

# INSPECTION REPORT

## **STIVICHALL PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103686

Headteacher: Mr. C Rose

Reporting inspector: Jacqueline Ikin  
3349

Dates of inspection: 6<sup>th</sup> – 7<sup>th</sup> March 2002

Inspection number: 197772

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Green Lane  
Coventry

Postcode: CV3 6DH

Telephone number: 024 7641 9555

Fax number: 024 7669 0281

Appropriate authority: The Governing Body

Name of chair of governors: Mr. P A Parkes

Date of previous inspection: 29<sup>th</sup> September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Stivichall Primary School is much bigger than most primary schools, having 510 pupils aged from four to eleven years of age on roll. It is a popular school and 50% of pupils are from outside the catchment area, with parents choosing to send their children to the school because of the high standards that it achieves. Pupils are organised into classes according to age. This includes one mixed-age class. Of the pupils who are of compulsory school age, 70% are white United Kingdom heritage, four per cent are from other white backgrounds, 12% have Indian heritage, and the remaining six per cent of pupils come from Pakistani, Bangladeshi, Caribbean and Chinese backgrounds. There are 64 pupils who speak English as an additional language (EAL), 36 of whom are supported through the Ethnic Minorities Achievement grant. About two per cent of the pupils are entitled to free school meals, which is lower than the national average. There are 50 pupils on the school's register of special educational needs, including two pupils, who have statements. This is lower than the national average.

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

This is a very good school, which is very well led and managed by the headteacher, senior staff and governing body. High personal and social values underpin a well-established work ethic. Pupils make good progress and achieve high standards because of the rich curriculum that the school provides and the very good teaching they receive. The school gives very good value for money.

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

- The school achieves above average standards in English, mathematics and science, and pupils have positive attitudes towards learning as a result of very good teaching.
- Standards in information and communications technology are above the standard expected as a result of the school's exceptional curriculum provision and very good teaching in the subject.
- The headteacher, senior staff and governing body provide very good leadership and management and make excellent strategic use of all the resources available to the school. As a result there is a strong commitment to high standards throughout the school.
- There is very good provision for the spiritual, moral, social and cultural development of pupils. Consequently pupils' personal development and relationships are very good, and they have positive attitudes to the school and the wider community.
- The school provides a broad curriculum that is enriched by an excellent range of extra-curricular activities, which include very good links with the community. This makes a substantial contribution to the interest that pupils have in their work and the life of the school.
- The care that the school provides for pupils is very good. Pupils are very well supported and encouraged to develop their individuality. This helps develop pupils' self-esteem and confidence in their work.

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

- The assessment and monitoring of progress in the non-core subjects.
- The systems that the school uses to make the next steps in learning in the core subjects explicit to pupils and parents.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. Since then it has continued to make very good improvements in many areas. The results achieved by its pupils in national tests for pupils in Year 2 and Year 6 have remained well above national averages. Teaching has also improved. All the action points from the last inspection have been tackled well. There have been excellent improvements in the teaching and provision for information and communication technology, which have resulted in pupils achieving higher than average standards. The good improvements in design and technology have also resulted in higher standards. School development planning has

improved. All members of the school community are now involved and the process ensures well-focused actions which are in line with the school's overall strategic direction. A strong spiritual dimension is now a part of the curriculum.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	C	well above average    A above average        B average                 C below average         D well below average    E
mathematics	A	A	A	B	
science	A	A	A	B	

The table shows that the school's performance is well above average nationally and has remained so for the last three years in English, mathematics and science. When compared to schools with similar numbers of free school meals, results are in line with the average for English and above average for mathematics and science. The results of tests for pupils at the end of Year 2 were well above the national average in reading, writing and mathematics. When compared to similar schools, Year 2 results are well above average in reading and writing and above average in mathematics. The findings of the inspection reflect these results. Pupils achieve well in relation to their starting points on entry to the school and attain standards that are above those expected for their age by the end of Year 2 and Years 6 in English, mathematics, science and information and communication technology. Pupils with special educational needs and those who speak English as an additional language make good progress and achieve standards that are in line with their capabilities. The school has set itself appropriately challenging targets for the 2002 tests and is on course to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are motivated and confident learners who take pride in their achievements
Behaviour, in and out of classrooms	Very good. Pupils generally behave very well in lessons and around the school, and are courteous, trustworthy and respectful of others and of property.
Personal development and relationships	Very good. Pupils confidently take responsibility in the classroom, around the school and when taking part in visits further afield. They have very good relationships with each other and with adults.
Attendance	Good. The attendance rate at the school is above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The quality of teaching in English and mathematics is very good throughout the school. The basic skills of literacy and numeracy are taught effectively and national strategies have been implemented well. The very good teaching in the reception classes enables children to make a good start in school. In Year 1 and Year 2 the high expectations that teachers have of pupils is evident in the encouragement that they give for pupils to use a precise vocabulary and to search for deeper meaning in the texts that they read. High quality dialogue between teachers and pupils is evident in the best lessons in Year 3 to Year 6, where very good opportunities for discussions between pupils are used effectively to help pupils to articulate their thinking. Information and communication technology is taught exceptionally well. Teaching meets the needs of all pupils including those with special educational needs. Pupils with English as an additional language have good access to the curriculum and receive good support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced with very effective cross curricular links, exceptional provision for information and communication technology and an excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The needs of pupils with special educational needs are addressed well with very effective use being made of computers to help pupils with specific learning difficulties make progress.
Provision for pupils with English as an additional language	Good. Pupils who are at an early stage of language acquisition receive good support and all pupils who speak English as an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a clear set of values that underpin all its work. It promotes a consistent and clear moral code, and gives very good opportunities for pupils to develop their spiritual awareness. It actively promote the values and traditions of a wide range of cultures and provides a very effective range of opportunities for pupils to develop their social skills and personal qualities.
How well the school cares for its pupils	The school has very good procedures in place to ensure the health, safety and welfare of all its pupils. There is scope to develop the systems the school uses to check pupils' progress in the non-core subjects and to build on its target setting procedures for writing so that the next steps in learning are made explicit to pupils and parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED



Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a highly effective leader who has created a clear vision for the school and secured a commitment from governors, parents, staff and pupils towards it. The deputy headteacher and the senior management team give very good support. There is excellent delegation of specific responsibilities and a cohesive staff team.
How well the governors fulfil their responsibilities	Very well. Governors contribute substantially to the effectiveness of the school. They have high levels of expertise and are very well organised. They have a clear overview of the work of the school and a very good understanding of its future needs such as, for example, how weaknesses in accommodation affect pupils' learning.
The school's evaluation of its performance	Very good. There are very effective systems that are used well to monitor and analyse standards and to evaluate the quality of teaching. The school has a very clear picture of its strengths and the areas for development. There is very effective action to secure improvement.
The strategic use of resources	Excellent. The school makes excellent strategic use of all its resources for the benefit of the pupils and its educational priorities are supported well through careful financial planning. The principles of best value are applied very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards that the school achieves.</li> <li>• The values and attitudes that it promotes.</li> <li>• The good teaching that their children receive.</li> <li>• The curriculum that the school offers.</li> <li>• The way the school is led and managed.</li> <li>• The wide range of extra curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of school reports and the information that they receive about their children's progress.</li> <li>• Homework: the information that parents receive; the way it is set to meet the needs of individuals; marking and follow-up.</li> <li>• A very small minority of parents felt that their individual concerns were not always acted on.</li> </ul>

Parents hold the school in high regard and particularly appreciate the high academic standards that it achieves. The inspection team agrees with the parents' positive views of the school. The inspection team judge the reports to be satisfactory overall but agrees that there is room for improvement. The school has also recognised this and devised new reports. Procedures for the setting and marking of homework are judged to be satisfactory. All homework is followed up and marked. The inspectors found that parental concerns are taken seriously and the vast majority are resolved to the satisfaction of all concerned. However, in a small minority of cases, although the school does all that it can to help, it does not have it in its power to answer all the demands being made upon it.

## **PART B: COMMENTARY**

### **The school achieves above average standards in English, mathematics, and science and pupils have positive attitudes towards learning as a result of very good teaching.**

1. The results of the 2001 statutory tests for Year 6 pupils in English, mathematics and science are well above the average for schools nationally. When compared to schools with similar numbers of free school meals, results are in line with the average for English and above average for mathematics and science. The results of tests for pupils at the end of Year 2 are well above the national average in reading, writing and mathematics. When compared to similar schools, Year 2 results are well above average in reading and writing and above average in mathematics. The findings of the inspection are that pupils achieve well in relation to their starting points on entry to the school and attain standards that are above those expected for their age by the end of Year 2 and Year 6 in English, mathematics, and science. Pupils with special educational needs and those who speak English as an additional language make good progress and achieve standards that are in line with their capabilities. The school's own analysis of the results shows that pupils' achievement in reading is better than in writing. As a result it is making a sustained effort to improve standards in writing and is being effective in improving standards even further. The school has set itself appropriately challenging targets for the 2002 tests and is on course to meet them.

2. When they enter the school at the age of four, pupils' literacy and numeracy skills are broadly in line with those expected for children of a similar age. As a result of the very good teaching they receive, most children attain the standards expected by the end of the reception year and a significant minority exceeds them. They are confident, keen to learn and very well prepared for the national curriculum. Teachers' knowledge of the national guidance for three to five year olds has improved since the last inspection and is now very good. Very effective planning ensures that there is an appropriate balance of teacher-directed and child-initiated tasks and a good range of practical activities that help children to learn at appropriate levels through play and talk. These activities are linked together well and are most effective when they capture children's imagination and enrich their experience. For example, a visit by a veterinary nurse and a visit to a pet shop has helped children to develop their understanding of the needs of domestic animals and of how to look after them. Role-play 'vet' areas in classrooms help to consolidate this understanding and give worthwhile opportunities for pupils to develop and use the vocabulary associated with pets. This helps them to make sense of the information books that they read together and to compile their own information books about pets. Children have also compiled their own graphs on pets and in the course of doing this have practiced and consolidated their early numeracy skills. Interaction between the teachers and the children is very good and is effective in supporting children's learning. Children are encouraged to develop their speaking skills when working with the teacher and when playing and sharing with others. Children are sensitively but firmly managed and this gives them security and confidence in their early days of schooling.

3. By the time they reach Year 2, pupils read simple texts fluently and confidently using an appropriate range of strategies to decode unfamiliar words. As they progress through the school, they read an increasing variety of texts with expression, responding well to punctuation. They can use inference and deduction to establish deeper meaning, and show, by their response, that they understand the key features and themes of a story. Most Year 6 pupils can analyse and appreciate a wide range of fiction and information texts, and can justify their choice of reading matter. The school's efforts to improve writing have resulted in work of a high standard. Pupils in Year 2 are developing a good vocabulary as a result of reading good quality texts and the encouragement that they receive from their teachers to think carefully about the words that they read. They draw upon their knowledge of words to make their own writing more interesting. For example, a group of Year 2 pupils applied their knowledge of adjectives to describe a scene illustrated in a book that they had just read, as follows: 'The bright golden sun was shimmering in an azure lake'. As they move into Year 3 to Year 6, there is evidence of good control of technical features such as sentence structure,

grammar, punctuation and spelling. By the time they get to Year 6 pupils know how to vary the length of a sentence to create particular effects, for example they use descriptive detail, alliteration, simile and metaphor to good effect to define characters and to bring scenes to life.

4. In mathematics, pupils' mental agility with number is good. By the end of Year 2, most recall addition and subtraction facts to 20 and many add and subtract two-digit numbers in the course of their mental calculations. As they progress through the school, they carry out a variety of mental computations with addition, subtraction, multiplication and division. In Year 3 and Year 4 pupils accurately partition numbers using a range of strategies and know that inverse operations can be used as a method of checking their calculations. They have a good understanding of place value and decimals, and show that they can identify and describe patterns and relationships such as multiple, factor and square. In Year 5, pupils recognise fractions and percentages as proportions of a whole. This leads to a good understanding of the equivalence between fractions, decimals and percentages in Year 6. Throughout the school pupils develop an accurate knowledge of number facts and multiplication tables and this aids them when carrying out mathematical investigations and when solving a range of number problems. In the course of their written work, younger pupils demonstrate a sound understanding of the properties of two- and three-dimensional shapes. When constructing models and drawing, older pupils measure angles and make use of the appropriate mathematical language to describe angles, such as acute and obtuse.

5. In science, younger pupils have very good levels of knowledge of basic life processes and use appropriate scientific terminology for the main parts of plants and of the human body. They construct simple circuits and explain how they work. Written work shows a developing use of scientific terms and language, which pupils apply in the correct contexts. Older pupils make good use of reference materials to find out more about science. For example, their very good knowledge of scientific terms connected with space was demonstrated when pupils in Year 5 and Year 6 were taken to a visiting astronomy exhibition, *Starlab*, and they correctly described galaxies and stars and could explain day and night, summer and winter. By the time they reach Year 6 pupils work together to collect evidence to answer questions, develop their scientific ideas and design their own tests. They evaluate information and communicate their findings to others in the form of graphs, charts and diagrams, as well as in written form.

6. The overall standard of teaching is very good. This is an improvement since the last inspection and is a significant factor in the high standards that the school achieves. Teachers have a very good understanding of the national literacy and numeracy guidance and work hard to use the suggested strategies and formats. As a group, they discuss what has worked and what has not and adapt the strategies to suit the needs of their pupils. They have very high expectations of themselves and of pupils in their class. Lessons are moved along at a brisk pace and well established routines and procedures ensure that the maximum use is made of all the time that is available for teaching. Lessons are clearly focused and learning objectives are shared with the pupils so that they clearly understand the purpose of the lesson and what is expected of them. In the very best lessons, work is presented in lively and interesting ways, which inspire the pupils to develop their own ideas. Very good use of skilful questioning and feedback ensures that pupils are learning at the edge of their capabilities. Homework is used well to support the work that pupils do in school. There is very good use of targeted additional literacy support and additional classes for literacy and numeracy and this is having a significant impact on raising standards. There is good support given to those pupils who have special educational needs. Consequently they make very good progress in relation to their prior attainment, with many achieving standards commensurate with those expected for

their age. Good support is also given to pupils who speak English as an additional language and as a result they achieve standards that are in line with their capabilities.

**Standards in information and communications technology are above the average expected as a result of the school's exceptional curriculum provision and very good teaching in the subject.**

7. In the last inspection, provision and attainment for information and communication technology (ICT), was found to be unsatisfactory. The school has made excellent progress in implementing many improvements and now has exceptional provision, which exceeds the statutory requirements for subject. Pupils who enter Year 1 can use computers confidently in the course of their work in art, mathematics and English. They make good progress and by the end of Year 2 are attaining standards above those expected nationally. By the end of Year 6 attainment also exceeds national expectations. Pupils with English as an additional language benefit from working collaboratively with other more experienced users of English in the course of collaborative work on the computer, and they make very good progress. Pupils with special educational needs make very good progress in relation to their prior attainment and excellent use is made of computers to help those pupils with specific learning difficulties achieve standards in line with their capabilities in other subjects of the curriculum. All pupils make very good use of their ICT skills to support their work in other subjects.

8. In Year 1 and Year 2, pupils confidently enter data into the computer and, through a series of instructions, can print out simple block graphs. They know how to use ICT to access sources of information, and work well with each other to import it and save it for later access. They change images on screen by placing them in different positions, know how to change the size, colour and styles of fonts and can use the spell checker. They apply these skills well in the course of their work in English, mathematics, art and science. Pupils in Year 2 access the Internet confidently to find information to help them with their work, for example for their research on Arctic animals.

9. In Year 3 to Year 6, pupils develop their skills and knowledge of an increasing range of ICT applications using computers. They use word processing skills in the course of their work in English, identify appropriate images to illustrate their work and import them onto the screen. They use e-mail with confidence and access the Internet and information banks as an every-day tool to help them with their work. Pupils move on to *PowerPoint*, to organise, refine and present information in different forms, through text, sound and pictures. They are adept at exchanging information and ideas with others using e-mail. Pupils are able to create sequences of instructions when using control technology and have a good understanding of the need for precise and logical sequencing.

10. The subject is very well led and managed and this has resulted in a dramatic improvement in ICT provision and standards since the last inspection. The school now has an ICT suite, which houses 22 computers, and there are computers in all classrooms, all networked by a server and with Internet access. There has been astute acquisition of local and government grants for resources and training, which have been effectively targeted to secure improvements. Good management of funding has ensured that staff are well trained, there is appropriate hardware and software and that the equipment is well maintained and serviced by a qualified technician. A scheme of work, based on national guidance, has been established and is continually monitored and adapted for improvements where necessary to ensure that standards are raised to above national expectations wherever possible. Very good use is made of links

with the local community and the community further afield to raise standards in ICT. For example, the school's links with *Massey Ferguson* help pupils to gain an insight into how computers are used in the world of work. E-mail links with a local couple who have moved to Japan are helping pupils to develop an understanding of the way of life in that country.

11. The teaching of ICT is very good. Teachers have gained in confidence because of the high quality of the training that they have received. They take every opportunity to use ICT as a tool to enrich the curriculum. Lessons are very well planned and the organisation and management of pupils gives excellent opportunities for pupils to plan and collaborate together. Teachers set very good role models for the use of ICT, often using it to develop and illustrate teaching points. Pupils respond very well to this and use computers with confidence, working sensibly together, sharing equipment and discussing ideas. There are very good opportunities for pupils to make decisions and choices as they practise and apply their skills in the very well balanced curriculum that the school offers.

**The headteacher, senior staff and governing body provide very good leadership and management and make excellent strategic use of all the resources available. As a result there is a strong commitment to high standards throughout the school.**

12. The headteacher is a highly effective leader. He leads by example and is held in high regard by the governors and staff and greatly respected by parents and the community. The school has clear educational direction, in which he takes a proactive part, and this ensures that the overall aims of the school are reflected in all its work. The deputy headteacher has a full and active part in the leadership and management of the school, for example leading curriculum development and working with the headteacher to foster good communication with the staff. Together with the senior management staff, the headteacher and deputy headteacher form a highly effective team, using their combined strengths and expertise for the benefit of the school.

13. The excellent delegation of roles and responsibilities ensures that leadership is evident at every level in the school community. A secure management structure includes clearly stated guidance about roles and specific responsibilities. All staff, teaching and non-teaching, are involved in the running of the school. They are given the time and training that they need to carry out their work and encouraged to develop their own ideas. Regular contact ensures that they understand what is expected of them and the importance of their role. As a result, there is a cohesive staff team who work well together, who have a very good understanding of their role in the day-to-day work of the school and its longer-term improvement and who know that their work is valued. This has been a major factor in bringing about substantial improvements since the last inspection.

14. Governors fulfil their statutory responsibilities very well and make a substantial contribution to the effectiveness of the school. They share a wide range of experience and expertise and use these combined strengths well for the benefit of the school. Committees and meetings are very well organised and attended and issues are rigorously debated prior to decisions being made. Governors have responded well to the last inspection and are fully involved in monitoring and shaping the direction of the school. They have a clear view of its strengths and weaknesses and of the challenges that it faces. For example, they have an accurate view of how the weaknesses in the accommodation affect pupils' learning. In some classrooms and the junior hall limited space reduces opportunities for pupils to develop the skills of independent learning. In other classes, teachers have to overcome many difficulties in order to maintain displays to support and inform learning. There are plans to improve the library, although limitations on space prevent it from being re-sited in a central and easily accessible area.

15. The school's procedures for performance management are very good and are used extremely well to promote the professional and personal development of all staff. This has made a significant contribution to the quality of teaching and the improvements that have been made since the last inspection. There are very thorough induction procedures for new members of staff and newly qualified teachers, and all staff feel that they are given good encouragement and support in the development of their roles and in gaining the experience that they need to further their career aspirations. As a result, they have the expertise and confidence to promote improvements in their subject areas.

16. There are very thorough and effective checks on teaching, learning and achievement through a clear and well organised programme of lesson observations. This ensures that the headteacher, senior management team and co-ordinators have a good overview of the effectiveness of their school improvement efforts, and of the areas for future development. Thorough feedback, both oral and written, to individual teachers gives useful pointers on how they can improve. There is a very good range of methods for checking the standards that the school and individual pupils are achieving. For example, co-ordinators sample pupils' work and teachers' planning, and the deputy headteacher collates the assessment data, which gives a comprehensive picture of the progress and achievement of every child in the school over the longer term. The results of these checks are carefully analysed and used well to inform future developments. Governors ensure that they are well informed about the school, not only through the headteacher's reports and presentations by co-ordinators and senior staff, but also by visiting the school regularly, talking with staff and observing lessons. The school makes very good use of specialist staff employed by the local authority to give an objective view of the school's achievements and guidance on future developments. This has made a substantial contribution to the school's improvement efforts.

17. Procedures for development planning are very good and ensure that everyone understands the main priorities for improvement, the time schedule and their part within school development. Clear foci for improvement are identified as a result of widespread consultation with staff, governors, parents and pupils and actions are carefully planned so that they are manageable and properly funded. There are excellent links with the budget and success criteria and arrangements for checking the progress of actions are clearly identified. This is a significant improvement since the last inspection.

18. The budget is very well managed and the principles of best value are applied very well so that the highest value is obtained for the lowest cost and all the monies that are available to the school are directed towards obtaining the best possible provision for the education of the pupils. The school makes very good use of all its allocated funds for their designated purposes and links them closely to its priorities for improvement. The school augments its income effectively by using funding from a range of sources; for example, local firms sponsored a project to develop a new playground area. The Parent and Teacher Association also raise significant amounts of money to support the school. Given the lower than average unit cost for each pupil, the very good progress that they make and the high standards that the school achieves then the school gives very good value for money.

**There is very good provision for the spiritual, moral, social and cultural development of pupils. Consequently pupils' personal development and relationships are very good, and they have positive attitudes to the school and the wider community.**

19. There is very well planned and well balanced provision for the spiritual, moral, social and cultural development of pupils. This is evident in academic subjects, assemblies and the curriculum for pupils' personal and social development. The school's values towards self and others are enshrined in a set of agreements known as '*The Stivichall Tree*'. They are promoted well throughout

the school and make a significant contribution to the schools' climate in which all pupils are able to grow and flourish, respect others and be respected

20. There have been substantial improvements to the provision that the school makes for pupils' spiritual development since the last inspection. Pupils are given very good opportunities to explore values and beliefs. For example, in religious education, where they discuss the importance of special places, books and religious artefacts, and in personal and social education when they reflect on the importance of truth and what makes a good friend. There are many worthwhile opportunities for pupils to understand human feelings and emotions, for example in their work on characterisation in literacy. Through this, they develop a good understanding of how emotions affect peoples' behaviour and the ways in which understanding this can be helpful. Pupils also reflect on their own feelings in the course of personal and social education, For example, on times when they have felt angry, sad or happy. There is a range of very good opportunities for pupils to develop a sense of awe and wonder of the natural world. For example, in assembly the headteacher made impressive use of his experiences of underwater exploration to exemplify how to gain the respect of larger sea creatures, such as sharks. Pupils were totally fascinated and demonstrated a genuine appreciation of the undersea world and the creatures that live there. In the course of their work in visiting the astronomy exhibition, *Starlab*, pupils expressed their amazement at the sheer enormity of the universe and the tremendous age of a meteorite that they were allowed to hold. Teachers value pupils' ideas and questions and give space for pupils' own thoughts, and suggestions. They also share their own experiences and feelings with pupils and this is highly effective in developing a climate of trust, in which pupils feel safe to share their personal experiences and concerns.

21. The school provides a clear moral code as a basis for behaviour and this is promoted consistently through all aspects of the school. As a result, pupils are generally polite and courteous to adults and other pupils, and show respect for each other and for their environment. Books are well cared for and pupils demonstrate respect and sensitivity when handling religious artefacts. Pupils are given a range of worthwhile opportunities across the curriculum to explore and develop moral concepts of right and wrong, and truth and justice. An open and safe learning environment has been established in which they can express their views and practise moral decision making, for example when discussing the importance of telling the truth during the course of personal and social education, when taking decisions that affect the others as members of the school council and when acting responsibly towards others as a '*playground pal*'. The quality of relationships throughout the school is very good and staff set a good model of the principles that the school promotes. For example, during an assembly about the importance of keeping promises, the deputy headteacher promised the children that she would make a particular effort to remember to use the 'caught being good' tickets that day, and she did. There is good encouragement for pupils to take responsibility for their actions and as a result of the good guidance they receive pupils are able to think through the consequences of their actions on themselves and others.

22. As a result of the very good provision that the school provides for pupils' social development pupils adjust to a range of social contexts with appropriate and sensitive behaviour. They begin to appreciate the rights and responsibilities of individuals within the wider social setting as a result of the wide range of visits and visitors that the school provides. There are also very good opportunities for pupils to develop the concept of empathy in the course of their work in history, geography and English. For example, in history they study the events of the first half of the last century from the point of view of some of the ordinary people who were affected by it. In the course of learning to write formal letters in English, pupils take the role of an older resident who is annoyed by children playing in the park. The work of the School Council helps pupils to develop a very good understanding of how the school community functions and is organised. Personal and social education sessions are planned carefully to ensure that they include opportunities for pupils to learn about the structures in which different family groups operate. Opportunities to 'apply' for the job of lunchtime helpers, together with follow up training sessions, help to develop pupils' understanding of

the world of work. The school provides a very good range of opportunities for pupils to work together in a variety of situations. These include the joint design of models in design and technology, group discussions in religious education and working as part of a team in competitive sport. This makes a significant contribution to pupils' skills in listening to and taking account of the views of others, and working as a member of a team. The curriculum appropriately recognises and respects the social codes and mores of the range of cultures within the school.

23. The school actively promotes pupils' cultural development through opportunities to participate in art, literature, music and drama events, which include authentic experiences and accounts from a diverse range of cultures. As a result, pupils extend their understanding of their own cultural values and the influences that have shaped their own cultural heritage. The provision of a range of opportunities for pupils to discuss their own cultural assumptions and values through personal and social education and religious education enables pupils to develop the ability to appreciate cultural diversity and accord dignity to other peoples' values

**The school provides a broad curriculum that is enriched by an excellent range of extra curricular activities, which include very good links with the community. This makes a substantial contribution to the interest that pupils have in their work and the life of the school.**

24. The curriculum is broad and balanced and all the National Curriculum requirements are met. The school is particularly successful in providing a wide range of worthwhile opportunities that meets the interests, aptitudes and particular needs of all pupils, including those who have special educational needs and those who speak English as an additional language and those who are talented and gifted. The concerns raised in the last inspection have all been dealt with. There is now an appropriate balance of time spent between subjects and clear planning for design and technology and geography in the lower half of the school. The foundation stage curriculum fully complies with the statutory requirements, with a good range of worthwhile activities for pupils to learn both through well planned play and more formal teacher directed activities. The school makes very good links between subjects to help make learning more relevant to its pupils. Subjects are always explicit in this approach. All pupils have an opportunity to take part in competitive sports.

25. There are very effective strategies for teaching the basic skills of literacy and numeracy, which include use of the national strategies. The use of setting in mathematics for older pupils has been effective in helping teachers extend the skills of the higher attaining pupils and to give focused attention to those who need more specific support. The recent emphasis on improving pupils' writing, which includes setting individual targets and the use of guided writing, are proving effective in raising standards in English, particularly for pupils attaining at the higher levels.

26. The school encourages a range of visitors to the school who are highly effective in making learning more interesting for pupils. For example, the *Starlab* personnel and exhibition visit to the school gave older pupils the opportunity to listen to professional astrophysicists and ask them questions. As a result of their engagement in high-level discussions that advanced their understanding about galaxies and the creation of the universe, pupils increased their enthusiasm for science and were keen to find out more about space. Visits from Greek and Roman 'soldiers', have also been highly effective in engaging pupils' interest, involving them in learning, and generating interest in history.

27. Pupils are taken on a wide range of visits, both locally and further afield, to develop their understanding of the subjects that they are studying. For example, they have been to Tamworth Castle to find out what it is like to live in a castle, acted as *Time detectives* at Kenilworth Castle, and visited



local places of worship, such as the Hindu Temple. Pupils in Year 3 to Year 6 are also taken on residential visits involving geographical fieldwork and outdoor and adventurous sport.

28. The school's support for learning outside the school day is extensive. There is a wide range of clubs, run by staff and visiting coaches and tutors, and which cater for many interests. There is a school choir and orchestra, French and German clubs, a wide range of sporting clubs, and clubs for gardening, knitting and mathematics. Many pupils go on to further the skills that they learned in these clubs as outside hobbies and interests. For example, one pupil who developed her interest in gymnastics at the school, has since gone on to become a British Trampoline Champion for her age group. The school is involved in local sporting matches and competitions on a regular basis. For example the school's recent success in a football competition sponsored by Peugeot has resulted in an opportunity for the team to visit France and take part in an international competition. All of these activities are eagerly attended by large numbers of pupils and make a substantial contribution to pupils' positive attitudes to the school and the standards that they achieve.

29. There are strong and wide-ranging links with the community, including local industry commerce, and the school makes very effective use of these links to enhance its curriculum provision. For example, pupils makes regular visits to Massey Ferguson where they have an opportunity to work with design engineers to generate their own products, such as chess sets, from design to finished stages. Local companies have also given very good support to school improvement projects, such as the recent development of a playground. There are also many occasions when the school reaches out to support community projects both locally, and nationally. For example, it helped raise money for UNICEF by taking part in the national non-uniform day, *Day for a Change*. It has also supported the National Children's Home's project *Cedric's Challenge*. Pupils and staff also take part in a local 'Fun Run', to raise money for charity. These opportunities all contribute well to the development of pupils' understanding of the needs of those who are worse off than themselves and the responsibilities of living in the wider community. The school's very good links with local schools greatly enrich the curriculum opportunities that are available. Stivichall often hosts joint events such as sporting and music concerts, which give pupils opportunities to meet and work with others. For example Year 2 pupils took part in a very worthwhile *morning of music* that had been organised by their teachers. They performed songs that they had rehearsed, listened to performances from other schools and sang with the visiting children in a combined performance. Participation in national activities has earned recognition for the school and contributed to higher standards in subjects such as physical education where the school has been awarded a *Football Association Charter Mark* for being judged to have the best football provision in the West Midlands. Access to the Internet and well developed skills in information and communication technology mean that many pupils now have enriching opportunities to link with others around the world.

**The care that the school provides for pupils is very good. Pupils are very well supported and encouraged to develop their individuality. This helps develop pupils' self-esteem and confidence in their work.**

30. The school has very good procedures in place to ensure the health, safety, and protection of all its pupils. The quality of care in the school is evident in all the relationships in the school. Teachers know their pupils well, have a very good awareness of their emotional, physical and intellectual needs and respond to them in a positive and supportive way. There are appropriate procedures in place to promote the interests of individual pupils including those with special educational needs and those who speak English as an additional language. Child protection procedures comply with locally agreed procedures and are known to all staff. There are very good

links with other responsible agencies and the school works closely with them to secure pupils' welfare whenever it is necessary.

31. The school ensures that the children work in a safe environment. There is an appropriate security system and health and safety is taken very seriously and carefully monitored with all appropriate checks carried out. The strong sense of the importance of the health and safety of pupils throughout the school is evident in its day-to day-work. For example, pupils are reminded about the importance of keeping themselves safe in physical education and in the course of science. This very good awareness of hazards is evident both within the school, in the way that pupils are supervised, and in the procedures that the school has for keeping pupils safe on visits outside the school. There are good procedures to care for pupils when they become ill at school and parents are unable to collect them. A wrap-around club ensures good provision for pupils who arrive early at school when parents work and provides a safe place for them to stay when parents work late. There are very good systems in place which are consistently applied to promote good behaviour and an environment which is free from harassment and bullying.

32. The school ensures that it fully considers the wishes and feelings of parents and carers and that full consideration is paid to pupils' cultural, linguistic, religion, and racial backgrounds. It has a genuine wish to involve parents and to be open to them and has many policies that support the partnership with parents for the benefit of their children. It operates an open-door policy and encourages parents to play a full part in the education of their children. The majority of parents appreciate this and many take advantage of opportunities to speak to teachers, the deputy headteacher or the headteacher at the beginning and end of the school day on matters of concern relating to their children. Consultation evenings are held three times a year and the deputy headteacher and headteacher always encourage parents to discuss any concerns that they might have with them, take their concerns seriously and do all within their power to alleviate any problems that may be occurring. However, the school does not have it within their power to help in a very small number of cases. The governors once held regular 'surgeries' for parents but these were disbanded because of lack of take-up. There is now scope to increase parental awareness of how they can communicate with the governing body. Newsletters are regular and clear and the majority of parents feel that they are kept well informed about the life of the school and events that affect their child's education.

33. The school has effective procedures to identify how well pupils are making progress in the core subjects and to monitor the achievements of different groups. This identification is followed by good diagnosis of what such groups do well and of how they might improve. The recent introduction of target setting for writing is being used effectively to monitor pupils' progress and identify the next steps in learning more precisely. Detailed registers are maintained for pupils with special educational needs. There is good use of this information to plan for their individual needs and this makes a significant impact on the standards that they achieve.

## **WHAT COULD BE IMPROVED**

**The systems that the school uses to make the next steps in learning in the core subjects explicit to pupils and parents.**

34. Inspectors found that while teachers are fully aware of the next steps that individual pupils need to make in order to make progress, there is scope to make this more explicit to both parents and pupils. The school has recently introduced target setting in writing as part of its improvement work. This has been effective in involving pupils in their own learning and is a good model on which to build.

**The assessment and monitoring of progress in the foundation subjects**

35. Good assessment procedures are in place for English, mathematics and science and are used well to monitor and evaluate the progress of pupils and to inform teachers' planning. The teachers know their pupils well, recognise their needs and respond to them well in other subjects. Teachers regularly evaluate each unit of work that they plan for the non-core subjects. There is scope to develop this so that it shows the impact that the work has had on learning through the development of precise but manageable systems to assess and monitor the progress of pupils.

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

In order to build on its considerable strengths and raise standards even further the headteacher and governors should:

- 1) improve the systems that the school uses to make the next steps in learning in the core subjects explicit to individual pupils and parents;
- 2) develop manageable systems to ensure consistent assessment and monitoring of pupils' progress in the non-core subjects.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	8	3	0	0	0
Percentage	8	42	38	12	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		510
Number of full-time pupils known to be eligible for free school meals		11

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	Nursery	Y1 – Y6

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	64

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

#### **Authorised absence**

	%
School data	95.1
National comparative data	93.9

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	39	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	36	36	36
	Total	74	74	74
Percentage of pupils at NC level 2 or above	School	99 (100)	99 (100)	99 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	38	39
	Girls	36	36	36
	Total	74	74	75
Percentage of pupils at NC level 2 or above	School	99 (100)	99 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	32	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	30
	Girls	38	33	38
	Total	62	58	68
Percentage of pupils at NC level 4 or above	School	89 (96)	83 (93)	97 (99)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	90 (96)	84 (91)	99 (100)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	53
Pakistani	6
Bangladeshi	2
Chinese	1
White	352
Any other minority ethnic group	18

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	26.8
Average class size	28.3

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	334

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

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

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	928941
Total expenditure	737601
Expenditure per pupil	1864
Balance brought forward from previous year	20518
Balance carried forward to next year	11858

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	510
Number of questionnaires returned	181

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	4	2	0
My child is making good progress in school.	48	45	4	1	2
Behaviour in the school is good.	51	45	1	0	2
My child gets the right amount of work to do at home.	29	54	12	4	1
The teaching is good.	51	45	2	0	2
I am kept well informed about how my child is getting on.	27	50	19	2	1
I would feel comfortable about approaching the school with questions or a problem.	52	40	6	2	0
The school expects my child to work hard and achieve his or her best.	64	34	2	0	1
The school works closely with parents.	31	50	13	3	3
The school is well led and managed.	51	43	3	0	4
The school is helping my child become mature and responsible.	52	42	2	1	3
The school provides an interesting range of activities outside lessons.	57	31	4	1	7