

INSPECTION REPORT

HIGH MEADOW INFANT SCHOOL

Coleshill

LEA area: Warwickshire

Unique reference number: 125584

Headteacher: Mrs Marilyn Farnell

Reporting inspector: Kathryn Burdis
14809

Dates of inspection: 5th – 7th November 2001

Inspection number: 197747

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Norton Road Coleshill
Postcode:	B46 1ES
Telephone number:	01675 462312
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Harris
Date of previous inspection:	30 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathryn Burdis	Registered inspector	English Information and communication technology Art	Equal Opportunities What sort of school is it? How well is the school led and managed? What should the school do to improve further?
Angela Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Philippa Bull	Team inspector	Mathematics Design and Technology Music Physical Education	English as an Additional Language How well are pupils taught? How well does the school care for its pupils?
Moira Lauder	Team inspector	Science Geography History Religious education	Foundation Stage SEN The school's results and pupils' achievements How good are the extra curricular and other opportunities offered to pupils?

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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

High Meadow is a small infant school. It is situated in a small rural town of Coleshill in Northern Warwickshire. It caters for pupils in the Foundation Stage (Reception class) and Key Stage 1 (Years 1 and 2). The proportion of pupils entitled to free school meals is below the national average, as is the number of pupils identified as having special educational needs. No pupils have a statement of special educational need. Almost all pupils are of white UK heritage. English is the first language of all pupils. 64 pupils attend the school. At the time of the last inspection 91 pupils were on roll. The school has 29% surplus places, as the current Year 2 is a small class. When pupils start school their attainment is good and above the Warwickshire County average. Most pupils have attended the private nursery situated in the school before starting their formal education and are confident in their surroundings.

How good the school is

High Meadow is a good school. It is very effective in providing an interesting and stimulating learning environment where pupils develop their skills as learners. The quality of teaching is good, and in the Foundation Stage it is very good. Pupils' learning and well being are central to the work of the school. Leadership by the headteacher and subject leaders is very good. The curriculum is very well planned and good use is made of business partnerships and the local community to extend the range of experiences. Standards in reading, writing and mathematics have been well above average for both boys and girls. In the most recent tests, pupils attained levels in line with the national average in these subjects. The proportion of pupils attaining higher than average was well below that of similar schools. Pupils with special educational needs make good progress. Attainment in science is well above average. The school provides sound value for money and provides a very good quality of education.

What the school does well

- Good or better teaching across the school
- Very good provision for pupils in the Reception Class
- A purposeful environment where all pupils enjoy learning and develop very good learning skills
- Good leadership of the school and subjects of the curriculum
- A rich and varied range of experiences within and beyond the school community
- The involvement of parents in their children's learning

What could be improved

- Standards reached by the most able pupils in writing, mathematics and reading
- Teachers' marking to show pupils what they need to do to achieve the next step in their learning and to monitor the rate of pupils' progress
- Planning for school development and the governors' role in evaluating the impact developments have on pupils' learning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

High Meadow Infant School was last inspected in 1997. At that time many strengths were identified. The school has been successful in maintaining the good quality provision, including good leadership, teaching, care for pupils and links with parents and the wider community. Following the last inspection a detailed action plan was developed and implemented. The school is now very well equipped for information and communication technology (ICT) and pupils have good opportunities to experience the full ICT curriculum, and they make good progress. The provision for geography has improved and pupils build on their skills from one term to another. However the very high standards in English and mathematics reported in 1997 have not been maintained. The school has analysed the reasons why and has taken effective action. The school has good procedures for managing change and promoting school developments. It sets targets for pupil achievement and has a good capacity for further improvement. The role of the subject leaders is now very effective. School administration is now good. In addition to the improvements identified in the last inspection the school has introduced the National strategies for literacy and numeracy, the revised curriculum for the Foundation Stage and introduced the national performance management scheme. Provision has been further

improved with good links with two business partnerships. The School has achieved the Bronze Award as a Health Promoting School.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
Reading	A	A	B	D
Writing	A	A	C	D
Mathematics	A	A	C	E

Key

well above average A

above average B

Average C

below average D

well below average E

Attainment at the end of the Reception Class is above average. Attainment by the end of Year 2 in reading, writing and mathematics is in line with national averages overall. The proportion of pupils achieving Level 2 is above the national average. However, attainment for the more able pupils in the 2001 tests was below that which might be expected, especially in writing where no pupil attained Level 3. (These statistics relate to a very small number of pupils who did not achieve Level 3 in the tests, as their teachers had predicted). This brings the school's overall performance in 2001 to below that of pupils in similar schools. However, pupils in the current Year 2 are already working at the national average and are predicted to achieve the higher levels in the 2002 tests. Attainment in science is above average.

Pupils' attainment in ICT is at least in line with the national expectation and attainment is above the national expectations in history, geography, physical education (PE), design and technology, religious education (RE) and art. During this inspection, there was insufficient opportunity to judge attainment in music, but a rich and varied range of music experience is provided.

Targets set for English and mathematics at the end of Year 2 reflect sufficiently high aspirations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their learning and respond very well to the range of activities their teachers provide.
Behaviour, in and out of classrooms	Very good. Pupils are thoughtful and caring of each other and very polite to all adults, including visitors to the school.
Personal development and relationships	Very good. Pupils have many opportunities for taking responsibility and for showing initiative. Relationships are very good across the school.
Attendance	Above average.

Pupils' willingness to learn and high level of motivation when tackling their work are a major strength. The school ethos and personal, health and social education (PHSE) programme promote pupils' awareness of the impact of their actions on others and pupils are very thoughtful and caring to those around them.

TEACHING AND LEARNING

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

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

The quality of teaching is almost always good or better. In the Reception Class it is very good. Teachers' knowledge of how pupils learn is very good. All teachers use a good range of teaching methods that motivate and interest girls and boys and those with special educational needs. Teachers plan well for the different abilities of the pupils in their classes. Reading and writing and the use of number are taught well, with careful planning, good use of resources and effective deployment of teaching assistants. ICT is taught well. Teachers and teaching assistants work together very effectively to ensure all pupils' individual needs are met. Teachers carefully plan work for pupils with special educational needs within the context of the class activities. Pupils become effective learners from an early age. Their high levels of interest, concentration and independence cultivated in the Reception Class and in Years 1 and 2 are strengths of the school. However, occasionally the pace of learning is insufficiently challenging for the more able pupils and they do not make enough progress in a lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides an interesting and relevant curriculum enriched by experiences beyond the classroom. Statutory requirements for both the Foundation Stage and Years 1 and 2 are met. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Targets are set and appropriate work planned. Teaching assistants have a positive impact on children's learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good. Provision for spiritual and cultural development is good, with activities planned into the curriculum to promote pupils' understanding of the world around them. Opportunities are provided to raise pupils' awareness of living in a multi-cultural society.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' personal development are very good. Pupils' academic performance is monitored regularly and there are good systems for involving pupils, parents and teachers in discussing academic progress. Information about what children already know is not always used well enough to plan the next steps in learning.

The school has very positive relationships with parents. They are actively involved in their children's learning. The curriculum is carefully planned to provide a good range of learning experiences, both within the school and the wider community. There are effective links with partner schools, local businesses and faith centres. There are good systems for supporting pupils within a safe and stimulating learning environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. Very good educational leadership by the headteacher and subject leaders. Good developments in the role of the subject leaders who monitor the provision well. Planning for longer term improvement is less well developed.
How well the governors fulfil their responsibilities	Supportive and developing their role. Governors effectively monitor provision. They need to develop further their approaches to evaluating the impact of the work of the school.
The school's evaluation of its performance	Good systems for monitoring and evaluating the quality of teaching. Pupils' performance is analysed and action taken when necessary. There is insufficient focus

	on evaluating the impact of these actions on pupils' learning.
The strategic use of resources	Good use is made of available resources to promote pupils' learning.

The school is very well staffed with good teachers. Teaching assistants receive appropriate training and make a positive contribution to children's learning. The accommodation is very good and a wide range of good quality resources supports learning. Leadership and management are effective in ensuring the schools aims and values are communicated to all members of the school community and in ensuring that everyone's efforts are focussed on the pupils and their learning. Governors need to make more use of available data for comparing the school with similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school works closely with parents • Teaching is good • Behaviour is good • Their children make good progress • The leadership of the headteacher • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • No areas for improvement were identified either at the parents meeting or through the parents' questionnaires.

A very high proportion of parents returned the questionnaire (61 out of 64 questionnaires sent out). In all aspects, all parents expressed high levels of satisfaction with the school's provision. The inspection team endorses the parents' positive view of the school, except for issues relating to the rate of progress of the more able pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection, the attainment of both boys and girls in reading, writing, mathematics and science was very high. High standards in national tests were sustained in 1998 and 1999 but in the last two years these very high standards have not been maintained for all pupils. The school is doing less well in national tests when compared with similar schools in reading, writing and mathematics. Standards in science continue to be above average. Teacher assessments in 2001 show that the school is well above the national average for pupils achieving Level 2 and well above average at Level 3 in science. Attainment in ICT has improved and pupils attain levels that are at least in line with national expectations.
2. Analysis of the 2001 test data identifies that the school continues to do very well in comparison to other schools in ensuring that almost all pupils attain the nationally expected Level 2 in English, mathematics and science. However, over last two years the school has not maintained the proportion of pupils attaining the higher Level 3 in reading, writing and mathematics. When compared to similar schools, the proportion of pupils gaining these higher grades is well below average. Further analysis of the 2001 results shows that this relates to a small number of pupils who did not attain Level 3 in tests for writing and mathematics as predicted by their teachers.
3. Inspection evidence indicates that the school promotes effective learning and good attainment in all subjects except ICT, where attainment is satisfactory. Attainment is good in personal and social development and in developing very positive attitudes to learning. In the Reception Class attainment is above the national expectations in all areas of learning.
4. When pupils enter the Reception Class their attainment is above average. They have good mathematical, reading, writing, speaking and listening and skills. The majority of children have achieved the appropriate levels in personal, social and physical development. Very good teaching in the Reception Class ensures that children build on their skills, and a significant majority of children attains or exceeds the expected standards by the time they start Year 1.
5. The introduction of the national literacy and numeracy strategies has had a positive impact on pupils' attainment and learning. In individual lessons and over a sequence of lessons pupils in Years 1 and 2 build on their knowledge, skills and understanding very effectively. Pupils with special educational needs make good progress. However, teachers do not always plan sufficient challenge into the work for higher attaining pupils or ensure they apply previously learnt skills. Whilst work is always planned for the different levels of ability in each class, the amount of work expected from higher attaining pupils is sometimes insufficient.
6. The progress the majority of pupils make is at least good and is influenced by the overall good quality of teaching. In all subjects, pupils across a broad ability range make good progress. This is due to the effectiveness of the teaching, and to the interesting and stimulating activities and experiences provided to engage and involve pupils in their learning. The progress made by pupils with special educational needs is good.
7. The majority of boys and girls, regardless of age, ability or background demonstrate their concentration, interest and enthusiastic responses to the support and challenge provided. They take part in activities and tasks eagerly and work well in collaboration with each other.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning and the values the school promotes are a strength of the school. The school is an orderly and well-mannered community. Pupils are very well behaved both in lessons and around the school. They are enthusiastic about coming to school and are friendly, courteous and willing to talk to visitors. They show respect for their surroundings. No bullying was observed during inspection. There are no incidences of pupils' exclusion from school.
9. Pupils' attitudes to learning are very good. This is most noticeable when teaching is particularly stimulating. On most occasions pupils work enthusiastically and co-operate well with each other and the adults in the classroom. They ask questions and are eager to give answers and demonstrate that they are capable of concentrating well. Pupils' willingness to learn and the high level of motivation when tackling their work have a positive impact on their

progress and are a major strength. Teachers and teacher assistants provide very good levels of support. Relationships at all levels are very good.

10. Pupils respond very well to opportunities to take initiative and responsibility. Their personal development is very good. For example, they use available technology, such as tape recorders and computers, very sensibly. Teachers actively foster the development of pupils' personal and social skills. By the time they are ready to leave the school, most pupils are growing in self assurance and maturity and can confidently talk about their work in school. They are given very good opportunities to reflect on the impact of their behaviour and actions and they learn to share and take turns from an early age. For example, pupils help teachers with class routines such as returning registers to the office after registration and Year 2 children are encouraged to take responsibility for delivering milk to all classes.

11. The school ethos and personal, health and social education (PSHE) promote pupils' awareness of the impact of their actions on others and they are very thoughtful and caring to those around them. Good opportunities for pupils to extend their social skills and personal development come through participation in activities beyond school and extra-curricular activities such as the ICT club and football tuition for both girls and boys. Pupils are also involved in supporting charities such as UNICEF, Christian Aid, Water Aid and, at Christmas, the Children's Society.

12. Attendance is above average by national standards and there is no recorded unauthorised absence. Most pupils are punctual in arriving at school and settle to lessons promptly. Registers are marked quickly at the beginning of the morning and afternoon sessions. The recording and subsequent storage of attendance information is in accordance with legal requirements.

HOW WELL ARE PUPILS TAUGHT

13. The quality of teaching is good overall and is very good in the Reception Class. In over three-quarters of lessons seen teaching was good or better, a quarter of which were very good or better. In the remaining lessons teaching was satisfactory. The school has maintained the high standard of teaching seen at the last inspection and has improved the quality of teaching in ICT and geography.

14. Teaching in the Reception Class is very good. A purposeful atmosphere is established and very good relationships between children and adults are evident. Teaching is skilled at sustaining the attention of young children, using a range of approaches. Clear objectives are set and teacher assistants and parents provide valuable support in helping the children achieve them. Teaching is very effective in providing opportunities for children to explore, experiment and discuss ideas. Good use is made of both the inside and outside classroom.

15. Features of good and very good teaching were seen in all classes and across subjects. Teachers are very knowledgeable about how pupils learn and the planned activities appeal to boys and girls and pupils with special educational needs. In the most effective lessons teachers explain to the pupils what they are going to learn, use resources very well to focus pupils' attention and support learning. Teachers across the school have good subject knowledge and plan effectively for all subjects. Lessons are always well structured, with a planned sequence of activities, building on pupils' skills and providing opportunities for these skills to be applied. Occasionally the planned activities do not challenge higher attaining pupils to do sufficient work within an agreed time.

16. Numeracy is taught very well. Teachers' planning is clear and detailed, showing what pupils of different abilities are to learn in a lesson. Resources are good and used well to provide practical and investigative activities. Teaching of literacy is usually good, providing pupils with good opportunities to develop their speaking and listening skills and apply their writing and reading skills in many contexts across the curriculum. Teachers teach phonics well, building effectively on what pupils already know.

17. Teachers insist on high standards of behaviour and communicate their expectations clearly. They manage pupils very well, providing opportunities for them to become involved in discussions and activities as a whole class or small group. Pupils work with interest and enthusiasm concentrating well on tasks set. They have very positive attitudes to learning, listening attentively and responding appropriately. Pupils are encouraged to be independent and demonstrate good independent skills from an early age. Teachers deploy support staff effectively, providing them with clear guidance about the lessons objective and the specific help they are required to give. The teaching assistants work well with pupils, promoting effective teaching and learning.

18. Teachers use assessment information well to plan appropriate activities to build on and extend learning. They track pupil progress, recording gains in knowledge and skills in all subjects at least termly.

19. Teachers and teaching assistants work well together to ensure all pupils' needs are met. Pupils have wide ranging and varied needs and teachers approach the challenge of providing for all pupils with commitment and enthusiasm. They frequently set work at different levels of attainment so that all pupils, including those with special educational needs, can take a full part in the lesson. These pupils are also supported in the lessons by the special needs co-ordinator (SENCO) and teaching assistants, who focus on work linked to the targets in their Individual Education Plans (IEPs). Progress made by pupils with special educational needs is good.

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

20. At the time of the last inspection, statutory requirements for ICT were not being met and there was concern that pupils did not make appropriate progress in geography. Since then, all aspects of the curriculum have been improved, ensuring that the quality of provision for pupils is now very good.

21. A rich and relevant curriculum is provided which meets all statutory requirements, including those for pupils in the Reception Class. The skills, expertise and interests of the teachers enhance the quality of the curriculum provided across the school. The curriculum is planned very well to provide a broad range of motivating, stimulating and relevant activities to support and challenge the needs and interests of pupils, including those with special educational needs. The school is sensitive to the need to provide pupils with opportunities to learn about the range of cultures and religions in the world beyond school.

22. The national frameworks for the Reception Class and Years 1 and 2 form the basis for the school's curriculum, which is well planned overall. There is an appropriate emphasis on English, mathematics and science. There are good reading and writing and mathematics links with other subjects, such as ICT, science, history and geography. The policy and planning now being implemented for ICT is having a positive effect on teaching and learning across the curriculum for pupils of all ages and abilities.

23. The school is very successful in ensuring that the curriculum is inclusive of and equally accessible to boys and girls of all abilities. The full range of curriculum activities and experiences is made available to every pupil. Provision for pupils with special educational needs is good and these pupils take a full part in the work and life of the school. IEPs identify appropriate targets for their learning. There is planned and effective provision for some pupils from a local special school to be integrated for some lessons.

24. A well planned whole school approach to personal, health and social education and citizenship has been introduced since the last inspection. Very good support for pupils' personal development exists in the everyday life of the school through lessons and 'circle time'. The governors have adopted appropriate policies for sex education and drug awareness. Very positive staff-pupil relationships enable teachers to address sensitive or difficult issues as they arise, frequently using opportunities that occur naturally in class work. Attention is given to drug misuse through references to keeping safe and healthy. The school works effectively to the principles of a health-promoting school in which pupils' self-esteem and well-being are central. A good example of the effective planning to support PSHE and citizenship development is the use made of the mobile class and resources of the Life Education Centres 'Heart of England – helping children to make healthy choices'. This facility supports the progress in learning in a most enjoyable and stimulating way, building on pupils' previous knowledge, skills and understanding.

25. The school provides a good range of extra-curricular activities at lunchtime and after school, which include an ICT club, recorder and football tuition and 'Fit n' Sporty' sessions. Arrangements to have visitors and visits out of school are very well planned and are particularly effective in their support of the curriculum. Visitors include a touring theatre group, a mother and baby and an adviser from the local education authority multicultural service. Visits are made to local places of worship, local museums and other places of historical, geographical and scientific interest. All these activities enrich the quality of the school's curriculum.

26. The local community contributes significantly to pupils' learning through the well-planned programme of visits and visitors, including the use of the local parks, streets, shops, houses and places of worship to support history, geography, science and RE studies. There are very good links with the out of school club, nursery and mother and toddler group that use the school facilities. The curriculum provision is very effectively enhanced by the educational

business partnership. Careful planning, linking the current school based topic to a local business develops pupils' understanding of the world of work. There is good liaison with colleges of further and higher education, with student placements being a regular feature in the life of the school. Productive links have been established with the primary school to which most pupils transfer. Pupils have a range of opportunities to visit and share in the life of the primary school, including a 'Building Bridges' curriculum project.

27. The good provision identified in the last inspection for pupils' personal, spiritual, moral, social and cultural development is being maintained, and is a strength of the school. The support for personal development overall is highly effective, promoting and developing pupils' self-esteem and self-confidence and helping them to see themselves as special citizens of their own community and of the wider multicultural society. RE and the PSHE programme make strong contributions to these areas of development. The calm and orderly atmosphere in and around the school supports all aspects of pupils' personal development very well. Provision for spiritual development is good. Through the daily life and work of the school, RE, assemblies and collective worship, pupils are well supported in their development and understanding of values and beliefs. Pupils are provided with opportunities to consider what people believe, developing their knowledge and understanding of a range of world faiths, customs and traditions.

28. High standards are set for pupils' moral development. Pupils are made fully aware of the importance of being fair and reasonable, and being respectful of others and their school environment. Behaviour in class, around the school, in the playground and on visits is very good. Provision for the social development of pupils is very good, within the caring and supportive school ethos. The school has a positive and active approach to promoting cultural development. A range of interesting and enriching activities and experiences are integrated into the planned programme of work. The school is successful in developing pupils' knowledge and understanding of the cultural customs and traditions of their own community and of the cultural and ethnic diversity of their multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school is a safe, caring environment in which pupils' health, safety and well-being are high priorities. All staff, both teaching and non-teaching, know their pupils well and supervise them carefully in all activities in and out of school. Relationships between teachers, pupils and support staff are very good, contributing positively to pupils' learning and personal development. The school has maintained the provision identified as a strength in the last inspection, and continues to provide good support for all pupils.

30. The school's procedures for child protection, welfare and health and safety are good. The school promotes pupils' health and safety very effectively through its policies and curriculum, as seen in Year 1 and 2 PE lessons where pupils were very aware of the issues surrounding the safe use of the large apparatus. The school's approach to promoting positive behaviour is very good, and pupils respond very well and are clear about expectations and boundaries. Procedures for monitoring pupils' personal development are also good. Pupils are aware of their individual personal targets and are beginning to evaluate their progress towards achieving them.

31. The school has developed good procedures for monitoring attendance and has recently introduced an electronic system to support this. The new system should make the evaluation of available information easier, enabling the school to identify any potential problems and target them appropriately.

32. Arrangements for assessing pupils' attainment and progress are generally good. There is an effective, half termly system of assessment for all subjects. The assessments in English and mathematics are closely linked to the national strategies, and indicate what pupils can do. These are used to assess pupils' progress against targets that have been set. Pupils are aware of their own targets and their progress towards achieving them. Pupil targets and progress are also discussed regularly with parents. Marking of pupils' work is consistent across the school but is limited in its provision of feed back to pupils. It focuses mainly on presentation and the completion of tasks set and does not identify the skills the pupil has used or the next steps to be taken to improve further. Consequently pupils do not know what more they have to do to improve their work

33. Teachers use assessment information to plan lessons and monitor pupil progress. However, it is not always used well enough to ensure all pupils make good progress. The more able pupils are not consistently challenged to build on their skills within a lesson to enable them to achieve the higher levels at the end of Year 2.

34. The school's assessment procedures for monitoring the progress of pupils with special educational needs are good. Teaching assistants and the SENCO monitor progress against targets laid down in the pupils' individual education plan. These are reviewed regularly by the SENCO and the class teacher. Teachers generally build these individual targets into class activities planned for pupils of different abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school enjoys very good and effective links and partnerships with parents and the community, providing very positive support for pupils' learning. Relationships with parents are even more positive than at the time of the previous inspection. The headteacher places a high importance on developing relationships with home and she is creative in the range of strategies used to promote good communication. The inspection team endorses the parents' positive view of the school except for the issue relating to the rate of progress of the more able pupils.

36. The quality and quantity of information the school provides for parents and carers is very good and helps them to support their children's learning at home positively. The format for school reports provides parents with a range of general information and comments on pupils' efforts, and this is satisfactory. However, they do not show how well a pupil has progressed, for example, by giving levels of attainment such as National Curriculum levels, nor do they show the next steps in learning and what pupils need to do to improve. Parents' meetings each term provide very good opportunities for parents to discuss their children's progress and attainment. These are supplemented each term by parent-teacher-child interviews that allow the pupils to share their good work, achievements and feelings with teachers and parents, and to discuss progress towards their personal targets.

37. Parents with children with special educational needs are kept well informed and are aware of the targets set for their child. The school's open-door policy for any parent or carer promotes a genuine feeling of partnership between home and school in promoting pupils' learning and well-being. The parents' involvement in their children's learning is very good. They are encouraged to help in school and frequently accompany pupils on school trips. Some parents are willing to train in order to help with specific activities such as the 'Fit 'n'Sporty' club. Reading diaries provide a good link between parents and teachers, giving an opportunity to exchange written comments on pupils' progress.

38. Parents, carers and friends of the school attend school concerts and are very supportive of school events, such as the Celebration assemblies, Christmas performances such as Fishing for Stars and Sports day. There is a very successful Parent, Teacher and Friends Association (PTFA). All these many links between the school and parents and carers make a very positive contribution towards the quality of pupils' learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The effective leadership and management identified in the 1997 report have been maintained. The headteacher provides very good educational leadership. She leads by example and her tireless involvement at all levels of school activity ensures that the school aims and values are reflected across the school's provision. She communicates her vision and expectations to teachers, governors, parents and pupils and they all share in the commitment for a successful school. All members of the school community are highly valued, and adults and pupils interact very positively promoting pride in the school and its achievements.

40. The process of managing change is effective. Since the last inspection the school has introduced the national strategies for literacy, numeracy, and ICT and implemented the new curriculum for the Foundation Stage successfully. Earmarked funding has been used well to support these developments. Performance management has been introduced well. These initiatives have been addressed in a measured, thoughtful way, ensuring all staff are involved and skilled in implementing major curriculum initiatives. These are having a positive impact on pupils' learning.

41. A detailed action plan was produced following the last inspection and the issues identified at that time have been addressed fully. These improvements are having a positive impact on pupils' achievements in ICT and geography, and teaching in these areas is now good. The subject leader for these subjects continues to monitor and evaluate provision effectively and identifies in subject action plans the next steps for continued improvement, including opportunities for staff training.

42. Concerns identified in relation to the daily routine administrative tasks and record keeping of expenditure have been fully addressed. New technology and appropriate software ensure that the school administrative assistant is able to undertake these functions very effectively. Income and expenditure is monitored regularly. The new technology is not used as yet to analyse test results and track progress towards targets set.

43. The role of the subject leader has continued to develop and there is now very effective subject leadership. There is a clear policy for the role of the subject leader and all teachers carry out their responsibilities thoroughly. The headteacher allocates time for them to carry out their management responsibilities and this has resulted in the regular review of policies, planned monitoring and opportunities to evaluate the provision, including the quality of teaching. An annual subject action plan is produced as a result of their analysis. The strong team approach to school development underpins effective support for teaching and non teaching staff, ensuring that all staff are confident in their roles in delivering the curriculum.

44. The governing body continues to be very supportive and fulfil fully its statutory responsibilities. Members of the governing body bring a good range of expertise and skill. However, currently they are four members short and there are some relatively new governors. Under the direction of the headteacher, they have taken sensible decisions to maintain their role whilst they are short of governors. There are appropriate committees that meet regularly to monitor the budget, the school's provision and agree the direction of the work of the school. There are nominated link governors for literacy, numeracy, ICT and SEN. They have a sound understanding of the strengths and weaknesses of the school and a high priority is placed on providing as many teaching and non teaching staff as the budget will allow.

45. Governors have not evaluated sufficiently the impact of their decisions on pupils' learning when holding the school to account for its achievements. The governors rely too heavily on the headteacher and subject leader reports for information about the school. Governors are aware of the importance of ensuring that they spend the money available to the school wisely. However, they do not always monitor the impact of their spending decisions on pupils' learning. For example, they allocated generous funds from their contingency budget to maintain a high adult: pupil ratio in the last financial year but have not evaluated the cost effectiveness of this spending decision on children's attainment. They have been insufficiently focussed on holding the school to account for standards in the core subjects.

46. The school is very successful at bidding for and obtaining additional funding from public and private sources. This money and specific grants are used appropriately to improve provision for pupils, for example to the school grounds and in the provision of additional computers. Priorities for the use of these funds are identified as a result of staff discussion each year. However, in the absence of a longer term strategic plan for school improvement, it is difficult for the governors to plan systematically for the use of this money.

47. The headteacher is the SENCO and the provision for pupils with special educational needs is managed well. However, the headteacher acts in the role of support teacher for individual pupils and this is not the best use of her management time. The school is committed to inclusion and makes good provision for all pupils on roll. It has developed links with a local special school. Two pupils from this school attend High Meadow for a short time each week and are well supported by staff from their own school.

48. Overall, the management of the school is good. The staff and governors have a strong commitment to promoting a high quality of education and provision for all pupils. They review and reflect on the quality of provision and identify appropriate actions where areas of development are identified. However, the school has been insufficiently rigorous on evaluating the impact of school improvement activity on the standards pupils achieve, and attainment has not kept pace with improvements nationally.

49. The school is well staffed with both teachers and non teaching staff. Provision in the Foundation Stage is managed very well. Resources for learning are used very effectively. Teachers use the good level of accommodation to create a lively learning environment that has a positive impact on pupils' learning.

50. Although subject action plans have a three year overview, the school improvement plan is only a one year plan. Given the fluctuations in pupil numbers, the governors need a longer term plan to inform a strategic view of the developments in the school. This last financial year a surplus funding was spent on maintaining high staffing levels; this is not sustainable in the longer term. A longer term plan is needed to plan strategically for fluctuating pupil numbers.

51. Although the costs per pupil are high and results for higher attaining pupils in national tests are below average, the school continues to provide a rich and varied educational experience for its pupils. It provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. To continue to provide the high quality of education and ensure all pupils make good progress the school and governing body should:

1. Improve planning for the more able pupils to enable them to develop the skills needed to achieve higher standards in writing, mathematics and reading. (Paragraph 3,5,6,15,33,64,67,73,,81).
2. Improve teachers' marking to show to pupils what they need to do to achieve the next step in their learning. (Paragraph 32, 33, 43,71,102).
3. Develop planning for school developments in the longer term. (46,50).
4. Promote governors' role in evaluating the impact of developments on pupils' learning. (Paragraph 46,51, 88).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	8	2	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	64
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	8

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97(100)	97(100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97(100)	97 (100)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	64
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	16
Average class size	21

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	211,181
Total expenditure	222,906
Expenditure per pupil	3,184
Balance brought forward from previous year	35,766
Balance carried forward to next year	24,041

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	57	36	0	0	5
Behaviour in the school is good.	72	23	0	0	5
My child gets the right amount of work to do at home.	48	51	2	0	0
The teaching is good.	69	30	0	0	2
I am kept well informed about how my child is getting on.	59	38	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	67	33	0	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	62	34	0	0	3

Summary of parents' and carers' responses

Both the parents' meeting and questionnaires reflect parents high level of satisfaction with the educational provision offered by the school. Parents are clear about the strengths of the school and the ethos it promotes, which they value highly for their children. They appreciate the warm friendly response they receive on visits to the school for any reason.

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

53. In the Reception Class, the children receive a very good start to their schooling. The provision for this year group is a strength of the school. Since the last inspection, changes have been required of all schools in relation to the curriculum entitlement of children in the Foundation Stage. These requirements have been addressed well. There is a very good range of quality resources and the accommodation, both in and out of doors, supports learning very well.

54. When children enter school, the initial assessments show that their levels of attainment in personal, social, physical, mathematical and language and literacy developments is above average. The quality of teaching is very good and, as a result, children make very good progress. A significant majority of them will have achieved or exceeded many of the early learning goals when they enter Year 1. The very effective planning of the learning programme takes account of children's attainment and builds on it. The design of the programme is imaginative, stimulating and motivating and the children are very interested, excited and involved in all that they are asked to do. There is a very good balance of adults directly teaching the whole class or groups and of adults supporting children to practice skills and to develop knowledge and understanding. There are opportunities for children to be totally independent in making choices about their own learning.

Personal, social and emotional development

55. Children's attitudes and skills in personal, social and emotional development are very good, with very good relationships formed with adults and with each other. Parents and the adults working in the class all encourage positive attitudes to school. The atmosphere in the class is one that helps children to succeed and where they are willing to try new things even if they make mistakes. They have very good attitudes to their work and play, moving eagerly to tasks, concentrating and persisting in what they are doing, frequently chatting, smiling and laughing in their enjoyment. Boys and girls are well behaved, have an understanding of what is right and wrong, and are very considerate of each other. The adults provide good role models as they treat all children and adults respectfully and politely. The children follow this model and this helps them to understand different points of view and the feelings and needs of others.

Communication, language and literacy

56. There are many well-planned and spontaneous opportunities for speaking and listening. For example, boys and girls negotiate with each other to share building blocks when asked to build a tower. They can describe to each other and to the teacher assistant how and why they are using the bricks in their constructions. Language and literacy is taught well. Elements of the national literacy strategy are used to good effect. A good understanding of letters and sounds is developed in word and sentence work and in the sharing of texts, using familiar stories and rhymes. Children are encouraged to join in the reading of a text. Children recognise rhyming words and initial sounds in words. Some children can accurately identify the missing final sound of words and select the correct letter from a set of letters to complete the words. Boys and girls enjoy listening to a story and show eagerness to join in. There is a good supply of fiction and non-fiction books readily available for their use. Books are also placed on displays which attracts children to read them.

57. The adults provide very good support to the boys and girls to be writers. They support the children's story writing, initially by writing it for them or printing it out on the computer. Further support is given by having a good supply of writing implements and papers in a writing area where they 'can have a go'. A significant majority of children will achieve the early learning goals in the aspects of communication, language and literacy, and a significant number will exceed those goals by the end of the Reception Year.

Mathematical development

58. There is very good provision that ensures that all the aspects of mathematical development are being taught well through an interesting and challenging programme for number, shape and measures. Very effective teaching supports the very good progress which children of all abilities make towards achieving the early learning goals and, for a significant number, in exceeding those goals. Well-planned activities and tasks are effective in providing opportunities for boys and girls to practise, consolidate and master their number skills. A puppet is used to very good effect in catching the interest of the children and they have to teach him about the ordering of numbers on a number line, much to their delight. There is clear and appropriate planning in place to support groups of children of varying abilities. Some children are able to find numbers between 1 and 10 from a set of number cards and put them in the correct order. More able children can count accurately to 10 and then to 30. They are able to identify numbers that are bigger than or smaller than a given number. A strength of the mathematics programme is the very practical opportunities children have to handle small objects. A good example of this was a task in which two boys were hitting a target on a wall outside with play darts and noting the number they had hit on a chalkboard on the wall.

Knowledge and understanding of the world

59. A very well planned and taught programme of topics across the year provides a rich and varied experience in exploring and investigating. This is effective in satisfying the natural curiosity of young children in the development of their knowledge and understanding of the world. In particular, the topic 'All about me', which has their five senses as the central theme, provides a very effective variety of experiences. Boys and girls develop very well their scientific understanding of change by baking 'gingerbread men' and describing the smell and taste of the baking in drawing and in writing. They sort and match items on a display table according to which sense they represent and record their decision using a selection of printed labels. In the same topic, the children have very good opportunities to consider significant times in their own lives, such as their Christening, and have a realisation of their personal history since they were babies until they came to school. Thus, they are making good progress in their understanding of the passage of time in a historical context. They have a good awareness of where they live and the types of houses they live in. In the development of their sense of place, children use a good range of activities to talk about and design and make houses in their 'Homes' topic, including houses for the 'Three Little Pigs', linking their geography skills with those of design and technology. Adults give good support in the aspect of learning of ICT. The children are encouraged to have an understanding about their own beliefs and culture and to respect those of others. A good example of this was the work related to the Christenings of babies and older children in different types of churches.

Physical development

60. Children's physical development is very good and activities and tasks are planned and taught very well to extend their physical skills. With this planning in place the children will at least meet the early learning goals by the end of reception year. They have many opportunities to support the skills they require for good handwriting and to use in their art and design and technology work. Many children are already forming letters well in examples of their written work. Girls and boys of all abilities move freely and safely with confidence, imagination and pleasure as they work in the outside area or have sessions using large apparatus for climbing and balancing. They demonstrate their ability to move with control and co-ordination as they move around the classroom and outside, developing a good sense of space. They do not bump into each other, furniture or equipment and are considerate and careful of each other as they change groups.

Creative development

61. Creative activities are taught very effectively and support children's good progress in the development of art and music, of their imagination and of their ability to respond in a variety of ways to what they have seen, heard, smelt, touched or felt. To make interesting collages, pictures and portraits, children practise a range of skills in using equipment, for example, in working with paintbrushes, scissors, paste and glue, and they use man-made and natural materials, such as, fabric, sequins, wood, feathers, wool, pasta, paints and pastels to very good effect. Their portraits of themselves, linked to their topic 'All about me', showed good use of colour mixing for different skin tones. Pupils of all abilities listen to music and sing with great enthusiasm. In the rendering of 'Keep on dancing' children sang with gusto, holding the tune and showing that they knew the words. As they sang, they used body movements which allowed them to develop physical and musical skills together. Children also have opportunities to play musical instruments that allow them, not only to manipulate the instruments, but also to express their ideas and feelings. A

small group of girls used their imaginations well as they took on 'pretend' roles when they played together in the 'Three Bears Cottage' during a numeracy session.

62. In the Reception Class, children with special educational needs or who are at an early stage in any aspect of their development are well supported. All boys and girls have full access to each of the areas of learning and are encouraged and helped by adults who know them well to develop, consolidate and master their knowledge, skills and understanding across the all the areas of learning.

ENGLISH

63. Standards in national tests have not been maintained since the last inspection. There has been a downward trend over the last two years. However, the proportion of pupils attaining the national average at the age of seven continues to be above the national average. The school has not maintained the high proportion of pupils attaining Level 3 in writing. In 2001, no pupils achieved this level, although teacher assessment had predicted that 26% would.

64. The school continues to ensure that the majority of less able pupils attain the national average in speaking and listening, reading and writing in national tests but is less successful in ensuring that the more able pupils are able to demonstrate their skills. In the main, girls exceed boys, but over time both have performed above the national average. Pupils with special educational needs are well supported and attain appropriate levels.

65. English is taught well overall. The planned activities are carefully designed to ensure that pupils build on their knowledge or skills within a lesson. A major strength of the teaching is that work is set in interesting and relevant contexts and reinforces learning from other areas of the curriculum. Girls and boys know how to refer to the contents page, can identify the author and publisher of a book and know the difference between fiction and non fiction books. Teachers use subject vocabulary well and pupils understand that non fiction and information books are the same thing.

66. Since the last inspection the school has introduced the national literacy strategy. The teachers plan very thoroughly and from the strategy and extend the English curriculum with additional opportunities for reading, library skills and drama. Good opportunities are planned to extend reading and writing skills in subjects across the curriculum and in homework. Parents are very supportive in helping children with their learning.

67. In lessons, teachers plan for the range of abilities in their class and are effective in providing good resources to support the learning of lower and middle attaining pupils. The activities for more able pupils are appropriate, but there is not always sufficient pace or opportunities to build on previously learnt skills to ensure these pupils make very good progress. Good use is now made of ICT as a tool to support and consolidate pupils' skills and they independently and confidently log on, load appropriate programmes, practise a skill, for example rhyming words, log off and print out their work as a record.

68. Pupils attain above average standards in their reading. Pupils enjoy listening to stories and have a good range of books and story tapes to interest them. Already, at this stage of the year, pupils in Year 2 are fluent readers and can read with expression. The school creates a positive book culture, with activities such 'Drop Everything and Read' at the end of the lunch period and before the afternoon session begins. Teachers teach phonics regularly and provide practical resources for those pupils who need it to practise and reinforce new letter sounds. Spelling is usually good, although the standard has not been maintained in national tests. Pupils are taught to make use of dictionaries and given confidence to 'have a go' at spelling a word. By Year 2, pupils spell many common words correctly and make phonetically plausible attempts at new words.

69. When pupils enter Year 1 they have good speaking and listening skills. The approach to learning and the very good relations within each class enable pupils to build and extend their skills. Opportunities to discuss, investigate and explain their work, for example in a science experiment on shadows, offered further opportunities for pupils to gain in confidence and extend their speaking and listening skills. Teachers identify and use key vocabulary for the subjects and ensure the pupils understand new words and can use them when talking about their work.

70. Pupils' written work is often above average. Pupils are able to use capital letters and full stops, and more able pupils write interesting and lively poems in the style of a poem they have read. Pupils' writing conveys meaning

when they are recording information or writing a story. Pupils' attitude to their writing is very good. A strength of the teaching is that teachers plan a sequence of lessons that build on pupils' learning. This ensures that pupils have the skills to complete a task successfully. They enjoy writing as they work independently, organising their materials and completing the written task within the allotted time. There is regular handwriting practice, but pupils do not apply this new skill in their writing across the curriculum

71. Teachers monitor and assess pupils' learning regularly, but do not offer helpful enough advice to individual pupils about what they need to include in their work to improve its quality and to discuss with the pupils whether they think they have achieved their target.

72. The subject is well managed. There are many strengths in the teaching of English. However, teachers do not tell children clearly enough what skills they will be looking for in the work when it is marked. Consequently children do not always remember to apply skills they have previously learnt in their written work, for example joined handwriting. Teachers do not always mark in the children's books what skills have been used and what the child has to do next to improve their work further.

MATHEMATICS

73. Since the last inspection, the school has maintained the high standards of attainment in mathematics at the end of Year 2, with the majority of pupils achieving above national expectations. Analysis of the 2001 SATs results shows a fall in the number of pupils achieving Level 3 which puts pupil attainment at this level below the national average. Evidence from teachers' planning and pupils' work indicates that there is insufficient challenge in the activities provided for the most able pupils to help them to achieve consistently at this level. The school is successfully implementing the national numeracy strategy and this is supporting the effective teaching of numeracy skills.

74. Evidence from lessons and work seen indicates that many pupils in Years 1 and 2 are working above the national expectations, building on skills acquired in the Reception Class. The rate of progress for more able pupils slows by the end of Year 2, where occasionally insufficient challenge within a lesson reduces the rate of progress. In Year 1, pupils are able to use a range of strategies to add on 10 to one and, in some cases, two digit numbers. In Year 2, both girls and boys are able to identify which numbers can be shared between two, and explain why the outcome is fair. The majority of pupils can order the days of the week and months of the year and numbers to 100. They can identify the position of objects within a sequence and recognise simple patterns. Lower attaining pupils are able to order numbers to fifty using practical apparatus.

75. The quality of teaching overall is good, with some very good features. Teachers have good mathematical knowledge, use the appropriate mathematical vocabulary and are implementing all aspects of the national numeracy strategy. In the majority of lessons teachers make it clear to pupils what they are going to learning. The end of each lesson is used well, reinforcing key points and consolidating learning. Teachers provide well organised, structured activities for all pupils, encouraging individual and group work. The activities focus on learning, building on pupils' previous experience, and are planned to meet the needs of all pupils. Teachers manage pupils well and are good at asking questions of different levels of difficulty to match the abilities of children in the class. Good use is made of teacher assistants who are aware of the focus of the lesson, and work effectively with pupils, reinforcing this through positive questioning.

76. In lessons, teachers skilfully identify pupils' responses to learning and extend and refocus pupils' thinking and activities accordingly. Half-termly assessments are carried out, and these help teachers to keep track of pupil progress. Some teachers use the end of each lesson effectively to identify what pupils have learnt from the lesson, taking them forward by introducing new learning. Pupils' acquisition of skills, knowledge and understanding is good. They respond well to the challenges set, work with sustained concentration, commitment and enjoyment. Pupils in Year 2 are eager to answer questions and are keen to offer alternative strategies to solve mental problems. They organise themselves, without teacher intervention very well. They are confident and enthusiastic and have a clear understanding of the work set. Pupils with special educational needs work positively, are well supported and make sound progress. The very effective management and organisation of activities and teacher support ensure all pupils have equal access to the full mathematics curriculum.

77. The subject is well managed. The co-ordinator provides good leadership. The National Numeracy Strategy has been implemented effectively and has impacted well on pupil achievement. The school could further improve the rate of progress for more able pupils by increasing the pace and rigor of some lessons and by identifying with the pupils what they have to do to reach the higher levels.

SCIENCE

78. Standards in science are well above average. When compared with other schools nationally, the proportion of pupils attaining Level 2 or above is well above average. The proportion gaining Level 3 is also well above average. Standards have been maintained since the last inspection in respect of pupils gaining Level 2 and above, whilst there has been an improvement in those gaining Level 3. High standards have been maintained as the result of effective planning and good teaching. A higher proportion of boys than girls attain the higher level 3.

79. By the end of Year 2, pupils have very good knowledge, skills and understanding about the scientific themes of Life Processes and Living Things, Materials and Properties and Physical Processes. They know and understand what is required for animals and plants to grow and survive, and give reasons why changes take place in living things, for example, that humans and other animals need a healthy diet and that plants die without water. They can sort materials into groups according to their properties and explain why some materials are suited to particular purposes, such as waterproof clothes and insulated winter clothing. Boys and girls develop their skills and understanding of using scientific vocabulary, observing, measuring, recording in a variety of ways, predicting, drawing conclusions and the need for fair testing. In particular boys respond very positively to the practical investigations and are able to explain their experiments, having a positive impact on their attainment over time. Less able pupil work well with others in groups and develop their understanding of scientific concepts through the practical activities.

80. The quality of teaching is good. Teachers use their good knowledge of the subject to plan lessons that build on pupils' previous experiences, knowledge, skills and understanding. Effective teaching methods, including practical, investigative work are planned and used. These provide pupils with a wealth of activities and that engage and involve them fully in their learning. Very effective links are made with other subjects across the National Curriculum, including ICT, RE and the PSHE programme. For example, Pupils in Year 1, in the 'Water' topic, collect evidence by observation and measuring to find answers to their predictions and testing of materials and their properties. Their investigations are set in the context of finding the best material with water-proofing properties for the clothes of 'Dr Foster'. In Year 2, pupils build on their skills, knowledge and understanding in the 'Clothes' topic, which has an integrated science feature. They can sort clothing materials according to property criteria, identify and name a range of common materials and of natural origin, predict and understand the need for fair testing in drawing conclusions about which materials make the best insulators. A significant impetus to learning and progress for these pupils was their involvement in the real world of work through their active links with a clothing company. The culmination of their work in a fashion parade, in which they modelled winter clothing reflecting their topic focus, has been a highlight of their scientific studies linked with design and technology and history.

81. The leadership and management of science are very good. A range of improvements has been made in science since the last inspection, having a positive impact on pupils' learning and attainment. Science makes a very good contribution to pupils' personal development. Teaching and learning strategies enable pupils to work together on co-operative and collaborative tasks as young 'scientists'. They are offered scientific activities that allow them to be excited by the outcomes of experiments and tests, to have opportunities to develop their knowledge, understanding and respect of the care of plants and creatures and of the need for humans to be safe and healthy.

FOUNDATION SUBJECTS

DESIGN AND TECHNOLOGY

82. Since the last inspection, the school has maintained standards above national expectations in design and technology. Improvements in the planned curriculum activities have resulted in more emphasis on food technology.

The standard of boys and girls work seen on display across the school is above average. Pupils use a range of designing and making skills. They can select materials, use a variety of tools effectively, and evaluate their designs, identifying possible improvements, as seen in the Year 1 Bridge Building Project. Good use is made of ICT, for example Year 2 pupils use the computer as part of the process for designing gloves. Boys and girls achieve equally well across the key stage.

83. No teaching was observed, so judgements are based on evidence from the quality of work on display, teachers' planning and photographic evidence. Teachers have good subject knowledge and teach both designing and making skills well. There is evidence in the work on display that teachers plan a comprehensive programme, covering a range of skills, knowledge and understanding. Over time all areas of the design and technology curriculum are covered and pupils build on their knowledge and skills as they move from one year to the next. Planning is very effective and indicates when design and technology is a key focus of a topic or an integrated feature. Pupils are assessed appropriately at the end of each unit of work and a clear record is kept.

84. There is evidence in the finished work that pupils take pride in the work they do and use materials and tools appropriately. They are encouraged to record their work in detail, planning their design and responding to particular questions, for example Year 1 pupils were challenged to build a bridge that sloped or had strong arches. Pupils in Year 2 had to make a pencil case that could hold pencils, and had to evaluate their designs' suitability for purpose. Pupils' acquisition of skills and knowledge is good. Evidence from the work seen indicates that pupils are creative and use their initiative to develop designs and solve problems. Teachers provide opportunities for them to work independently and collaboratively which has a positive impact on both their social skills and their designs. Good use is made of local business to enrich the curriculum, for example the recent work with a childrens wear company, where pupils learnt about the different properties of fabrics to be used in designing clothes for different purposes.

85. Subject leadership is good. To further improve the provision, the developments to the Foundation Stage curriculum need to be incorporated into agreed school design and technology policy and associated planning documents.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

86. Standards in ICT are in line with the national expectations. Both boys and girls are very confident and well motivated when using a range of ICT equipment. This is an improvement since 1997 when standards were unsatisfactory. At that time, ICT was not taught or planned for well enough to enable pupils to achieve as well as they could. The issues identified at that time have been addressed fully and the school now provides a well planned, well resourced ICT curriculum which enables pupils to progress in their skills and use ICT as a tool to support learning.

87. The pupils are able to use databases, entering and storing information. Pupils of all abilities are able to use appropriate subject vocabulary, can select fonts of different size, style and colour when word processing and can cut and paste a picture into a piece of text. They can search and retrieve information, for example from a CD ROM to support learning for their topic work. They learn about the use of ICT in the world beyond school, for example how the CAD system at a local Childrenswear office is used. They know how to save and retrieve a graph. Less able pupils use appropriate software to re-enforce basic skills in literacy and numeracy.

88. ICT is taught well. Teachers plan to teach an ICT skill each week and there are planned opportunities for pupils to experience, reinforce and apply this new learning within a relevant experience. For example, pupils in year 2 are taught about the different features of two word processing packages. They are able to evaluate the differences. They apply their knowledge of font size and highlight text to change the size of letters, identifying the appropriate size for the packaging of a chocolate bar. Pupils are well managed and by ensuring they have the skill to undertake the tasks set and the confidence to explore the possibilities, they are motivated and interested. There are good opportunities for pupils to use video recorders, microwaves and tape recorders.

89. Teachers plan many opportunities for pupils to use ICT as a tool to support their learning in other subjects. There are clear plans for aspects of the ICT curriculum to be taught in every other subject of the curriculum. For example, pupils have used digital cameras in art and regularly use tape recorders to listen to story tapes in English. In geography lessons in Year 1, pupils program a programmable toy to simulate movement from one shop to another. In design and technology, they develop their designs when making gloves using ICT. This regular experience gives

pupils the confidence and skill to use ICT well. They work with an impressive level of self-assurance and independence. They help each other, problem solving and sharing their skills.

90. The school is concerned to ensure all pupils have an equal opportunity to develop their confidence in the use of ICT. Both girls and boys have the same opportunities to access the range of ICT experience. For those pupils who do not have access to a computer at home, the school runs a lunchtime club. This is having a positive impact on these pupils' confidence and skill. Pupils demonstrate very good levels of organisational and motivational skills when working with computers. By the end of Year 2, they work together well, sharing their expertise and ideas freely. They are most trustworthy, thoughtful and considerate of each other when using the equipment at all times.

91. Teachers keep clear records of pupils' progress and there are planned opportunities for assessing pupils' achievements. Pupils' portfolios of work are at an early stage of development and currently do not identify pupils' current level of attainment or the next steps in learning to attain at higher levels. The planned curriculum ensures all pupils will experience a relevant ICT curriculum that will ensure they attain the national expected level. However, there is insufficient emphasis in planning to ensure the oldest pupils have the opportunity throughout Year 2 to develop and demonstrate attainment at higher levels. This potentially could result in underachievement for more able pupils by the end of Year 2.

92. The subject has been well managed since the last inspection. . Grant funding has been used appropriately and the school is well resourced. The teaching staff are currently undergoing the national programme of training and their confidence in planning to use ICT as an integral part of their teaching has improved significantly since the last inspection. There is an appropriate subject development plan.

HISTORY

93. As no history lessons were observed during the inspection period, judgements have been made on evidence gathered from the analysis of displays, photographs, folders of pupils' work, school planning documents and discussions with teachers. Since the last inspection above average standards have been maintained, with improvements made in the planned opportunities to develop research skills by the use of CD-ROM and Internet facilities, and in the development of assessment sheets to record pupil achievements.

94. Standards in history are good, being in line with and sometimes exceeding national expectations. By the end of Year 2, boys and girls have a good understanding of chronology and of similarities and differences between past and present times. In Year 2, they place artefacts in chronological order, create time lines and identify similarities and differences between 'then' and 'now,' using, for example, the historical periods from Saxon to present times. Higher attaining pupils are able to produce sustained pieces of writing about their historical enquiry. Less able pupils and those with special educational needs record their new knowledge in list or chart form. Pupils use a range of sources effectively, including photographs and artefacts, to find out about the past. They use books and ICT readily to add to their knowledge and understanding.

95. The quality of teaching is good. This is based on the evidence of photographs, work samples and displays, and in relation to the planning of an appropriate range of learning opportunities, building effectively on pupils' previous experiences and knowledge and understanding. In addition, the experiences and activities for pupils are much enhanced by the planned use of visits to museums and places of historical interest, including the local area. These experiences have a positive impact on learning. The activities planned by teachers are both motivating and stimulating.

96. Over time, through a well-structured topic programme, pupils make good progress in their knowledge and understanding of the life and time of different historical periods and events. Year 1 pupils' study of the local town, Coleshill, is recorded on class displays showing their ability to compare old and new in a historical way. They develop their learning further through an investigation of the way of life of people who lived in Coleshill when it was a coaching town.

97. There is evidence in pupils' topic folders, photographs and class displays of their interest, of careful presentation of their work and of boys and girls working productively together in their investigative tasks.

98. The management of the subject is very good. History is well resourced with a good range of quality materials for staff and pupils. Improvements to the subject are continuing with the current revision of the history policy, which will include the aspect of the area of learning in the Foundation Stage. Links with other curriculum areas are evident and include science, geography, literacy, design and technology and ICT. A positive contribution is made to the pupils' spiritual, moral, social and cultural developments through the collaborative studies of historical events and periods, investigating and understanding their local heritage and making visits beyond the local community.

GEOGRAPHY

99. During the inspection no geography lessons were observed. The analysis of pupils' work, displays, photographs, planning documents and discussions with teachers provided evidence on which to base judgements. There is clear improvement since the last inspection, particularly in the standards attained. Planning and displays show that provision for teaching and learning is now planned well and delivered effectively through half-termly topic studies where geography is identified as a main focus or as an integrated feature. Progress in learning is now well supported by good use of ICT facilities and materials.

100. Standards are now above average, with indications that many boys and girls are working above the national expectation. By the end of Year 2, pupils of all abilities have good knowledge and understanding of places known to them, of other locations across the world and how they are linked; of natural and man-made features of places and how and why they are changing; and of environmental issues. They observe, record and communicate their findings in their studies in a variety of ways, use a range of sources to find information, use geographical terms appropriately and use and make maps, plans and charts. There is insufficient evidence to make judgements about the progress of pupils with special educational needs. However, these children are well supported to complete planned activities in geography both within class situations and in the local environment.

101. On the evidence of planning, photographs, and displays and samples of pupils' work, the quality of teaching is good. Teachers plan well, with sufficient subject knowledge to support learning. Interesting, investigative experiences and activities, including fieldwork are planned. Effective links are made with other subjects such as ICT, science, history, literacy and mathematics, enhancing and reinforcing new geographical knowledge or skills. Geography makes a very positive contribution to the personal development of pupils. In Year 2, pupils use their own holiday experiences in discussions and activities, which widens their cultural development.

102. Pupils make good progress in Years 1 and 2, taking full advantage of the interesting planned topic programme. For example, pupils in Year 1 are able to make plans of shops in Coleshill, using a reference key, make maps of routes to school and record geographical features observed on those journeys. In Year 2, pupils use globes and maps accurately to identify and plot locations across the world. There is evidence of pupils working together in pairs and groups on a range of tasks.

103. Organisation and management of the subject are very good. The subject leader has identified appropriately the need for teachers to monitor the progress pupils make and to establish procedures to record pupils achievements as the next stage of improvement in the subject.

ART AND DESIGN

104. Only one art lesson was observed during this inspection. Judgements are based on the analysis of planning and pupils' portfolios, discussion with the subject leader and observation of work on displays. In 1997, standards of attainment were above national expectations by the end of Year 2. Both boys and girls have maintained these good standards. Work displayed in classrooms shows that pupils of all abilities apply colour effectively and produce imaginative work. Observational drawings and paintings show detail and good features and the proportions in pupils' drawings are good. They are able to evaluate the work of artists and produce well written evaluations of their own work.

105. Teaching is very well planned to provide pupils with interesting and relevant contexts in which to develop their knowledge and understanding of art and design. Pupils are encouraged to look at the work of famous artists and craftspeople, discuss what they see and feel and apply the techniques and skills to their own work. Teachers skilfully plan activities that build on pupils' understanding and knowledge so that they are able to produce individual artwork of good quality.

106. The one lesson observed illustrates this effective approach. Key questions, or teaching points were identified, for example 'what is a still life?' and 'what is direct observational drawing?' The sequence of the lesson gave pupils the opportunity to build on their prior learning and demonstrate their knowledge and understanding of the key questions by the end of the session. The pupils were asked to look at a picture of a bowl of fruit by Renoir. Skilful questioning enabled the teacher to draw out pupils' responses about the content, colour, shape and texture in the picture. The teacher encouraged pupils to 'see' that fruit lay behind and in front of each other. A framework for describing the fruit was agreed reinforcing pupils' mathematical vocabulary, for example bigger than, smaller than. In discussion with their teacher pupils identified that if they want to know more about Renoir they could look on the internet. The teacher's good subject knowledge ensured that the pupils' vocabulary for talking about pictures was extended, for example, when referring to the picture as a still life, and an observational drawing.

107. Pupils responded very positively and were keen to answer the teacher's questions. They were able to apply their knowledge when creating their own fruit picture using coloured paper. Pupils explored the tactile and visual elements of art and learn about famous artists as an integral part of their learning experience. They confidently evaluated their work, making changes as they went and only sticking the coloured paper down to complete their picture when they were satisfied with the effect.

108. Good use is made of ICT to extend and develop pupils' learning. They can use digital cameras and can explore shape, colour and pattern with art software packages. Although only a limited sample of art work was seen, teachers' planning demonstrates the intention to teach the full range of art experiences to pupils of all abilities. Photographs of earlier work illustrate a wide range of media providing pupils with opportunities to experiment in both two dimensions and three dimensions. There is careful planning for reference to both male and female artists and opportunities to experience art work from a range of different cultures. The art curriculum is extended by links with the community and a recent 'Building Bridges' project had pupils working with pupils from the feeder primary school. The subject continues to be well managed and the art policy has recently been reviewed and updated effectively to include reference to the changes to the Foundation Curriculum.

MUSIC

109. Insufficient evidence was available during the inspection to judge the standards in music. The planning indicates that the class teachers and a county specialist provide pupils with a rich and varied curriculum. This provides opportunities for them to listen to and appreciate music, perform, create and evaluate their work and that of others. Pupils in Year 1 and 2 learn the recorder and work on musical activities, including a choir, with the visiting specialist teacher. The good range of provision seen at the last inspection has been maintained. A particular focus for development identified by the school, has been the use of ICT to support the music curriculum, and some progress in this area has been made.

110. From the very small sample of lessons observed, the quality of teaching is satisfactory. Teachers' planning is clear, providing pupils with opportunities to select and experiment with instruments and evaluate sounds and performance. Pupils are well managed and teachers' questioning effectively extends pupils' understanding. Resources are well organised in the lesson, and easily accessible to pupils. Music is well resourced, with sufficient instruments and other materials to support the curriculum.

111. Pupils' attitudes to music are good. Pupils of all abilities listen attentively and use instruments appropriately, taking turns to play and experiment with sounds. Girls and boys participate in the lesson with enjoyment and enthusiasm.

112. Pupils' progress is recorded each term. Teachers use this information to track how well pupils are achieving and to plan the next steps for learning. The subject leader uses this information along with work in pupils' books and observing music lessons to monitor standards. This ensures pupils build on their knowledge and skills as they move from one class to another.

PHYSICAL EDUCATION

113. Attainment in PE at the end of Year 2 is above national expectations. Standards across Years 1 and 2 have been maintained since the last inspection and are still above average. In gymnastics, Year 1 pupils use space well, can develop sequences of movement and demonstrate good co-ordination and control. Year 2 pupils follow instructions well and can develop clear pathways to a given theme. They can transfer the movements effectively and

safely to the apparatus provided. In both year groups, pupils are able to evaluate each others' and their own performance, making suggestions for improvement. Pupils are aware of health and safety issues and know the purpose of the warm up and how their bodies change during exercise.

114. The quality of teaching is satisfactory or better. Teachers have high expectations, demonstrate good subject knowledge. Teachers' planning is very effective. The plan for each lesson identifies key activities, how the lesson will be organised and what resources will be used. Pupils are told clearly what they are going to learn, and key word cards are used to focus pupils on the main themes and skills for each lesson. Over a sequence of lessons, the teacher plans for pupils to experience gymnastics, games and dance very effectively. Pupils are managed well and the lessons are generally organised to provide opportunities for practise and development of skills, using pupils' own work as a model. Occasionally, the teacher spends too much of the lesson telling the children what to do and takes too long organising equipment, reducing the impact on pupils' progress in physical skill in a lesson. Equipment is used well to ensure pupils of all abilities and level of skill are fully involved in the lesson and make progress.

115. Both boys and girls acquisition of skills and knowledge is good. They participate positively in activities, and work hard to improve the quality of their movements and skills. Pupils of all abilities in Year 1 and 2 pupils respond well to the teachers instructions, showing initiative and creativity, developing their own movements and extending their physical skills. Pupils are interested in lessons, work with purpose and a sense of enjoyment. They are co-operative and support one another. Progress of all pupils across the age range is good. Pupils' behaviour in lessons is very good. Teachers provide clear guidance and structure. Pupils are very attentive, enthusiastic and hard working.

116. The management and leadership of the subject are good. The curriculum co-ordinator ensures the appropriate curriculum is in place and that all pupils are able to benefit from the planned activities.

RELIGIOUS EDUCATION

117. Only one religious education lesson was observed during the inspection period. Additional evidence was gathered from displays of pupils' work, school planning documents and observation of assemblies. Standards have been maintained from the last inspection.

118. The school ethos promotes very good relationships, the care and respect for self and others, and for the natural environment. This is the sound basis on which teachers plan to develop the pupils' knowledge and understanding of the links between their spiritual, moral, social, cultural and intellectual developments and religious education.

119. Standards in RE are above average. By the end of Year 2, both boys and girls have acquired the knowledge, understanding, skills and attitudes outlined in the locally agreed syllabus followed by the school. They are developing their knowledge and understanding of ideas, stories, festivals and celebrations of Christianity and other world religions. They appreciate that they live in a multicultural society with different groups of people who have different religious beliefs, customs and traditions. The support for lower attaining pupils and those with special educational needs, provided by teaching assistants and practical activities, ensures that these pupils make appropriate progress and develop their understanding and knowledge.

120. The quality of teaching is good and is reflected in displays, photographs and samples of work. Teachers use questioning effectively to stimulate discussion and the sharing of ideas and feelings. RE is well planned and taught, with the main focus on the religions of Christianity, Islam and Sikhism, and with reference to others. The planned range of interesting activities, including visits to places of worship, supports learning well. There is a very good collection of quality resources, including books, pamphlets, artefacts and audio-visual and ICT materials to support learning.

121. Pupils make good progress, developing attitudes such as being respectful, fair, forgiving and responsible. Pupils have developed a sensitive appreciation of the school's own natural environment of a sensory garden, trees, plants, birds, minibeasts and pond creatures. Pupils have a positive attitude to RE. They are interested and motivated, and respond readily to questioning and sharing thoughts and ideas.

122. The co-ordinator leads and manages the subject very well. Planning and assessment rightly focus on the three elements of exploring, reflecting and responding as identified in the Warwickshire Agreed Syllabus. Development

of the subject is continuing through ensuring that RE is incorporated appropriately into the planning for the Foundation Stage curriculum and that the policy and teachers' planning are adjusted in line with the revised locally agreed scheme.

123. RE makes a valuable contribution to pupils' spiritual, moral, social and cultural developments. Pupils have been successfully involved in a health - promoting school project which brings together the school's linking of RE and these other areas of personal development. For example, the Year 1 class met the objective of being involved in environmental development through their collaborative work on the sensory garden.