate observations. In religious education, they made a little booklet on Easter, which was well illustrated, and children were beginning to write simple sentences under each picture. Children's technological awareness is developed well. They use computers with reasonable confidence; they can use the computer mouse reasonably accurately and select activities. Overall, pupils are making satisfactory progress though the rate would be faster if opportunities to learn each aspect were offered within a structured and challenging programme. That would also better prepare them for the requirements of the National Curriculum.

Physical development

61. The reception teacher makes good use of the school hall to extend pupils' skills. Teaching is very good and shows a thorough understanding of the need to develop the children's confidence and competencies. During these sessions the teacher makes opportunities to extend and develop their language and other skills. So, continuing with the theme of a jungle, pupils are encouraged to differentiate between snakes sliding and slithering. The teacher skilfully encourages children to balance on several different parts of the body and comments on how they might improve their skills to become more like graceful or clumsy animals. Resources are well prepared and health and safety aspects are considered well. The teacher ensures that she compensates well given that there is not adequate space and facilities for the children to use a range of small and large outdoor equipment. Children attain above the expected levels for the development of fine skills such as cutting, pencil and brush control and do well considering the lack of large wheeled toys, balancing and climbing equipment for everyday play.

Creative development

62. Children are offered many opportunities to explore different materials; they explore colour and texture when they paint, print and construct models and collage. They attain above the expected levels. They enjoy making three-dimensional models. All made animal models from different materials, including clay, and all had opportunities to paint their animals.
63. Children are confident and make choices. They select pieces and some show lively imagination and understanding when selecting; for example, a child who was making a giraffe carefully selected a long piece of polystyrene explaining to me that it is because a giraffe has a long neck to reach for leaves. They use glue and sticky tape, and cut and join. Children mix colour and, with a paintbrush, sketch out with reasonable accuracy simple shapes, such as butterflies. A group painting a jungle scene on a

large frieze outside, when questioned whether a dog or cat could be included in the jungle picture, was firmly told; 'Only tiger cat or lion cat not pussy cat!' They paint with clear understanding. They work exceptionally well taking turns and discussing their animals and colours.

64. There was limited evidence of role-play as a vehicle for developing children's imagination; no music session was seen. Pupils make good progress in most aspects of this area of learning and this mirrors the quality of teaching.

ENGLISH

65. At the time of the previous inspection standards were judged to be average and most pupils made satisfactory progress. Since then standards have improved. In the 2001 test and assessments for Year 2 pupils, standards in reading were well above average and in writing above average. When compared to similar schools standards are average in reading and below average in writing. In the tests for Year 6 pupils held at the same time, standards in English were below the average of all schools and well below the average of similar schools. Care has to be taken when analysing these results. Each year group varies from one year to another in its level of attainment on entry to the school and last year there was a higher than average proportion of pupils with special educational needs. This is also the case for the current year group.
66. Inspectors find that in most classes standards have improved since the last inspection and that in Year 2 standards are above average in almost all aspects of English and that pupils achieve well in Years 1, 2 and in the mixed age classes with pupils from Years 3/4 and 4/5. Standards in Year 6 are average. This is a class with a higher than average proportion of pupils with special educational needs and the school's records show that these pupils have made at least satisfactory progress since they joined the school. However, achievement in this class is unsatisfactory because teaching is not challenging. Throughout the school pupils do not make enough progress in their handwriting and standards of presentation. Girls generally do better than boys although the school has made inroads into this shortfall and the rate of boys' progress is picking up.
67. When pupils begin Year 1 they are confident speakers and good listeners. This confidence grows and by the time they are in Year 2 pupils use a wide range of vocabulary; there are always penalties (telling the class a joke) for using 'nice' when a more appropriate word is available. Even inspectors have been found guilty of this serious misdemeanour. Pupils do not let the crime go unpunished. They confidently challenge themselves and others to answer in full sentences and support their opinions, about their reading books for example, by using the text to support their ideas. Pupils are given lots of opportunities in lessons to use their speaking and listening skills. It is not unusual for pupils to be asked to discuss a proposition with other pupils. For example, in a lesson in Years 3/4 pupils negotiated the order of excerpts from a Roald Dahl story. Pupils listened carefully to each other and were asked to substantiate their choices by their teacher. This lesson was taught well and the teacher provided a very good model for pupils' speech.
68. In almost all the lessons observed the questions teachers posed had a positive effect on pupils' learning. In a lesson for Years 4/5 a thorough examination of the text through discussion brought out good learning points. In the same class another teacher showed how much she appreciated the points raised by pupils with special educational needs. In Year 1 pupils speak in well-formed sentences. Their listening skills were put to good use in this lesson, as they had to identify sounds in words so that they could

spell accurately. Teachers are careful to use technical vocabulary and praise pupils as they learn how to use these terms when discussing their work. This works very well and in Year 2 one pupil was very keen to identify antonyms wherever they occurred, even if the term could be applied in a music lesson. In Year 6 good listening routines are not secure. At times pupils talk over one another and the teacher has to remind pupils frequently about paying attention.

69. Pupils' reading skills are well above average in Year 2 and are average in Year 6. However, in Years 3, 4 and 5 standards of reading are at least above average. Pupils in Year 1 are given a very good start with above average and average pupils reading fluently with few errors and using good expression. Pupils are taught letter sounds very well in this class and below average readers successfully build words they do not recognise. Throughout the school pupils greatly enjoy books. They are expressive readers and understand how to use punctuation to help them form their sentences. They express strong preferences about the books they read, often comparing them to others by the same author and to the subsequent film. When talking about the characters in a book they refer to the storyline, backing up their opinions with excerpts to show their opinions are well grounded.
70. From their earliest days of following the National Curriculum, pupils understand the difference between fiction and factual reading. Pupils who learn at slower rates than most and pupils with special educational needs, as well as others, understand how to use the library. They have a very good knowledge of how to find information within books. They are confident when using the Internet for research and often supplement their school work with home based computer work. Pupils view computers as an aid to learning and teachers give pupils lots of opportunities to research and present their work using their ICT skills.
71. Standards of writing in most aspects are well above average in Year 2 and average in Year 6 although standards in Year 3, 4 and 5 match the quality of work seen in Year 2. However, pupils' work is often marred by poor presentation and low quality handwriting. Pupils do not have enough handwriting lessons to enable them to form a fluid and well-formed style. An analysis of the work shows that lessons take place less than once a week. However, the quality of pupils' work, and the opportunities to write for real purposes in other subjects are very good. Pupils in Year 1 have a wide variety of writing opportunities. Writing instructions for turnip soup, lists, captions, questions and keeping a diary are all well represented in their work. By the time they reach Year 2 pupils design a brochure for Kenilworth Castle, and the speech bubbles of Year 1 have developed into the use of speech marks by average and above average pupils. They use commas in their work and make good use of prepositions. In Year 2 pupils make satisfactory progress in their handwriting.
72. In the class for Years 3 and 4, pupils are given opportunities to really dig into an author's thought processes, story plotting and characterisation. They develop their use of tenses in their writing and evaluate their work well. Handwriting in this class is below average. In the class for Years 4 and 5, pupils write in chapters, understand how to use paragraphs to sub-divide their work to enhance the sense and structure and write in complex sentences; for example; 'She got into a complete rage on the day of Queen Victoria's coronation because her silk dress was crushed by the crowd'. There is evidence in pupils' books that handwriting in this class improves at a greater rate than in others. In Years 5 and 6, the presentation of work deteriorates; it is poor and spelling is inaccurate. The content of work and the range of learning opportunities provided for pupils are satisfactory, for example, pupils debated the creation story of the Bible and the events science portrays and analyse complex sentences from Rikki-Tikki-Tavi.

73. Pupils' learning shows itself in the quality of teaching seen in each class. In the lessons seen in Years 1 and 2 the quality of teaching is never less than very good. In Years 3/4 and 4/5 the quality of teaching is good. In the class for Years 5/6, because pupils are not expected to produce good work, they do not turn out the quantity or quality seen in other classes. In this class some work is unmarked and marking in general is not good enough. It does not help pupils move forward. Some work is unfinished and generally work is not kept well.
74. Generally teachers plan very interesting learning opportunities, which enthuse pupils and generate great excitement. This includes the use of computers in the school's high quality ICT suite. In Year 1 pupils chanted their letter sounds with accompanying actions, had great fun and learned effectively. Pupils know letter patterns and know which letters make common sounds in English. As pupils in Year 2 read; 'Splash in and ducks out of the pond,' one pupil immediately identified the antonym. Very good methods were used to aid concentration. 'Stand up and have a wriggle and a jiggle', helped pupils to sit for a further teaching session as pupils discussed the books they had read by Kate Greenaway. One pupil commented that the Greenaway prize for children's literature was named after the author. The attainment of above average pupils in this lesson was well above the national average – as pupils inferred and made deductions from their texts, skills usually found in older pupils. And in the lesson observed in the class for Years 3 and 4 pupils brainstormed their ideas for chapter titles based on Roald Dahl models, again working at levels above the national average. In Years 5 and 6 pupils used computers to link prefixes and suffixes to their Greek and Latin origins. Imaginative homework is set and the quality of some of this work is very high. As teachers enjoy their work, pupils react very positively. They are very good independent workers and enjoy solving problems and working to time limits. Teachers and pupils form very good relationships and generally teachers offer very good advice to pupils on how to improve their work. Targets are set in English although the link between raising attainment generally and pupils' and teachers' understanding of what needs to improve on a day-to-day basis is not clear.
75. The subject is well managed. The co-ordinator has led a series of successful training activities for staff which have had a positive effect on standards. Resources, such as those for boys, have been improved and a clear action plan has been developed. Work has already begun on improving the standard of handwriting and presentation.

MATHEMATICS

76. Results of the national tests in 2001 showed that standards in Year 2 were above the national average and below when compared to similar schools. In Year 6 results of national tests showed that standards were well below the national average and poor when compared with similar schools.
77. Inspection evidence indicates that standards in mathematics in Year 2 are above average and about the same as the test results. In Year 6 they are average. This is an improvement on last year's results and the standards described at the time of the previous inspection when pupils did not reach the expected levels at the ages of seven and eleven. Pupils, including those with special educational needs, make good progress overall. In Years 5 and 6 achievement dips for average and below average pupils when teaching is just satisfactory. However, higher achieving pupils in Years 5 and 6 benefit from the voluntary services of a teacher of mathematics for a short period each week and this is supporting their learning well.

78. Mental starter sessions are very well structured and prepare pupils to build on previously learned skills. For example, in Year 2 pupils identify pairs of numbers that add to 20. The teacher gives pupils experience of how number work is applied to everyday situations. This is followed up with the teacher cleverly introducing a game in which each pupil is given a number between 0 and 20. Pupils find a partner whose number when added to their own totals 20. A train game completes the work with pupils sitting in order to form a line based on number bonds to 20. This work is thoroughly enjoyed by pupils and reinforces very good quality learning. Work is extended with pupils adding two price tags together. Pupils are encouraged to describe the method they use to reach an answer. For example, when adding 45 pence and 37 pence a pupil described the task as follows, "40 add 30 is 70, add 7 is 77, 77 add 3 is 80, plus 2 is 82. This provides a good example of how pupils build confidence as they recognise how numbers can be manipulated to simplify calculations. The emphasis is placed on matching the method of calculation to the task and this encourages pupils to think carefully about the structure of number. Pupils show confidence as they work independently to meet the challenges set for them by their teacher.
79. In a mixed Year 4/5 class, pupils build up strategies successfully to respond to problems involving measurement. Pupils are encouraged to identify the important words in a problem. They underline them and translate them into a number operation. Pupils understand the advantages of estimating an answer and testing it through formal calculation. This approach is promoted through practical problem solving involving the calculation of perimeter. Because teachers question pupils skilfully they recognise a pattern and identify a formula as an aid to calculation.
80. A strong feature of the mathematics curriculum is its breadth. For example, in a good lesson in the mixed Year 4 and 5 class, pupils used degrees to measure angles and to understand the differences between acute, obtuse and right angles. Pupils were encouraged to use precise language to describe their work and this added to the quality of learning. They use 'anti-clockwise', 'clockwise', 'turn', 'obtuse' and 'acute' accurately and confidently. In the mixed Year 5 and 6 class, pupils explored and expressed probability as a percentage. The quality and pace of learning was slower than in other classes because the use of time was not as good. For example, pupils spent time making and decorating a spinner instead of investigating probability. Resources such as the white board were not used effectively to support pupils who were insecure with their learning to provide visual prompts of the steps they should take to achieve the task independently.
81. The school is fortunate to have the support of a volunteer teacher of mathematics to support higher achieving pupils in the Year 5/6 class. This makes a very valuable contribution to raising standards with this group of pupils. In the work observed she introduced pupils to square numbers and square roots of numbers in preparation for work involving Pythagoras' theorem. Pupils thoroughly enjoy the challenge offered by this teacher. She makes mathematics fun and her very good subject knowledge ensures that lessons have good pace and precise learning objectives. This makes a significant contribution to the quality of learning.
82. Good links are made with other subjects. For example, in science pupils weighed candles to find out how much of the mass was burned over a period of time. In design and technology pupils measured the dimensions of materials to make scale models of bus shelters. There are many examples of how well computers are used in the mathematics. Pupils have plenty of opportunities to apply their skills in data handling and graph work to illustrate solutions to mathematical problems.

83. The quality of teaching is good or better in over 60 per cent of lessons. Teachers introduce lessons by making the pupils fully aware of what they are going to learn and they return to test the effectiveness of their teaching and pupils' learning at the end of the lesson. The most successful lessons are characterised by teachers having high expectations of pupils. A weakness lies in the quality of marking which is inconsistent. There are too few examples of teachers indicating to pupils ways in which they can improve their work further.
84. Mathematics is popular, with many pupils saying it is their favourite subject. All pupils work hard, behave very well and follow instructions carefully. Mental warm ups create a good atmosphere for healthy competition and prepare pupils for the main part of their lessons.
85. The subject leader has been in post for over four years and was responsible for introducing the Numeracy Strategy to the school. She has observed teaching and provided school based in service training. Evenings for parents to heighten their awareness of the demands made upon their children have been organised by the subject leader. Resources have been upgraded in line with the National Strategy and assessment procedures have been improved to track pupils' performance and identify individual targets for pupils

SCIENCE

86. In 2001, National Curriculum teachers' statutory assessments of pupils in Year 2 were in the highest five per cent of all schools. The results of pupils in Year 6 were in line with the national average but below average in comparison with similar schools. Over the last four years, (except Year 6 pupils in 2001), the trend has been for high standards and this is borne out by the attainment of current Year 2 and Year 6 pupils. Standards are similar to those in the previous inspection for pupils, including those with special educational needs. The current cohort of pupils in Years 2 and 6 are well on course to achieve above the national average. This is partly due to significant changes in roll, the differences in year groups and very effective subject leadership.
87. Pupils in Year 1 learn to carry out simple independent practical tasks when working on the early stages of the properties of materials. High attaining pupils in this age group are successful in identifying when some materials have two properties; for example, transparent and opaque. In a lesson about considering human features, they quickly learn how to recognise similar and different features, and group according to the colour of eyes and other features. In a Year 2 lesson, pupils developed their investigative skills well when they were asked to explore the local environment for different kinds of minibeasts. They learnt how to collect small invertebrates and insects carefully, how to handle living creatures and how to make a record of where they found their specimens and what kind of habitats they were found in. Back in the classroom they were challenged to explain why certain minibeasts were not found in some locations. The creation of a wildlife area within the school grounds has enabled pupils to carry out practical activities. It also develops in pupils a respect for all aspects of the natural environment and caring for living things.
88. Overall, by the end of Year 2, pupils enjoy the practical investigative work. They know how to make simple predictions and say what they think is going to happen next; for example, which seeds will grow well. Pupils accurately predict that seeds planted in paper will not grow well because they will not have sufficient food. Pupils are encouraged to give reasons when they make statements. Hence, in their written work,

they are beginning to offer explanations as to why plants may not grow healthily because of a lack of water, light and food.

89. By the time pupils reach Year 6, they have made very good progress in carrying out practical scientific investigations. They are encouraged to draw flow diagrams that show their thinking process. Hence, having established a very sound understanding of simple circuits, they are then asked to make a question and answer game using simple circuits. For homework they are given a range of circuit diagrams which pupils have to complete using motors, buzzers and switches. Their knowledge and understanding well exceeds what is expected of pupils of this age.
90. This good work is based on incremental learning taking place in all aspects of science. For example, in Year 3 pupils increased their knowledge and understanding of plants by recognising that, in order to grow healthily and make chlorophyll, plants need premium growing conditions. They use ICT skills to construct graphs of their measurements and understand that the measurements they make need to be accurate. They record the colour of leaves, leaf growth and general health of the plant. In Year 4 pupils looked carefully at fish in order to consider how fish and some plants are suited to live in water. Their observational skills are well developed. Their diagrams of fish are reasonably accurate and they know how to use labels to clarify their work. They learn how plants adapt to live in water by having long roots, or using water for support.
91. Pupils' progress and the quality of their learning are very good. Their learning is enhanced because they have very positive attitudes; they work diligently with sustained concentration. They are confident when asking questions. Their curiosity is aroused and excited by the motivational style of the teachers, who prepare well and who are influenced by the excellent leadership of the science co-ordinator who prompts teachers and pupils to think laterally and investigate with lively, open minds.
92. There are many strengths in the teaching. Teachers systematically extend and consolidate pupils' literacy and numeracy skills. For example, in a Year 6 lesson, pupils were learning how their body changes as they grow; pupils were introduced to the key vocabulary, such as 'puberty' and 'adolescence' and are encouraged to use a dictionary and consider the root of words and their meaning. Teaching eleven-year-old pupils about puberty and about the physical and emotional changes that take place, in such an open and honest manner, required sensitive and skilful teaching. In this exceptionally well-taught lesson, the teacher established a secure environment in which the pupils felt safe and confident to ask questions. Overall, teachers establish excellent relationships with pupils. Their enthusiasm is infectious and, as a result, pupils respond very positively. They enjoy learning. The use of proper technical words is emphasised when the whole school has a science week. Each year group identifies a science project. They have to identify how literacy, numeracy and ICT skills are necessary to carry out research for the project. So, for example, Years 5/6 looked at the heart and how it functions. They wrote a story of a red cell travelling through the body; they researched historical studies on the heart and its function. They recognised that diet is an important aspect of maintaining a healthy heart. Pupils are encouraged to carry out an analysis of their experiments and explain why outcomes of some investigations are not accurate. When studying electricity, pupils explained how a variable resistor works; for example, in response to a question about why the light grows brighter or dimmer, they know it is the length of wire and also that ordinary wire cannot be used because of its resistance. Whilst pupils' oral contributions show a very good understanding of science, one of the reasons why pupils fail to attain the higher Level 5 is that their limited written work does not demonstrate their depth of understanding.

93. Teachers have secure subject knowledge. They plan well and prepare resources well. They brief the classroom assistant well so when Year 4 were studying mackerel, the teacher was well supported by the classroom assistant in helping pupils to handle fish sensibly. The teachers' questioning is good. For example, when studying burning as an irreversible process, Year 5 pupils were asked, 'where has the wax gone?' Once again pupils' response was 'burning wax gives off energy which we cannot get back', demonstrating good understanding to a challenging question. Teachers ensure all pupils participate and the pace of the lesson is very brisk, especially in Year 4 and Year 6 classes. Teachers' expectations are not sufficiently high when marking pupils' books. Expectations of handwriting and presentation are too low throughout the school and worksheets, which do not encourage the development of these skills, are overused.
94. The planning of the science curriculum is very good. It ensures appropriate coverage of the National Curriculum and is significantly enhanced by a wide range of extra projects and exciting homework activities. Often, these activities involve parents and their observation that pupils thoroughly enjoy this subject is ratified by inspection. The co-ordination, assessment, tracking of pupils' progress and analysis of end of key stage test papers are excellent. The information is used as an effective guide to pupils' progress and also to the modification of planning if necessary. The resources are chosen carefully and enhance pupils' skills and understanding in using proper resources accurately. The subject is monitored well for content, teaching and standards.

ART AND DESIGN

95. Standards are above the expected levels for pupils in Years 2 and 6, although throughout the school there are examples of very good quality, exciting work. This maintains the position observed at the last inspection. A major strength of the curriculum is the three-dimensional work. The curriculum leader for art and design provides a stimulating range of activities, which lead pupils into new and varied learning experiences.
96. Observational drawing is good throughout the school and these skills transfer to pupils' paintings. A pupil with special educational needs produced a highly evocative painting of poppies using washes of red and black, the latter bleeding into the crimson paint to good effect. Younger pupils paint large and impressive self-portraits. Older pupils use a range of media to paint and print leaves, bottles and flower heads. In Years 4 and 5 pupils use pencils well to make closely observed sketches of footwear. Pupils are skilled at using computers to enhance their artwork. Illustration programs are used effectively and pupils show good control when working with this type of software.
97. The school is full of artwork produced by pupils, which enhances the quality of the environment. Exciting and challenging opportunities are presented to pupils to work with real artists. Pupils In Year 1 followed the work of a sculptor and produced environmental art. Using stones, sand, water and plant materials pupils produced highly absorbing, good quality work. Pupils watched a local potter explain his craft and helped produce pots for the school gardens. Further work is planned in this area, so that pupils can develop their own sources of clay and fire their resulting pots. The Tower of Celebration, which stands in the entrance to the school, marks a century of scientific endeavour. The dragon, which guards the entrance to the school, cunningly disguised as logs, twigs and raffia, waits for unsuspecting visitors.

98. One lesson was observed in Year 2 that was of very good quality. In this lesson pupils sketched their ideas for a door, perhaps for a character in a story. Would Little Red Riding Hood's door have a wolf's head knocker? Pupils considered shape, size and texture before beginning their work. Pupils' ideas flowed in this lesson and they demonstrated excellent attitudes. Teachers generally plan exciting lessons. They encourage pupils to use a range of media in adventurous ways; for example, printing with toy wheels and inkpads, collages using sections of maps and glue to thicken paint to match the techniques of the impressionists. In discussion with Year 6 pupils they could remember learning about Van Gogh and Kandinsky but no other artists. Pupils in other year groups remembered more about the history of art and famous artists. Pupils are very enthusiastic about art. Their independent work skills are used very well in the subject and they consider themselves to be confident artists.
99. Much of this confidence and the breadth of the curriculum are due to the work of the subject leader. She offers the school inspirational leadership and very hard work to provide learning opportunities of high quality. The school is well equipped and the building is well organised for artwork.

DESIGN AND TECHNOLOGY

100. Standards at the end of Year 2 and Year 6 are above those expected and pupils achieve well. No lessons were observed in Years 1 and 2 and judgements are based on discussions with the subject leader and the pupils, an examination of planning and a scrutiny of work. The school has substantially improved its standards in this area of the curriculum since the previous inspection.
101. Design and technology is taught on a four-year rolling programme in Years 3 to 6 and is linked to other subjects, particularly history and geography. Each project has a specific focus to ensure coverage of the National Curriculum. By the end of Year 2 pupils have learned about the design processes and have planned and made a variety of models. For example, Year 1 pupils made fruit and vegetable kebabs. In preparation they listed fruits and vegetables and sought preferences of pupils. They graphed the responses, establishing good links with mathematics, and planned making the kebabs. They made a list of utensils including knives, peelers and chopping boards. In another project the pupils made moving pictures using pivot pins and sliding pictures that involved cutting and measuring skills. Year 2 pupils investigated how puppets work and the materials from which they are made. They then designed their own puppets, making them from a choice of materials. In this work pupils improved their cutting skills using scissors, basic sewing techniques and joining strategies using different adhesives. The same pupils made a wheeled vehicle as part of their work on transport in history.
102. In Years 3 and 4 pupils work consisted of designing oil lamps. This work was linked to a history project on the Greeks. They looked at a range of different materials that could be used for wicks. The materials would need to burn well but not too quickly. They referred to pictures of lamps to find ideas for finishing their models. Their efforts were completed by an evaluation of the quality of their work and the identification of ways to improve. Designing and making footwear captured the imaginations of pupils in Years 4 and 5. This work involved skills of joining materials, punching holes for lacing and sewing decorations.
103. The quality of teaching in the two lessons observed was good and very good. In the very good lesson in Years 4 and 5, the quality of planning promoted a successful outcome to the lesson. Their task was to make bird feeders but before making they needed to practise a range of skills, for example, sawing, marking out, hammering,

drilling and screwing. With the help of a parent, the teacher set up workstations for pupils to practise these skills. The use of time and resources was excellent. Focused questions supported learning and the lesson was thoroughly enjoyed by all the pupils and adults. The practical activities were particularly well received by the pupils. This work was linked to environmental studies when pupils recorded different kinds of birds using the school grounds and researching the type of food they eat. A good quality lesson in Years 5 and 6 involved the evaluation of making a model bus shelter and the identification of areas that could be improved. Good use was made of pupils describing their work, demonstrating high quality speaking and listening skills. Well-timed intervention by the teacher brought out the strengths and weaknesses of the pupils' designs. A feature of the lesson was the enthusiasm shown by pupils and the enjoyment of extending their skills using a range of materials and tools.

104. A new scheme of work based on a commercial scheme and the latest national guidelines gives good quality support for teachers. Teachers use these schemes and their improved knowledge of ICT to use computers in design and technology to good effect. The subject leader has very good subject knowledge and reviews medium-term planning for all classes. She has assembled a good quality portfolio that provides ideas for teachers and an instrument for measuring progress.

GEOGRAPHY and HISTORY

105. No geography was timetabled during the period of the inspection and three history lessons were observed. Evidence from pupils' previous work, displays around the school, homework projects and conversation with pupils confirm that the standards in the two subjects are broadly in line with the national expectations in Year 2 and below the expected levels in Year 6. Pupils make satisfactory progress in Years 1, 2, 3 and 4 but progress is not sustained in Years 5 and 6. Pupils with special educational needs make satisfactory progress.
106. In history, pupils in Years 1 and 2 develop a good sense of chronology through studying sequences of events and objects in their lives. Pupils consider modes of transport now and then and make comparison between cars, bicycles and kitchens. The quality of the pupils' learning in history is greatly enhanced by the clarity with which teachers plan and organise resources. For example, Year 2 pupils prepared well before they visited Kenilworth Castle. The learning objective, to make a guidebook for the Castle, was clearly identified. After the visit, pupils recalled with remarkable clarity many details of their visit to the castle. They use correct vocabulary and their knowledge and understanding is accurate. They talk with confidence about the longest siege in England and how the moat and bailey were developed to strengthen the castle. They have a good sense of chronology, for example they know that Queen Elizabeth 1 could not have travelled by train or car or aeroplane and that electricity had not been discovered.
107. In Year 3/4, pupils' historical skills are extended. They learn to recognise that the past is represented and interpreted in different ways. So, for example, in a lesson on the Celtic rebellion in AD 60, pupils are divided into Celts and Romans and tasked to write a speech that each army leader would make to encourage soldiers to fight more fiercely. These opportunities for discussion, drama and writing contribute to pupils' language and literacy skills. In Year 5/6, pupils use ICT skills to research ancient Greece. In the lesson observed they used the Internet for research purposes but because their work was not well explained by their teacher there was a lack of clarity about how this lesson fitted into their work. However, generally pupils' ICT skills are very well developed.

108. In the class for Years 4 and 5, a homework project on the Romans had been set. Pupils wrote accounts indicating that they had researched the extent of the Roman Empire, learnt about important events and located these on a timeline. They considered why and how the Roman army's invasion of Britain was successful. They studied how Latin has influenced our language and identified some root words.
109. In geography, pupils in Years 1 and 2 show awareness of places near and beyond school. They complete simple maps and plans and locate key features; for example, they have made simple maps of their classroom followed by a street map of Bishop's Itchington, locating their houses and key services and shops. They use symbols and signs accurately and record their observations neatly. Good teaching incrementally builds their knowledge and understanding of how local roads and plans lead to faraway places, such as Kenilworth. Their mapping skills are enhanced further by looking at a map of Great Britain and locating the main cities. Later they follow Barnaby Bear's journey to different parts of the world. Pupils are achieving at a satisfactory level.
110. In Years 3 to 6, pupils have carried out surveys, had discussions and written to the local newspapers about the impact on the environment of the local council's decision to build a new road, Kingsbury Express. Pupils identify the problems, such as destruction of forest land and they also consider other environmental issues, such as the effect of acid rain on the natural habitat of plants. However, apart from some isolated projects, there is evidence of a limited amount of work in geography in Years 3 to 6, and pupils are not achieving at a satisfactory level.
111. Pupils' attitudes to their work are very positive. They are good listeners and they contribute well and actively. They are enthusiastic and highly motivated. Pupils appreciate the opportunity to learn through experiences, such as visits to Kenilworth Castle and show they retain information well and recall it accurately. They have a wide vocabulary and they take delight in learning new words.
112. Teaching is good in Years 1 and 2 and inconsistent in Years 3 to 6. Generally, teaching is at least sound in the middle years but not satisfactory at the top end of the school. Teachers in Years 1 and 2 plan well, prepare resources carefully and organise visits and lessons which continue to motivate pupils. Their questioning skills are effective; they challenge and intervene when necessary. They set homework that helps pupils to increase their skills in research, but further guidance, for example on big projects like the Romans, on how to organise their research and take notes would further improve their skills.
113. There are some weaknesses in curriculum planning and coverage. All of the classes with pupils in Years 3 to 6 follow the same topic each term. Topics are arranged in a three-year rolling programme. The plan for topics is not sufficiently differentiated to challenge all pupils in mixed age and ability groups. However, individual teachers interpret the plan in different ways; one of the classes, for example, works at broadly the level of the national requirements. Generally, teachers overuse worksheets that check and reinforce learning without enhancing presentation and literacy skills. Also, it is difficult to use these sheets to track pupils' progress. The quality of marking varies across the school. At times it is not good enough as it does not help pupils make progress. Much of the work at the top end of the school is not marked.
114. The curriculum co-ordinator is aware of the shortcomings of a rolling programme over three to four years. She is revising the policies and is keen to collect a portfolio of pupils' work so that she can track for coverage and progress. She needs an opportunity to monitor so that she can support and develop these areas of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Standards are above those expected of pupils in Years 2 and 6. This is a significant improvement on standards at the time of the previous inspection when they were judged to be below expected levels. No lessons were observed in the classes for Years 3 to 6 and judgements are based on discussions with pupils and the subject leader and a review of teachers' planning.
116. Teacher confidence has improved through training and through the staff supporting each other. The subject leader is the headteacher and he provides strong leadership and encouragement to his staff. A key factor has been the accessibility of machines and the completion of the computer suite, which has generated further enthusiasm on the part of pupils and adults. These factors have contributed to improving the quality of teaching and learning and to raising standards. Additional staff training is planned.
117. Year 1 pupils gain confidence when they use a commercial word processing package. They understand the function of many keys, for example, backspace, shift, space bar and enter. Most can write a sentence with help. They used a pictogram package to make graphs in connection with a project on making kebabs in design and technology. Mother's Day cards were made using a paint programme. Keyboard skills are developed further in Year 2. Pupils are confident to use the cursor and most know the names of all the keys on the keyboard. They change the size and colour of fonts. In data handling higher achieving pupils make a binary tree to identify a range of plants and animals.
118. ICT supports learning in other subjects, for example, in science, numeracy and literacy. The school is building up a collection of suitable CD-ROMs to enable pupils to retrieve information in other curriculum areas to extend learning. Pupils are confident to use the Internet. For example, Year 6 pupils researched Greece as part of their topic in history and in English they used the computer to help understand spelling rules. Control work using a floor robot is linked with directional investigations in mathematics. Pupils in Year 4 set out their poems using columned work spread over two pages. Year 6 pupils have been supported to use spreadsheets as a means of sorting information. They know how to import pictures to illustrate their work.
119. The quality of teaching is very good overall with examples of excellence. In an excellent lesson in Year 2 the teacher demonstrated very good organisational skills as part of her classroom management strategies. She gave a very clear description of the requirements to import pictures into text using language that was very well matched to pupils' understanding. Her very good subject knowledge was evident and this gave pupils confidence as they discovered new techniques. Pupils successfully dragged illustrations and titled their work. They saved their work for editing on the next occasion they used the computer suite. Pupils in Year 1 thoroughly enjoyed discovering that machines can be controlled and that they follow instructions. They use important directional language, for example, forward 3, left 2 and right 1. The teacher cleverly extended learning when the class used a treasure map to discover treasure. Very good relationships in the classroom, together with the teacher's high expectations of pupils' work and attitudes made significant contributions to effective learning. A small number of simple rules that are known and respected by pupils help to underpin the successful use of the computer suite.
120. Discussions with pupils indicate that a high proportion of pupils have computers at home. They talk enthusiastically about the support they receive from older brothers and

sisters and this accelerates learning. The subject leader confirms that pupils are making very good progress in this area of their work and that they will enter the next phase in their education well prepared take advantage of the latest learning technology.

MUSIC

121. By the end of Year 2 standards are in line with the expected levels; at the end of Year 6 they are below. This maintains the levels set out in the previous inspection. Although some aspects of the subject have improved too many have not and generally pupils do not achieve as well as they should.
122. While approximately 40 pupils have small group tuition for guitar, violin, woodwind and brass instruments, pupils generally do not know enough about music. Pupils do evaluate their work satisfactorily, in Year 6 by recording their efforts, but do not know enough about composing and performing in the first place to produce satisfactory work. When pupils sing together as a school, they sing sweetly and in tune.
123. Two lessons were observed in Years 2 and 6. In Year 2 the teaching and learning were good and pupils achieved the expected levels. Pupils maintain a pulse and followed a graphic score that included rests and instructions to perform louder. Pupils' enthusiasm was very high as they followed their teacher's instructions and performed a piece depicting rain and wind. Pupils organised themselves well when selecting instruments and composing the third movement of their composition. Pupils' listening skills are well developed. In Year 6 pupils listen well too. In the previous lesson they had recorded their compositions in small groups and set about the process of improvement. Pupils had composed their pieces using a variety of instruments and had set down their compositions by drawing what each member of the group was to play. Pupils offered pertinent evaluations of each other's work and arrived at a number of solutions to improve their compositions; for example, using a key to denote the meaning of each symbol. They also realised that each group needed a conductor and some sort of time value. This section of the lesson proceeded well but pupils did not learn as much as they should because they lacked the musical knowledge and vocabulary that would have helped them develop their pieces. Because of this lack of progress the composing and performing skills of Years 2 and 6 were not substantially different.
124. A factor in this slow progress is the lack of teachers' subject knowledge subject and the lack of experienced subject leadership. Since the last inspection the previous subject leader has left the school and the present headteacher is acting in a care-taking role. The school has support from the local vicar who plays the guitar each week for singing assembly and these are well managed and productive.

PHYSICAL EDUCATION

125. By the end of Year 2 and Year 6 standards in physical education are above the level expected. This is an improvement on the standards at the time of the last inspection when they were described as barely satisfactory. Only games and gymnastics were observed during the period of inspection. The school has a high reputation for swimming which is taught in the autumn and spring terms only. The school uses the facilities of a local authority leisure centre in a nearby town. In addition to its own staff, the school pays for the services of a swimming instructor. Pupils focus on distance

awards and personal survival strategies. All pupils have achieved a 25 metres certificate over the past few years and many pupils swim considerably further. All pupils know the importance of water safety. In the school's achievement assemblies pupils celebrate gaining their swimming awards.

126. Pupils in Year 1 investigate travelling at different levels using narrow, wide and curled shapes. They show good awareness of safety and are careful not to run into each other and cause accidents. Teaching is good and lessons begin with challenging warm ups. Good quality planning promotes good pace in lessons and this stimulates pupils to put maximum effort into their work and this results in effective learning. Pupils listen carefully to their teachers and perform well. Good use is made of higher achieving pupils to demonstrate their skills. The pupils help their teacher to set out apparatus for group work. This work is completed quickly and safely. In Year 2 pupils work to improve their skills using a unihoc stick. They know how to hold the stick, and to pass and receive a ball. The lesson ended with a novel adaptation of the traffic lights game when pupils carried out a specific activity when the teacher nominated the colour of a traffic light. The frequent changes in activity reinforce learning.
127. The quality of teaching in Years 4 and 5 is very good. The lesson took place indoors because of poor weather and the teacher showed very good flexibility as she adapted her lesson to meet indoor requirements. Pupils worked hard at a range of timed activities including jumps, bench step-ups and skipping. The time targets very effectively encourage very good effort. Pupils practise skills and improve their precision and control. They helped each other counting the number of jumps and by offering encouragement. The teacher challenges the pupils very well. One boy commented at the end of the lesson that he was very tired and that "my legs feel like jelly." Pupils in the Year 5 and 6 class practise their athletic skills, throwing a variety of balls and refining their style in running. There were occasions in this lesson when pupils were still for too long listening to their teacher's instructions and consequently the pace of learning slows.
128. Pupils respond well to their teachers' high expectations of them. They want to succeed and develop their skills further. They demonstrate good attitudes to sportsmanship and are always ready to support their friends.
129. The subject is well managed. The subject leader is enthusiastic, has attended a range of courses to improve the delivery of the subject and has made significant improvements in provision since the previous inspection. The scheme of work has been completed and provides very good guidance for teachers. Award schemes for athletics have been introduced and this has enthused and encouraged pupils. Equipment has been reviewed and a programme of replacement awaits funding. She has sought the views of the pupils about their preferences in the physical education programme and used this information to shape their work while keeping within the requirements of the National Curriculum. After-school clubs are thriving and arrangements are in place for cricket coaching by representatives from the county cricket club.

RELIGIOUS EDUCATION

130. It was possible to observe only one lesson during the course of the inspection. This was in the class for pupils in Years 4 and 5. However, conversations were held with pupils and samples of their previous work examined. Based on this evidence, pupils' progress through the early and middle years is good. Attainment at the end of Year 2 is above expectations. However, progress slows in the last years and attainment in Year

6 is below the expected level. This represents an improvement on the standards reported in the last inspection at the end of Year 2, but a decline at the end of Year 6.

131. Pupils in Years 1 and 2 have a good understanding of significant events and celebrations in the Christian year and why they are special. They know about Baptism in the Christian faith and they consider similar ceremonies in the Jewish and Muslim faiths. They begin to understand and appreciate similarities and differences between these ceremonies and their importance.
132. They write in their own words about harvest around the world. They record in simple sentences about the sugar cane harvest in Java, the fish harvest in Nigeria and the rice harvest in China and Japan. Each pupil has produced an attractive booklet with illustrations on how rice is harvested. They learn about the importance of the harvest and how failure of the harvest causes calamities. They learn the importance of local communities and the need to share. Good teaching in these two years ensures pupils learn progressively and accurately specific religious events in Hindu, Sikh and the Muslim calendar. Terms such as Laylat-ul-Qadir, Id-ul-Fih are correctly spelt. When they are introduced to the Sikh faith pupils are introduced to the actual script in which Guru Granth Sahib is written. They learn the Mantra in Punjabi and write translations. This level of knowledge and understanding is above what would be expected at this age. Effective teaching, based on confident knowledge and understanding and excellent guidance, ensures high expectations and outcomes.
133. In the middle years, pupils increase their knowledge and understanding of other faiths, for instance they study in greater detail the specific significance of how Muslim and Christians pray and why certain rituals are important. They use technical vocabulary accurately. However, overall in Years 3 to 6, there is only a limited amount of written work in pupils' books. Over-reliance on worksheets limits pupils' learning. They do not record information in a systematic way and conversations with the older pupils indicate some confusion in their understanding. They could recall some colourful aspects but could not relate them accurately to a particular faith. Generally in Years 3 to 6, the standard of presentation and written work is not high enough. Teaching does not build on previous learning effectively.
134. Pupils have very open minds and are keen to learn about other people, their culture and faiths. They enjoy their visits to places of worship and they are actively engaged in raising funds for various charities.
135. Teaching Years 1 and 2 is good. Teachers plan well, research well and use artefacts and other resources effectively. They have high expectations in the way pupils organise their work and present it. Lively, enthusiastic teaching in Year 4/5 sparked interest in pupils when they considered how Muslim people pray and the meaning of each of the rituals. Teaching in the top years does not effectively build on pupils' prior attainment.
136. The curriculum co-ordinator has a very good understanding of the strengths and weaknesses. She has rewritten the curriculum guidance, which is exciting, interesting and logically developed. It is already making an impact on the standards in Years 1 and 2. New resources are being purchased. She is aware of the need for the pupils to have links with a school where there is a greater cultural diversity and is in the process of establishing this. She applied for, and was successful in getting, a bursary fellowship at one of the Oxford colleges and is now researching how to enhance pupils' spiritual understanding through religious education. She monitors pupils' progress and is building the staff's confidence. She is providing very good leadership.