

# **INSPECTION REPORT**

**OUR LADY OF COMPASSION CATHOLIC PRIMARY SCHOOL**

**SOLIHULL**

LEA area: Solihull

Unique reference number: 104102

Headteacher: Mr. C Bentley

Reporting inspector: Mr P. R. Sudworth - 2700

Dates of inspection: April 16<sup>th</sup>-19<sup>th</sup>, 2002

Inspection number: 198624

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior with Nursery

School category: Voluntary Aided

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Kineton Green Rd.,  
Olton,  
Solihull.  
Postcode: B92 7EG

Telephone number: 0121 706 9508

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Appropriate authority: Governing Body

Name of chair of governors: Mrs M. O'Connor

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Foundation Stage; Music; Information and communication technology; Special educational needs; English as an additional language.	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
1311	Barry Wood	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with its parents?
20326	Peter Clark	Team inspector	Science; Design and technology; History.	How well is the school led and managed?
28007	Fiona Ruddick	Team inspector	English; Art and design; Equal opportunities.	
30717	Gordon Tompsett	Team inspector	Mathematics; Geography; Physical education.	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of Compassion Catholic Primary School is an over-subscribed school situated in the south of Solihull in a residential area. It occupies the site of a former secondary school which had boarding provision. Pupils are drawn from a wide catchment area. At the time of inspection there were 352 pupils on roll including 30 part-time Nursery children. Almost all pupils are of white UK origin but it has a very small number of children from other ethnic groups. Two of these pupils are at an early stage of learning English. Sixteen pupils are entitled to free school meals, a proportion well below the national average. A smaller than average number of pupils have special educational needs and two of these have statements. The school had two Reception classes and two classes in Years 1, 2 and 5 during the year of the inspection. In other year groups there was one class each. The school does not have much pupil turnover during the course of an academic year. Whilst the attainment of different cohorts varies from year to year the attainment of the pupils on entry is usually slightly above average. Children begin the Nursery in the September following their third birthday. Most of these children transfer to the main school and do so at the start of the following academic year.

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

The school is soundly led and provides a caring environment where pupils develop social confidence. Overall the quality of teaching is satisfactory and it is good in parts of the school. Standards of work show an improving picture and the school received an achievement award for improved results between 1997 and 2000. However, there is some inconsistency in quality of provision between different year groups and some pupils who are capable of reaching the higher levels do not always reach them, particularly in science. Standards in information and communication technology do not yet meet expectations by age 11. Satisfactory improvement has been made since the last inspection. The school provides sound value for money.

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

- Pupils' attainment in science and mathematics by the end of Year 2 and in geography, mathematics and English by the end of Year 6;
- The provision for pupils' spiritual, moral and social development and the care and support the pupils receive;
- Pupils' behaviour, attitudes and interest in their work and the relationships amongst the pupils and between staff and pupils;
- The provision for, and range of, extra-curricular activities;
- Procedures for monitoring attendance and maintaining a good sense of discipline;
- The contribution of parents and the community to the life of the school.

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

- Standards in science by age 11;
- Pupils' attainment in information and communication technology in Key Stage 2;
- The roles of the deputy headteacher and senior management team;
- The monitoring of the quality of teaching and standards of work;
- The use made of assessment in planning future learning;
- The arrangements for the withdrawal of pupils from lessons for extra activities.

*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 November 1997 and has made satisfactory progress since despite considerable changes of staff and a large amount of constructional alteration. Standards are higher in speaking and listening, personal, social and emotional development and in mathematical development by the end of the Reception class and in information and communication technology by age seven. They are not as high in geography and history by the end of both key stages and in art and design by age 11 because less time is now spent on these subjects as a result of the introduction of the literacy and numeracy hours. Pupils' attainment in science by age 11 is not as high. Pupils have more opportunities in information and communication technology, although standards are still below expectations by the end of Year 6 because the leeway has not yet been made up. Standards in mathematics have improved throughout the school despite the downturn in test results last year. Pupils' behaviour and attitudes are better and the levels of care and guidance. The overall provision for spiritual, moral, social and cultural development is better. There is now a very good range of extra-curricular activities. Literacy, numeracy and science resources have improved and there is better analysis of pupils' results in national tests. The use of assessment and challenge for higher attaining pupils in some subjects are still issues for the school to deal with but it is better in English and mathematics.

## 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				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	B	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	D	E	
Science	A	C	C	D	

The attainment of children in the Foundation Stage is above expectations in speaking and listening, in mathematical development and in their personal, social and emotional development by the end of the Reception year. It meets expectations in other areas of learning in the Foundation Stage. In the national tests in 2001, the school exceeded its Local Education Authority target for Year 6 pupils in English by seven per cent but fell below its mathematics target by 19 per cent. The school believes that it did not sufficiently train the pupils to answer the questions analytically enough in mathematics last year which accounted for the drop in performance in mathematics. The trend of the school's improvement in the past few years has been in line with the national trend of improvement. Observations of work during the inspection indicate that pupils in Years 1-6 are achieving soundly overall and many achieve well in English and mathematics in which standards are generally above expectations. In science pupils achieve well in Key Stage 1 but could be making better progress in Years 3-6, albeit standards are generally at the nationally expected levels. Too much work is copied directly from texts in science. Standards in information and communication technology are still below expectations by Year 6 but the position is improving. A judgement on standards in music could not be made because of time-tabling arrangements nor in geography at age seven because of a lack of inspection evidence. In all other subjects except geography, in which standards are above expectations in Key Stage 2, standards are in line with national expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy school and have very good attitudes to their work.
Behaviour, in and out of classrooms	Overall pupils' behaviour is very good both in class and around the school, although occasional exceptions were noted.
Personal development and relationships	Pupils develop very good social skills and a sense of responsibility. Relationships amongst pupils and between the staff and pupils are very good.
Attendance	Above average.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory throughout the school but significant amounts of good and very good teaching were observed during the inspection. Five per cent of teaching was unsatisfactory and two per cent poor due to class management not being good enough and lesson presentation and structure not being sufficiently well thought through. Pupils made insufficient gains in learning as a result. The best teaching observed was in Years 5 and 6 where a high proportion of the teaching was good and very good. The quality of teaching overall was very similar to that reported at the last inspection. The teaching of literacy and numeracy is generally good. These lessons are well planned and meet the needs of different abilities but in other lessons the needs of different abilities are not met as well. Some interesting work in drama was observed in Years 2 and 6. Teaching in science does not cater for different needs and abilities and does not stretch the able pupils. Too much work in science is copied from books. In other subjects there is very little difference in the overall quality which is generally sound. Teachers generally manage the pupils well, albeit there is a little inconsistency. The natural respect between teachers and pupils creates a good learning atmosphere overall. Boys and girls are treated equally. Teachers generally use resources well to enable pupils to understand the work. The work of teaching assistants is good and they are very supportive of pupils either individually or in groups. The overall teaching of pupils with special educational needs and English as an additional language is good.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Suitable opportunities are provided to meet National Curriculum requirements except in information and communication technology in which there have been some omissions. The programme for personal, social and health education needs revision. Foundation Stage pupils do not have regular informal opportunities for external play. Very good provision is made for extra-curricular activities.
Provision for pupils with special educational needs	The school supports pupils with special educational needs effectively and the Local Education Authority gives good support and advice to staff and helps in a practical way with pupils who have more complex learning needs. The individual education plans are of good quality.
Provision for pupils with English as an additional language	Good. The two pupils who are at an early stage of acquiring English are making good progress. They receive a little individual help from the Local Education Authority and are also learning quickly from working alongside other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good and it is good for their cultural development. The curriculum provides well for their personal development.
How well the school cares for its pupils	Procedures for child protection and support and guidance are very good. The school takes good care of its pupils. Assessment of pupils' work is unsatisfactory in the foundation subjects and information and communication technology and it is not used enough to plan learning for different needs.

The school works well with its parents. Communication with them is often good but the quality of reports on pupils' progress is sometimes unsatisfactory. Parents think highly of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's leadership is sound. The headteacher sets a good tone in the school. The roles of the deputy headteacher and senior management team need to be reviewed. Not all subject co-ordinators are engaged in reviewing the quality of teaching and scrutinising standards of work.
How well the governors fulfil their responsibilities	Sound. It fulfils statutory requirements in almost all respects. The governing body is in the process of change and recognises a need to be more proactive in understanding the school's strengths and weaknesses and in taking the initiative.
The school's evaluation of its performance	Satisfactory. The school examines the results in national tests to good effect but does not analyse short-term targets for pupils on a sufficiently regular basis.
The strategic use of resources	Specific grants are used well for their intended purpose. The school has not planned its finances in the long-term in its school development plan.

The school has a sufficient number of staff. The school's accommodation is adequate overall but it lacks field space and the outside area can be cramped when all pupils are at play together. The overall resource provision is satisfactory but there are some strengths in art and design, science and information and communication technology. The school applies the principles of best value when making purchases.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress;</li> <li>• The teaching is good;</li> <li>• Behaviour is good;</li> <li>• They are comfortable about approaching the school with any concerns;</li> <li>• The children are expected to work hard and do their best;</li> <li>• The school is well led and managed;</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<p>A significant minority of parents who responded to the questionnaire or who attended the meeting stated that:</p> <ul style="list-style-type: none"> <li>• Parents are not well enough informed about their children's progress;</li> <li>• The school does not work closely with parents;</li> <li>• The school does not provide an interesting range of activities outside lessons;</li> <li>• Their children do not get the right amount of homework.</li> </ul>

The inspection team agrees with most of the positive comments made by parents. The overall quality of teaching is sound and it is good in part, particularly in Years 5 and 6. The quality of reports is inconsistent and some do not give parents enough detail about how well their children are progressing and in which aspects of the work. The school does its best to work closely with parents and there is a good Parents' Association. Given the ages of the pupils, amounts of homework are appropriate. The range of extra-curricular activities is a strength of the school.

## **PART B: COMMENTARY**

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

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

1. Observations made during the inspection indicate that Foundation Stage children make good progress in speaking and listening, mathematical development and personal, social and emotional development and standards are above expectations by the end of the Reception Year in these aspects of their learning. In other aspects of communication, language and literacy, in physical development and in creative development and in their knowledge and understanding of the world, the children reach expected standards and make sound progress.

2. In the past few years pupils aged seven have outperformed on average boys and girls nationally in reading and writing. Girls have equalled the national performance of girls in mathematics but boys have done less well than the average for boys in the subject and less well than the school's girls. No obvious reasons could be found during the inspection for this historic difference. In 2001 there was a big difference in the comparative proportions of Key Stage 1 pupils gaining the expected level and the higher level against similar schools as judged by free school meal percentages. Whilst the school was in the top five per cent of schools nationally for the percentage of pupils gaining the expected level in reading, mathematics and science, results at the higher level were average in reading, well below average in mathematics and average in science. In writing the percentage of pupils was well below average at both the expected and higher levels. The school has recognised and addressed the issue of the under-achievement of the higher attainers and has set more precise targets for each individual. This is seen in the overall good progress of the pupils in Key Stage 1 in both English and mathematics.

3. Over the past few years pupils aged 11 have outperformed national gender averages, but more strongly in English. Overall girls are doing better than the boys, albeit only slightly so in mathematics and science. The difference is slightly higher than the national difference in English. The trend in the school's average National Curriculum points for all core subjects has been broadly in line with the national trend. Overall mathematics was a weak aspect in 2001 and overall results were below the national average and below the average improvement nationally compared with results obtained in Key Stage 1. Against similar schools results were well below average in mathematics and mostly average in other subjects, although below average for the percentage gaining the higher level in science. The school has taken steps to ensure the pupils analyse questions more carefully in mathematics and not to rush their work but to calculate more carefully and check their figures. This is helping to improve the overall performance in the mathematics work in Year 6.

4. Reading standards are above expectations by ages seven and 11. Pupils show much interest in books and pupils read with good expression and have good comprehension of what they read. They make good progress in this aspect of English and also in their speaking and listening, handwriting, spelling and writing skills which remain above expectations throughout the school. Pupils' attainments in mathematics are above expectations by the end of both key stages and they make good progress. Standards in science are above expectations by age seven and good progress is made in Years 1 and 2 because of the overall good teaching but they do not make the same progress in Key Stage 2. In this subject pupils' attainment is at the nationally expected level and not enough pupils reach the higher level. This is because pupils do not suggest their own hypotheses and organise their own investigation sufficiently well. The work lacks challenge for the higher attaining pupils and too much of their written work is copied directly from text or from the board. Overall, progress in science is unsatisfactory in Key Stage 2 as a result.

5. Pupils' attainments in design and technology, history, and physical education reach the nationally expected levels at ages seven and 11 and sound progress is made. It is below expectations in information and communication technology at age 11 though at the expected level by age seven, despite the sound progress now being made. This is because the new scheme and the new information and communication technology suite have not been in operation long enough to benefit pupils sufficiently and the oldest pupils have not been able to make up the leeway which was apparent at the last inspection. There has not been enough dynamism and school guidance for staff in improving pupils' skills in the subject. In geography there was a lack of evidence to judge attainment for pupils aged seven but by age 11 they have exceeded the expectation. They make good progress in Key Stage 2. This is because of the pupils' very good subject knowledge, their natural interest in finding things out about the world and the co-ordinator's expectation that pupils should follow up world events as part of their learning. In art and design, whilst standards are generally in line with expectations in both key stages, a significant number of pupils exceed the standard by age seven and they make good progress. A significant number of pupils also make good progress in Years 5 and 6 in the subject. Insufficient evidence was available to make judgements about standards in music because of clashes on the timetables when inspectors were gathering other evidence.

6. The very small number of pupils with English as an additional language are making good progress because of their natural acquisition of language from working alongside others at work and at play and the support received from the Local Education Authority. There is no difference in the rate of progress of pupils in different ethnic groups. Higher attaining pupils sometimes do not achieve as well as they might in science and in the foundation subjects because they do the same work as other pupils. Good provision is made for pupils with special educational needs and most of them make good progress as a result of the well-designed individual education plans and the careful attention to their needs. Pupils make satisfactory use of literacy and numeracy across the curriculum, although in some lessons pupils do too much copying from the board and from texts and do not write enough in their own words. Pupils do not yet use information and communication technology enough across the curriculum as part of daily classroom work. Since the last inspection standards are higher in speaking and listening, personal and social education and in mathematics by the end of the Reception class and in information and communication technology by age seven. They are not as high in geography and history by the end of both key stages and in art and design and science by age 11. Standards are higher in mathematics despite the downturn last year.

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

7. The previous report indicated that pupils had good attitudes to learning, and behaved well around the school. The quality of relationships was very good, and contributed greatly to the good personal development of the pupils. In line with its aims and mission statement, the school has improved further the attitudes, behaviour and personal development of all its pupils, which are now at a very good level. These areas of strength are consistently well supported by the very good relationships of all members of the school family. Parents are especially supportive of the school's efforts to sustain good behaviour.

8. Nursery children settle quickly into the school routines. They gain confidence, try hard when working and playing, and rapidly gain good social skills. They co-operate well with the staff, and are sensible and well behaved. Reception children are happy, concentrate determinedly on tasks and learn to care and share.

9. Pupils display a very high level of enthusiasm and pride in their school and enjoy their lessons. Their very good attitudes allow them to benefit from the school's activities. They are keen to succeed in their work and understand, as they progress through the school, that hard work will produce good results. Pupils concentrate on tasks and are attentive and responsive to their teachers. Many willingly contribute answers and work with each other to produce successful outcomes. Their co-operative attitudes ensure that usually classrooms have a good learning atmosphere.

10. The behaviour of the vast majority of pupils in all classes is very good. Occasional poor behaviour occurs when teaching strategies are inappropriate for the behaviour of challenging pupils. Most pupils accept the school's expectations for self-discipline and the clear boundaries. Behaviour around the school is very good, and allows the school to operate smoothly and harmoniously. There has been only one exclusion in the last three years.

11. The very good relationships, at all levels, are a fundamental strength of the school. Pupils trust the staff. The school family is bound together in a Christian ethos, which contributes to the mutual respect and harmonious relationships which permeate all aspects of school life.

12. Older pupils have many opportunities to interact with and guide younger pupils. They eagerly accept their responsibilities, particularly in welcoming new entrants to the school. In the classroom, pupils listen to each other with respect and value each other's opinions and qualities, so that pupils' speaking and listening abilities are developing well. Pupils work productively in groups. The pupils show courtesy, politeness and concern for others and a ready welcome to visitors.

13. The personal development of the pupils is good. They develop self-esteem in part due to the constant praise and encouragement for their efforts in the classroom and beyond. Pupils understand their targets, which are well established and communicated. There is a developing personal, health and social education curriculum which informs the care of self and others, although as yet the understanding of concepts in citizenship has been limited. This is a very caring Christian society, where pupils are encouraged to look after each other, as well as gain an awareness of others less fortunate than themselves, through charity work. Pupils are encouraged to take ownership of the school. The comprehensive range of school and class routines help pupils to take initiatives and all Year 6 pupils are monitors with a range of duties. The school undertakes a residential visit for older pupils, and makes visits in the local community and to places of interest further afield, to support pupils' learning. All pupils display a heightened sense of moral and social awareness. Pupils are well equipped for the next stage of education and the wider world as good citizens. Pupils maintain the environment of the site well, as there is no litter, graffiti, or vandalism and the limited cloakroom spaces are kept tidy.

14. During the last four years the school has maintained a consistently good attendance level, in line with the previous report. All classes, except Reception, have attendance rates well above the national average, and many pupils have exemplary attendance throughout their time in school. Unauthorised absence continues at a low level overall. A minority of pupils have some unauthorised absences or a poor level of attendance during the current academic year, and this is impeding their levels of achievement.

15. Registration is undertaken efficiently with polite pupil response. Computerised registers are completed in a statutory manner, and have allowed the school to analyse more effectively long-term trends in pupils' attendance. The school makes effective use of the education welfare officer. Most pupils arrive punctually at school, and classes start on time.

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

16. The overall quality of teaching is sound throughout the school. Sixty lessons were observed during the inspection. Of these just under one half were good or better. Approximately one in eight lessons were very good; five per cent were unsatisfactory and two per cent poor. [42] No unsatisfactory teaching was observed in the Foundation Stage and in the Reception classes two-thirds of the teaching was good. The better lessons observed were spread throughout the Reception classes and both key stages. The best teaching observed was in Years 5 and 6 where a high proportion of the teaching was good and very good. The quality of teaching overall was very similar to that reported at the last inspection.

17. The teaching of literacy and numeracy is generally good. These lessons are well planned and meet the needs of different abilities. The work is often purposeful and pupils are given interesting work which engages their interest. In a Year 1 literacy lesson, a good ambience was created for learning and a good pace was maintained with a good balance of teacher input and pupil activity. Challenging questions kept pupils on their toes. Very good literacy lessons in Years 5 and 6 concentrated on texts from a different culture and included a good level of prediction and discussion and furthered pupils' understanding of how other pupils live. Drama was observed to be used very effectively in Year 6 to develop pupils' speaking and listening skills. Pupils acted out the role of complainant after visiting a theme park which had been found to offer unsatisfactory value for money. Within the practical exercise pupils often made very logical and, in some cases, humorous perceptions in expressing their dissatisfaction. Drama was also used effectively in Year 2 when pupils were put in the hot seat to represent Little Red Riding Hood, the wolf and the granny. In a very good Year 3 mathematics lesson the teacher created a very positive atmosphere and the pace was brisk. Crisp questioning took pupils into rounding to the nearest 100 and was extended to the nearest 1000. Pupils were constantly asked to explain their strategies and their thinking. The teacher made very good use of praise, encouragement and mathematical vocabulary. Learning proceeded at a very good rate and the pupils made very good progress in the lesson. Pupils were constantly on task and showed much interest.

18. The quality of teaching in science by contrast does not cater for different needs and abilities. Too often the work is uninspiring and the same task is given to all. Questions are often derived from worksheets and pupils are copying too much of their work from text books or from the board. In a Year 3 lesson, for example, there was insufficient challenge for the higher attainers, there was a lack of challenge and pupils coloured in pictures when they finished their work early.

19. In other subjects there is very little difference in the overall quality which is generally sound. Teachers have satisfactory knowledge and prepare content and plan suitably to be able to answer pupils' questions and to cover National Curriculum requirements, although some teachers still lack confidence in information and communication technology. Literacy is sometimes used well across the curriculum for example, some Key Stage 2 pupils had written imaginative letters as from the hand of Henry 8th. At other times too much work is copied directly from texts or the board. Information and communication technology is beginning to be used more effectively across the curriculum, as when they word process some of their work and occasionally present data in graphic forms but more is needed. Numeracy is used soundly in science when they measure results and in geography to deal with lines of latitude and in reading maps.

20. Teachers generally manage the pupils well. There is a natural respect between teachers and pupils which creates a good learning atmosphere. Boys and girls are treated equally and given similar activities and this helps pupils to relate well to one another in group discussions and to listen to viewpoints from different perspectives. Teachers insist on politeness and most insist gently and effectively that class procedures are followed. However, there is a little inconsistency in these expectations. In a minority of classes teachers are not firm enough in maintaining the procedures and sometimes allow pupils to speak out of turn or they give instructions and information when some pupils are talking.

21. The quality of questioning is satisfactory. It is best when it is challenging. It is also effective when teachers use how and why questions so that pupils have to explain themselves. Sometimes, however, questioning limits pupils' responses to one word answers and they respond without real thought. A weakness in some mathematics teaching in a small minority of classes is in not asking the pupils enough to explain how they arrived at their answers.

22. Suitable teaching provision is made for pupils with a higher level of ability in English and mathematics but in other subjects pupils are often given the same task to complete. Teaching provision is made for those who show talent in music through instrumental tuition and through extra-curricular opportunities, although the quality of this provision could not be observed due to timetable pressures.

23. Teachers generally use resources well to enable pupils to understand the work. For example in a Year 1 lesson good use was made of a number line to help pupils appreciate 'more' and 'less than'. In the Reception class pupils are observing at first-hand the life-cycle of the butterfly. In a Year 2 class the teacher used her own scan to show pupils her own developing baby.

24. Whilst the pace of lessons is often good, not enough lessons maintain a brisk pace throughout. Frequently lessons which began well tailed off, and the pace of questioning and pupils' motivation subsided as the lesson proceeded. In some measure this is due to the often unsatisfactory plenary when teachers are concluding the lesson. These rarely take learning further forward or are used sufficiently to assess how well pupils have understood their work. Too often these are descriptive occasions of what has taken place, sometimes using to excess 'show and tell' techniques. One exception was in Year 2 where pupils read out some of the opening sentences to their stories and good discussion took place to try and improve the quality of them.

25. Homework is used appropriately to support learning throughout the school. Teachers ensure that reading books are regularly taken home and mathematics assignments and research work make additionally good contributions to pupils' understanding of their work.

26. The work of teaching assistants is good and they are very supportive of pupils either individually or in groups. They work well with the pupils and have a good relationship with them. Some have a specific role with pupils who have special needs and they manage these pupils well with sensitivity and care. The overall teaching of pupils with special educational needs is good. They are well supported and identification is made early so that their problems can be dealt with from an early stage. The school receives good support from the Local Education Authority in this respect and some Local Education Authority staff were in school during the week of the inspection working productively with individuals and groups.

27. Teachers do not always see things from the child's point of view. A group of special needs pupils working on mathematics and seated in a circle was working on the theme of one less and one more, making use of a number line. However, some pupils were seeing the numbers upside down and the number line the wrong way round. In a Year 4 art lesson on perspective pupils were drawing a chair suspended from the ceiling. The teacher had drawn the pupils' attention to the back legs being drawn in a certain way to gain the sense of perspective. The teacher then proceeded to arrange the pupils so they saw the chair from different angles without emphasising the fact that they should draw what they see, not what they thought they should see. In the occasional literacy lesson some teachers do not appreciate that pupils are seated too far away from the text and cannot see it.

28. Where teaching was unsatisfactory class management was not good enough and the structure and presentation of the lessons were not sufficiently stimulating nor well thought through. Pupils made insufficient gains in learning as a result. Equally the pace and content were not appropriate and pupils lost interest.

29. The quality of marking is satisfactory and up to date. Positive comments are often written on the pupils' books but in the main not enough comments are made to help pupils to think about their work and ways in which they could improve. Overall, teachers do not use assessment well enough to plan future lessons.

30. The teaching of the very small number of pupils with English as an additional language, of whom two are at an early stage, is good. The school receives a small but regular amount of support from the Local Education Authority for each of them. The two pupils at an early stage are making good progress in their acquisition of English and, as they are both at a young age, they are assimilating the language naturally through the range of activities in the classroom. Both are coping well. The other pupils who speak English fluently are making progress commensurate with their peers.

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

31. The overall quality and range of learning opportunities is sound, a judgement similar to that at the time of the last inspection. Most subjects meet statutory requirements but there are some omissions in the curriculum for information and communication technology and compositional work in music is not yet a regular feature of lessons taught by class teachers, although a visiting music teacher gives support on a rota basis. The Foundation Stage curriculum is still developing and the children do not have enough opportunities for external physical play and problem solving activities. Curriculum planning has been carefully considered to provide some good opportunities to enhance the spiritual, moral, cultural and social development of the pupils and the effects of this are seen in pupils' very good behaviour, relationships and attitudes.

32. The literacy and numeracy strategies are having a positive effect on teaching and learning in mathematics and English. Long- and medium-term plans are written for all subjects and give a clear indication of what is to be taught and how the needs of the different ability groups are to be met in literacy and numeracy. The skills taught in literacy and numeracy are being used effectively in some other areas of the curriculum, such as geography and history. There is room for further development in this respect in science where too much work is copied and in the use of information and communication technology across the curriculum.

33. Provision for pupils' personal, social, health and moral education is satisfactory. It is taught through religious education, science and across the wider curriculum. The outcomes seen in the pupils' behaviour are very good. However, there is no policy and the work is not sufficiently well planned or co-ordinated. The school has a satisfactorily planned programme for sex education and drug awareness, although there is no formal policy for drugs awareness.

34. A very good and wide range of extra-curricular activities is available for pupils. These include many sporting activities, including Gaelic football as well as computers, science, French, recorders, dance and drama. Regular performances are given to parents. The range of opportunities has a positive effect on the pupils' learning. The pupils enjoy the clubs and activities and the school has a good reputation for its success in sporting competitions. Provision for extra-curricular activities has improved further since the last inspection when it was deemed to be good.

35. The community makes a very good contribution to pupils' learning. The school has very good relationships with the local church and clergy. Pupils visit the parish church and take an active part in the festivals of the church year. Visitors from the local community and support from local business people provide other valuable links. The school has positive partnerships with the local cricket board and the rugby development officer. There are good links with the local secondary school and other schools. Year 6 pupils have an opportunity to visit a residential centre in West Wales for an outward-bound week.

36. The provision for pupils with special educational needs is good. The school supports pupils with special educational needs effectively and the Local Education Authority gives good support and advice to staff and helps in a practical way with pupils who have more complex learning needs. The individual education plans are of good quality.



37. The school has a policy that all pupils should have equal access to all areas of the curriculum and this aspect is implemented satisfactorily. However, there are one or two aspects requiring attention in this respect. Pupils who have extra music tuition are withdrawn from classes which take place at the same time each week. Whilst being a valuable addition to these pupils' education, insufficient care is taken to ensure that the pupils do not miss the same lesson each week. The present arrangements mean that some pupils miss part of their science and geography curriculum, for example, for a whole term. Pupils who receive extra support in reading or other aspects of literacy are often taken out of an unrelated subject, such as physical education and denied the enjoyment and success they can achieve in this practical subject. Some extra support is sensibly given during the registration periods which avoids the problem of withdrawing pupils from other subjects. There is some loss of curriculum time at the end of the school day for older pupils, due to the present layout and organisation of cloakrooms.

38. The provision for the pupils' spiritual, moral and social development is very good. This represents an improvement since the previous inspection when it was reported to be good. The standard of provision for cultural development is good; this has been maintained since the previous inspection. All four aspects are suitably and actively promoted through a range of planned activities across the curriculum and are an integral part of the whole school life and approach.

39. Provision for pupils' moral development is very good. The Christian ethos contributes well to this provision so that pupils know the difference between right and wrong and how they should treat others. Provision for pupils' social development is also very good. The home/school contract ensures that pupils know what is expected of them and appreciate the sanctions and rewards that are in place. The school rules and accepted codes of behaviour are prominently displayed in classrooms and in the vast majority of classrooms are consistently and actively enforced. In most classes pupils are encouraged to take responsibility for routine daily tasks such as collecting books at the end of sessions. The older pupils are asked to perform tasks to help in the running of the school and do these well. In lessons pupils are encouraged to work together and support each other. The whole ethos and relationship between all in the school provides the pupils with very good opportunities to develop their social skills which are further supported by the residential visit and other visits out of school.

40. The provision for spiritual development is very good. Aspects of the curriculum promote this aspect, such as the studies of minibeasts and the observation in classrooms of the life cycle of the butterfly. Acts of worship, prayer times and the school mass provide very good opportunities for reflection and spiritual thoughts.

41. Provision for pupils to learn about and appreciate their own culture as well as the richness of other cultures is good. The many planned opportunities across the curriculum enhance this aspect. Work was seen on the cultures of India, fund-raising for the Amazon rain forest, history and geography work on Greece, West Africa, Rome and Egypt as well as a celebration of the Jewish festival of the Passover. Aspects of the pupils' own culture have also been developed and taught. A well presented and topical display in the school hall celebrated the life of the Queen Mother. Art and design, drama, poetry and music provide good opportunities for cultural development. An emotive poem entitled 'Ruby Red Poppies' written by a pupil in Year 5 for Remembrance Sunday captured well the purpose of the day. More might be made of the music played in assemblies by making more reference to the mood and composer.

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

42. The previous inspection report stated that pupils received effective support, guidance and welfare, with a good level of pastoral care. Since the last inspection, the school has improved many aspects of its support, guidance and welfare and overall it is now very good. Attendance procedures have improved and are now very good. Procedures for child protection and behaviour are good. The very good level of the school's welfare and pastoral care is a distinguishing feature of the school. Parents state that it contributes positively to the progress and development of all pupils and to their personal happiness.

43. The headteacher and staff have a very thorough knowledge of the pupils and exercise a very good pastoral role. In turn they are well supported by the school chaplain, who provides reassurance and guidance at a personal and whole-school level. Pupils are constantly supported and in turn promote the caring culture and ethos of the school.

44. Procedures for supporting pupils' personal development are good. The monitoring of personal development is particularly rigorous in the early years of the Nursery and Reception and suitably efficient elsewhere in the school. Professional agencies are employed as required, including those with an expertise in special needs. The school has good special educational needs provision, including for pupils who have more complex needs. The good quality individual educational plans are shared with parents so both school and home can work together.

45. The school has a sufficient number of relevant and updated support, guidance and welfare policies to guide and underpin its actions. These policies are implemented consistently across the school. The school nurse assists the school well in the sex education programme for older pupils and parents are appropriately involved by the school in this work.

46. Child protection procedures are good. The school has a sensitive concern and awareness for the needs of its pupils and all staff. However, whilst the headteacher has received recent training as the co-ordinator, staff would benefit from further refresher training. There is good support from the outside agencies for this aspect when required.

47. Procedures for monitoring and promoting behaviour are good. Through its pastoral care policy, the school gives a very high priority to its expectation of good behaviour. Most staff have a good understanding of the fundamentals of the procedures of 'rules, praise, and ignore', but some teachers are less at ease with the 'ignore' component, if poor behaviour takes place. Rules are consistently displayed throughout classrooms and around the school, and pupils participate well in their development. There is a clearly understood tiered level of response to oppressive behaviour, which includes the headteacher appropriately. He has a very effective reconciliatory approach, to enable pupils to confront the truth and subsequently apologise.

48. Attendance procedures and systems are very good, and have produced a consistently good performance level over the last four years. The school clearly demonstrates to parents the importance of good attendance and punctuality through effective written communications for the smooth running of the school. The school follows up parents who fail to communicate reasons for their children's absence so that for most pupils unauthorised absence is minimal. The incidence of parents requiring holidays within the term is low due to the school's determined efforts.

49. The school is a safe environment for all pupils and staff. Procedures associated with health and safety are satisfactory, but as yet lack rigour. The safety of all pupils is of paramount importance to the school and the governor newly appointed to this role. Teachers take good account of health and safety measures in all lessons and activities. A few minor problems identified during the inspection were reported back to the school for action. The school has a sufficient complement of certificated first-aiders except in the Nursery. The school medical room is inadequate.

50. All pupil-based information systems are updated by the school secretary, and are sufficiently focused and specific to support any emergency. There is a good liaison and relationship between the school and the local secondary schools, so that parents receive good support at transfer, and parents' and pupils' anxieties are minimised. Induction procedures for parents are personalised, welcoming and sensitive to the parents' needs, and give every encouragement to pupils to make a confident start to their school lives.

51. Assessment was deemed unsatisfactory in the last inspection. The school has put a considerable effort into improving this but there is still some way to go. Assessment procedures and record keeping are good in the Foundation Stage which help to give the co-ordinator a clear overview of where each child has reached. In English and mathematics formal assessment tests are carried out on a regular basis. One of the strengths of assessment in English and mathematics is the information it gives to identify pupils who need extra support at an early stage. In these two subjects informal assessment is on-going and records are mostly rigorously kept. In science and information and communication technology assessment procedures are inconsistently applied but most work is assessed at the end of a unit and the results recorded. Regular assessment rarely happens in the other subjects, except on an informal basis and few records are kept. The result is that there is insufficient information about pupils' progress and levels of attainment to assist teachers with their short- and medium-term planning in art and design, geography, history, music and physical education. The school is aware that this is an area which needs further development and has included it in this year's School Improvement Plan. One outcome is that a new policy statement has been drawn up which is currently awaiting governors' approval.

52. An interesting experiment being trialled is in the involvement of pupils in assessing each other's work in Year 6 against the criteria for different levels. They look for punctuation, at the quality of the content and even write points on how the other pupil could improve next time. Exemplars from the mark scheme are shown on the overhead projector and as a result they become familiar with what is required for a Level 4 or 5.

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

53. The last inspection report indicated that the school had a sound partnership with parents. Although the number on roll has increased by approximately a third since that inspection, the essential principles of dealing respectfully and fairly with parents have been maintained. This has enabled the school to build a good and effective partnership with parents. Overall, the school works well with its parents in a close relationship of mutual respect.

54. Parents have very positive views of the school and satisfaction levels have risen markedly since the last inspection. A few adverse comments were made relating to the information they receive about pupils' progress, the school working closely with parents and homework. There are no areas of significant dissatisfaction.

55. The school's mission statement and aims indicate that it wants to harmonise pupils, parents, staff and the parish together with a strong Christian vision. Many parents make significant journeys to bring their children to the school. They feel part of the school assisted to good effect by excellent induction procedures. They are welcomed in school and have good access to the school staff if they have a problem. Both the staff's links to parents and the parents' impact on the life of the school are good. Parents provide valuable additional resource by supporting learning in the classroom, and attending the many school functions including mass, assemblies and functions. The Parents' Association is run by a large energetic committee and involves most parents in fund-raising through a variety of events. It is an essential element in promoting and developing the distinctive community spirit and happy family ethos that pervades the school, and in forging links with the parish.

56. The quality of information for parents is variable but satisfactory overall. Both the prospectus and the annual governors' report to parents are of satisfactory quality and indicate that the school values its parents. However, the prospectus contains national test results from two years ago which makes comparison of the latest data with other schools difficult. This was an oversight which occurred during the headteacher's absence. The school's policies and procedures are satisfactory. Parents could benefit

from greater access to them. Other written communication is sufficient, informative and friendly. Informal communication is good. Parents are given a satisfactory outline of the curriculum and children's targets. Reports on pupils' progress are unsatisfactory in some aspects. They do not give enough detail about pupils' achievements and attainment. Parents are encouraged to add their own comments separately, but pupils are not given the opportunity to add their own self-appraisal.

57. The contribution of parents to pupils' learning at home and in the school is good. Overall, the school has very supportive parents. Although the school has not developed a policy for parents, most comply with the home-school agreement. Parents discharge their statutory duties well in relation to attendance and punctuality issues. Parents are invited into school to review their children's work twice a year and these evenings are very well attended as are those related to aspects of the curriculum. The majority of parents are satisfied with the school's arrangements for homework, although some Year 6 parents feel that they are not adequate to prepare the pupils sufficiently for the demands of secondary education. The inspection team feels that amounts are adequate given the age of the pupils. There is close collaboration with the parents of special educational needs pupils, so that meaningful individual educational plans, with targets have been set and communicated. Parents receive sufficient advice from the school at the time of transfer to secondary school, so that they can take enlightened decisions about choices.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The overall quality of leadership and of the management of the school is sound. Our Lady of Compassion RC School is a very happy, caring school in which all pupils are known as individuals. The school's aim and mission - 'We do this by promoting the spiritual, creative and social development of the children within a caring community' - is well reflected in its work. The headteacher has a clear educational vision for the school. However, recent circumstances that have included a proposed major building project to accommodate additional classrooms and pupils have lessened his impact on the monitoring of standards and of the quality of teaching. His sound leadership is similar to that at the time of the last inspection. The headteacher is aware of the need to set in place as a matter of urgency a more detailed, well defined, prioritised school improvement plan that fully embraces the aims of the school. Part of these prioritised plans is to include a more systematic monitoring of the quality of teaching and learning. There has been satisfactory improvement to the issues identified by the 1997 inspection, which culminated recently in the successful completion of information and communication technology training for all staff.

59. Both the leadership and management provided by members of the senior management team are satisfactory overall. The headteacher has recognised that certain organisational changes are required. The position and role of the deputy headteacher require greater clarification together with his academic responsibility. These changes require members of the senior management team to play a more effective, committed role in taking the school forward. Although there is a strong commitment to improve standards, subject co-ordinators do not have a clear overview of the quality of teaching and learning in most subjects. This is because they do not have well planned, focused opportunities to observe lessons, review teachers' planning and review the quality and range of work undertaken in pupils' workbooks on a regular basis in order to raise standards. The Foundation Stage co-ordinator only meets half-termly with the Foundation Stage team. The headteacher is aware of the need to bring in outside specialist teachers to address the weakness in subject knowledge amongst teachers. Nevertheless, all subject co-ordinators work hard and are ready to take on additional roles and responsibilities.

60. The members of the Governing Body fulfil almost all their statutory requirements, but aspects of the information and communication technology program are not yet fulfilled. They are very supportive of the school and of the work of the headteacher and staff. They are developing their roles, but as yet are not sufficiently involved in shaping the strategic academic development of the school. They meet regularly

both as a full governing body and in various appropriate committees, and are kept well informed about school matters in the headteacher's reports which include a detailed analysis of scores gained in national tests. The literacy and numeracy governors oversee progress in their areas, but procedures for monitoring the academic work of the school are still developing, and governors do not always share a clear understanding of all the strengths and weaknesses that exist. As a result, they are not always sufficiently well informed to ask challenging questions about how particular weaknesses can be resolved.

61. The school improvement plan is sound, and has appropriate targets that address most of the main weaknesses of the school, such as the use of information and communication technology to underpin learning in all subjects. Nevertheless, there is a lack of a prioritised focus on raising pupils' attainment, a sufficiently long-term view of development and on celebrating success when a particular aspect has been completed successfully.

62. Financial planning is good. The Chair of Finance is willing to grasp the many demands made upon her. The Governing Body Finance Committee at present meets twice termly, ensuring there is a good oversight of finances and budget control. There are agreed systems that clearly record the transfer of monies between respective budget headings, thus ensuring stringent accountability and good financial practice. The contingency in the school budget is in excess of the desirable maximum of five per cent, and was earmarked for the school building project and re-roofing the school hall. Governors are aware of recent fluctuations in contingency, and intend, with the help of the school bursar, to develop a more critical approach to the amount held in the contingency budget. Taking into account satisfactory achievement, the satisfactory quality of teaching and learning, the slightly above average unit costs, the very good attitudes and provision for pupils' spiritual, moral and social development and the satisfactory improvements since the last inspection, the school provides satisfactory value for money.

63. Financial control is very good, with clear, agreed systems for ordering, receipt and payment of all goods. All staff value the highly efficient work of the school secretary. Daily procedures are clearly very efficient, and support the day-to-day administration of the school very well. The minor points identified in the most recent audit have been addressed appropriately.

64. All finances in the form of government grants are put to sound use, particularly specific grants for example, additional adult support in the infant classes and staff training.

65. Performance management is soundly implemented. However, the time scales that the school is working to are not dovetailed into it with sufficient rigour. The headteacher, with support from the senior management team, has monitored teaching and learning in most classes. Feedback has been given to individual staff on the quality of their teaching. However, it is not always apparent what the monitoring has revealed in terms of plans for development to support wider school improvement, or how these are to be progressed. There are pockets of good practice around the school. However, this practice is not being sufficiently recognised or shared to assist in the further raising of standards, and is a missed opportunity. The headteacher has clearly identified that at present the monitoring of teaching lacks sufficient rigour and regularity, having yet to identify exactly how monitoring and evaluation are to be taken forward.

66. The school applies the principles of best value well. It compares its results with other schools of similar socio-economic intake. It ensures it obtains best value when making purchases. The Governing Body uses service agreements where these offer best value and the school consults thoroughly on major spending decisions, ensuring that at least three tenders are considered to ensure best value. The governing body is aware of the need to develop systems that monitor the effectiveness of spending decisions on the raising of standards.

67. The school is developing systems for monitoring its performance in tests, and has taken effective steps to improve in some areas. The school recognises that it needs to use the comprehensive data now available, particularly on standards in science, to set increasingly precise, challenging targets for all groups including higher attaining pupils and all classes. A recent development yet to be fully adopted throughout the school by all staff is the setting of individual targets for all pupils. At present inconsistent use is made by teachers to use these targets to support the assessment of learning in lessons or in recorded work.

68. The quality of the school's accommodation, though satisfactory overall, has some weaknesses. The restricted access to the site within a conservation area is a major concern, and was significant in planning permission being rejected recently for a future enlargement of the school. A few cramped classrooms and cloakroom provision, difficult staircases, very restricted, secure outside provision for the youngest children and inadequate medical facilities, offset good accommodation features, such as the hall, and the size of other classrooms and Nursery. For a school of 340 pupils, the pleasant external playgrounds and field are restricted in size. The caretaker and staff work well to keep the school clean and well presented but their endeavours are offset to some extent by the age of the building and poor decorative maintenance.

69. The school has a sufficient number of teachers who are suitably qualified and experienced to teach the curriculum. All teachers have appropriate job descriptions. There is a delegated management structure for staff to be responsible for all areas of the curriculum, though there is now a need for these roles to be reviewed to include a greater responsibility for the monitoring of the teaching and standards of their subject. Staffing levels are sufficient to ensure that class sizes are not too large. There are sufficient classroom assistants who carry out their duties very effectively and make a positive contribution to the pupils' learning throughout the school. Effective systems are in place for introducing new staff to the school and there is an induction process for newly qualified teachers. The arrangements for staff training and development are satisfactory.

70. Learning resources and book provision are satisfactory overall. Equipment and resources are good in art and design, science and in information and communication technology.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The school is an improving school and there has been an overall trend of improvement in national tests in recent years, although results are still a little inconsistent. In order to maintain this improvement and the general provision for its pupils the school should:

- **improve standards in science in Key Stage 2 by:**
  - a) stretching more able pupils with work which challenges their capabilities;
  - b) ensuring pupils devise their own scientific experiments in class;
  - c) ensuring pupils write about their work in their own words;(Paras. 4, 32, 51, 99)
- **improve standards in information and communication technology in Key Stage 2 by:**
  - a) bringing more rigour into the programme and lessons for information and communication technology;
  - b) providing greater support to teachers through practical and written advice, further staff training and a more detailed scheme of work;
  - c) ensuring the National Curriculum Programmes of Study are fulfilled;
  - d) providing greater detail about the school's software and how this can be used to benefit pupils' learning;(Paras. 5, 32, 130, 132)
- **clarify the roles of the deputy headteacher and the senior management team so that:**
  - a) the headteacher receives better support in managing the school;
  - b) the senior management team has a greater understanding of what each member should doing to move the school forward;
  - c) the school's senior management personnel adopt a more purposeful and rigorous approach to their roles;(Para. 59)
- **ensure the headteacher and subject co-ordinators monitor the quality of teaching and standards of work more regularly and more cohesively by:**
  - a) training the staff in the skills of classroom observation and scrutiny of work so that monitoring of teaching and learning is developmental;
  - b) mapping out a schedule of classroom visits;
  - c) giving verbal and written feedback;
  - d) scrutinising planning and pupils' work across the school more regularly in the subjects for which they are responsible;
  - e) ensuring the Foundation Stage co-ordinator meets much more regularly with the Foundation Stage team;
  - f) reviewing the co-ordination arrangements for those aspects of personal, social and health education which currently come under different subjects.(Para. 58, 65)

- **ensure assessment is used to better effect in planning future learning, particularly for more able pupils**

(Para. 29, 51, 67)

- **improve the arrangements for the withdrawal of pupils from lessons for extra activities so that**

- a. they do not miss important aspects of work;
- b. they are not withdrawn from the same subject on a regular basis.

(Para. 37)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

60

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	22	27	3	1	0
Percentage	0	12	37	45	5	2	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR–YR6
Number of pupils on the school's roll (FTE for part-time pupils)	15	326
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR–YR6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	30

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### 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
	01[00]	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	16
	Girls	17	15	17
	Total	33	28	33
Percentage of pupils at NC level 2 or above	School	100 [100]	85 [97]	100 [97]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	16	17	17
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	91 [97]	100 [97]	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
	01 [00]	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	11
	Girls	22	15	22
	Total	31	23	33
Percentage of pupils at NC level 4 or above	School	89 [97]	66 [84]	94 [94]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	19	15	19
	Total	27	24	29
Percentage of pupils at NC level 4 or above	School	77 [94]	69 [84]	83 [94]
	National	72 [70]	74 [72]	82 [79]

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	260
Any other minority ethnic group	0

*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)	14.1
Number of pupils per qualified teacher	23.1
Average class size	29.6

**Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	215

**Qualified teachers and support staff:  
Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	70
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

***Financial information***

Financial year	00/01
	£
Total income	657729
Total expenditure	657729
Expenditure per pupil	1784
Balance brought forward from previous year	29531
Balance carried forward to next year	29531

***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
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	341
Number of questionnaires returned	144

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	6	1	0
My child is making good progress in school.	44	49	7	0	1
Behaviour in the school is good.	38	54	6	0	3
My child gets the right amount of work to do at home.	42	43	12	3	0
The teaching is good.	58	37	3	1	1
I am kept well informed about how my child is getting on.	29	51	18	1	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	1	1	1
The school expects my child to work hard and achieve his or her best.	56	42	2	0	0
The school works closely with parents.	34	49	11	4	3
The school is well led and managed.	42	48	2	4	4
The school is helping my child become mature and responsible.	47	48	3	0	2
The school provides an interesting range of activities outside lessons.	41	37	7	2	13

## **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**

72. Children begin the Nursery in the September following their third birthday on a staggered basis over a three week period and attend for the morning session. They transfer to the Reception class the September after their fourth birthday and are offered full-time education which most parents accept. The Nursery curriculum is planned separately from that in the Reception class but both year groups follow the Foundation Stage curriculum guidance. Most children reach and many exceed the expectations for children by the end of the Reception. Teaching in all aspects of the Foundation Stage is sound and the children make satisfactory and sometimes good gains in their learning. Teachers keep careful records of the children's progress, particularly in literacy and mathematics and in their personal and social development. The attainment of the children varies with different cohorts on admission but on average the children's attainment on entry is slightly above average. Standards are higher in speaking and listening, personal and social education and in mathematics by the end of the Reception class than they were at the time of the last inspection and similar in other areas of learning.

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

73. The children make good progress in this aspect of their learning and attainment is above average by the end of the Reception year. This is because of the good opportunities for the children to work and play together, the good range of activities they experience and the expectations made of pupils. For example they follow routines such as putting on aprons for messy work and about the number of pupils allowed at different activities. Children work together cooperatively in the activities they undertake, such as the water and sand trays and in the role-play area where they share the dressing up costumes. They are supportive of one another, for example helping one another to put on aprons when they undertake many activities. When searching for minibeasts in the school grounds they help one another to get the creatures in the pots. They are able to take turns and they obey the class rules, which ensure that particular activities are not overcrowded. The children have good concentration skills and can persevere for long periods of time for their age in their chosen or designated activities. They are adept at playing both with others in supportive roles or alongside others. Some prefer to play more independently. They are socially confident and converse with adults with an easy confidence. They sometimes take the initiative in tidying up, as when they brush up spilt sand, and cooperate in tidying up the classroom at the end of activities.

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

74. Overall, the children's attainment in this aspect of learning is at expected levels by the beginning of Year 1 but their speaking and listening skills are above expectations. This is because of the good provision offered. They listen very attentively to stories and like to join in with repeated phrases such as 'and he was still hungry' in 'The Very Hungry Caterpillar'. They have opportunities to listen to stories and poems on the computer and on listening machines using headphones and do so responsibly. Some are able to point to words with the mouse as they follow spoken text on the monitor. The children have regular opportunities to 'write' from mark making in the Nursery to more formal work in the Reception classes, such as learning how to form letters correctly. By the end of the Reception class many are able to write simple sentences or phrases using word cards from the word bank such as 'This is the garden.' or 'A flower in the sunshine.' Some show interest in independently selecting books in the book corner, turning over the pages in the correct way and gaining enjoyment from looking at words and pictures. Many know the sounds of letters and they can name objects which have an initial letter sound. They are becoming familiar with the sounds made by letter blends such as 'oi', 'sh' and 'th'. They learn to form their letters correctly. They express themselves confidently and clearly in role play areas such as the garden centre. All children recognise their own name and most can write their own name with upper and lower case letters.

## **Mathematical development**

75. The children make good progress in this aspect of their development and the children's attainment is above expectations by the end of the Reception year. The work they are given is based on the assessment made of pupils as they enter school and taught in ability groups which enable each individual child to make good learning gains. They understand positional language such as 'in front' and 'beside'. They know vocabulary which allows them to make comparisons such as 'tall', 'taller', 'wide', 'small' and 'narrow'. The Nursery children sing action number rhymes that use counting forwards and backwards to ten. By the end of the Reception year, almost all can recognise the numbers to ten and many up to 20 and well beyond. A high proportion know their number bonds to ten. They can form their numerals to 10; count accurately and name objects to 20 and some beyond. Children can add and take away one and match a number to the equivalent number of dots. They can make tally charts to record number and create simple pictograms to represent data. They know the names of common two- and three-dimensional shapes. They are able to make repeating patterns to the order of two and three. Their recognition of colour helps them to sort and count objects accurately as when they sort out plastic eggs.

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

76. Many children have a good knowledge and understanding of the world for their age when they begin school and they continue to develop their knowledge and understanding in the Foundation Stage. The teachers provide good opportunities for pupils to develop their learning, often through first-hand experiences which interest the children, such as the work on caterpillars which they are observing changing into butterflies. They search for mini-beasts in the school grounds. They can name the major parts of a plant and grow their own plants, such as beans, lettuce and carrots. They can use magnets to identify magnetic and non-magnetic objects and describe the texture of different materials. They learn about people's jobs in society such as the optician and the fireman. They learn about the concept of a map by drawing their own imaginary maps of the three pigs' journey and following a drawn route with adult help round part of the school. In the water tray they learn about things that float and sink. They understand that humans develop and grow and change in appearance and they can order a few pictures of humans from babyhood to old age. They make good progress in information and communication technology skills, particularly in the Reception year learning the function of the back space, space bar and operate effectively drag and drop techniques.

## **Physical development**

77. The children make satisfactory progress in this aspect of their development. They grip pencils and hold paint brushes correctly. They can throw large balls underarm with both hands at short distances with reasonable accuracy, although their catching skills are not so refined. They begin to learn about their bodies, space, awareness of others and play well together. They use a range of construction toys which facilitates their manipulative skills and hand-eye co-ordination, supported by skills in creative work such as gluing when joining different surfaces and materials together and use of scissors. Most are able to dress and undress themselves for physical activity.

## **Creative development**

78. The children's attainment in this aspect of their work is satisfactory in undertaking a range of activity, although they do not sufficiently think their own thoughts and are too often provided with a template so that the results are quite similar. They create flowers using prepared tissue circles by sticking them to a tissue stem. They make simple 'flowering plants' out of yoghurt pots covered with paper. They make print patterns of dragon flies and butterflies using prepared stamps and paint. They paint crickets, butterflies and caterpillars. Reception pupils make soup and fruit salad kebabs from their own

designs. They draw their favourite characters from traditional fairy tales. The children use an appropriate range of media but opportunities are often missed to draw and paint from observation as when the children observed the goldfish without any real purpose and an opportunity was lost. No children were seen mixing their own paints and imaginative three-dimensional work was not much to the fore. They say and sing a variety of songs from memory such as nursery rhymes as when they dress up as the 'Dingle Dangle Scarecrow'.

79. The staffing in the Foundation Stage is adequate. Internal accommodation is good in the Nursery and satisfactory for the Reception classes. Outside provision is unsatisfactory. The very limited outside provision for the Nursery is too small for effective outside play and there is no secure play space for the Reception classes. The staff make satisfactory use of the internal provision for physical play. The co-ordination of the Foundation Stage is unsatisfactory as the team leader does not meet with the rest of the Foundation Stage staff sufficiently frequently and give a sufficiently strong lead.

## **ENGLISH**

80. In the national tests for pupils aged seven in 2001, the school's results for reading were well above the national average, and above those of similar schools. In writing, results were broadly in line with the national average but below those of similar schools. This represented a dip from the previous year. Boys performed slightly better than the girls when compared with boys and girls nationally. In the national tests for 11-year-olds, the school's results were well above the national average and above those of schools whose results had been comparable four years earlier when the pupils were aged seven. The results were in line with schools whose pupils come from a similar background. There was little difference in the performance of boys and girls when set against the national average. Pupils' attainment is similar to that at the time of the last inspection.

81. From the evidence seen in Key Stage 1, reading standards continue to be above national expectations for the age group. Many pupils read confidently with good use of expression to show they understand the meaning. Most can explain various punctuation conventions like commas, exclamation marks, full stops and know their function. A few know what these marks are called but cannot explain when they would be used. Most can work out unfamiliar words quickly and deduce their approximate meaning from the context of the sentence. The majority can predict what might happen next in the story and many show a keen appreciation of humour where it occurs. A few are not yet using their learning of phonics to help them to read new words and tend to rely on basic sounding out without using the sound blends of letters make, like 'sh' or 'ai'. Standards in writing have improved since last year's dip with many pupils exceeding the national expectation. There is much evidence of pupils planning their work, making rough drafts and then producing a final well polished product. Examples of this were seen in work in Years 1 and 2 where pupils were each retelling a story in their own words. Most have a clear understanding of the sequence of the story, presentation is of a high standard and spelling and punctuation are mostly accurate, with many in Year 2 correctly using speech marks. The work in Year 2 was generated by the pupils listening to a tape which stimulated many of them into writing work of a standard above the expectation for their age. Many introduce effective descriptive phrases, for example 'Now the leaves swirl from the trees' to set the scene in a poem about autumn. Many pupils use a variety of different sentence openers such as 'suddenly' or 'meanwhile' which helps to give their work added impact and interest. The first draft of the work is inevitably less accurate but most are able to correct mistakes with minimal adult intervention. A few pupils lack the confidence to attempt to write words without help but most can spell relatively correctly with a bit of encouragement or find what they want in their word books. This is an effective way of introducing dictionary skills at an early age. Pupils write in a variety of styles such as stories, letters and poems where all can identify rhyme and a few can grasp and reproduce the concept of rhythm. Their ability to express themselves clearly and to listen to others is well developed. Class discussions are often lively with pupils using a wide vocabulary in correct sentence construction to make their point.



82. As they move through the first two years of Key Stage 2, reading skills continue to improve with many using a variety of strategies for reading new words. The meaning of the text is well portrayed as many pupils use their voices expressively. Most can correct themselves unprompted when they make a mistake. In Year 3, many become more confident in using parts of speech such as alliteration to add impact in their written work. In Year 4, pupils develop their dictionary skills both for spelling and for the correct meaning of a word for example 'dilemma'. Once they have grasped the meaning, many are able to apply this to the situation they are discussing and to understand how the dilemma in question affects those involved. This shows a growing perception and understanding of the deeper meaning lying behind words. In the last two years of the junior school, pupils learn the distinguishing features of a wide variety of styles and many use these effectively to fulfil each given task. For example, many pupils produced their own versions of myths with appropriate openings such as 'long ago and far away...'. In much of their work, many develop very good descriptive phrases such as 'teeming with personality' or 'the fluffiest pillows, softest duvet and bounciest mattress' which promote clear images in the mind of the reader. Some of the writing Year 5 pupils did for Remembrance Day was extremely moving and showed a remarkable maturity. By Year 6, most pupils take pride in the presentation of their work, use paragraphs correctly and write in a flowing legible style. The content is often interesting and pupils' use of language becomes more accurate often reflecting their well developed speaking skills. Many show a pleasing individuality in their choice of phrase, often with humour well used to add that extra spark that distinguishes good writing from the mediocre, for example when compiling advertisements offering one or other of their parents for sale. Many are able to approach a piece of work from the different points of view of those involved and thus show that they understand there are usually at least two sides to any interpretation of events. Some can put forward convincing arguments to back a particular point of view, both on paper and verbally. This was seen in a lively drama lesson where one pupil was in the role of the manager of a theme park fielding the complaints of a customer. A few were able to give very plausible character sketches of the people involved. Some pupils delight in the sound of new words or phrases but now need to work on using them more accurately in their writing. By the age of 11 many pupils read fluently and expressively, both in small groups and for larger audiences such as school assemblies.

83. Progress in all aspects of literacy for pupils in Key Stage 1 is good. In the first two years of Key Stage 2, progress is steady but this accelerates in the upper two years of the key stage where many make good progress.

84. Since the last inspection there have been many changes in how literacy is taught in schools. The implementation of the National Literacy Strategy has impacted well on standards, particularly at the end of Key Stage 2 where the work of many pupils is now above the national expectation for that age group. Pupils at both key stages use correct grammatical structures more accurately than was found to be the case before. About half the pupils in Year 2 now attempt to join their handwriting and the use of capital letters and full stops is observed by most. Pupils continue to make good progress overall with many now making very good progress in the last two years of Key Stage 2. Pupils' behaviour, attitudes to work and concentration on the task in hand remain strengths of the school. The quality of teaching has improved and no unsatisfactory lessons were observed in English. Most teachers have high expectations of what their pupils can achieve. Formal assessment procedures are constantly being reviewed and rigorously applied in many year groups. However, the results of these assessments are not consistently fed back into planning to ensure that identified weaknesses are addressed.

85. The quality of teaching in both key stages is good overall. In Key Stage 1 it is never less than satisfactory and sometimes good or very good. In Key Stage 2 it is mostly good or very good, particularly in Years 5 and 6 which is reflected in the very good progress many pupils make and the high standards achieved. Where teaching is most effective, lessons start briskly and a variety of different activities keep the lesson flowing smoothly so that pupils' interest does not flag. The purpose of the lesson is shared with the pupils so that they can see the point of what they are learning. The teacher constantly re-enforces and recaps on the pupils' learning to consolidate skills and raise pupils' confidence. The tasks selected are carefully matched to pupils' attainment so that each is challenged and

can gain a sense of achievement when the task is completed. Where the match is less precise, sometimes the work is not sufficiently challenging for some and too difficult for others who then fail to finish and do not, therefore, feel they have achieved anything. This often happens where the teacher has not set targets for each group which would give a focus for their learning. In many classes the pupils are told what volume of work is expected from them and given realistic time limits for completion. This helps them to aim for a goal and to keep them on task. In classes where the required volume of work and time available are not stated the pupils work less systematically.

86. Planning in most lessons is sufficiently detailed to give structure to the session but assessment opportunities are not usually built in. This would help both pupils and teacher to see what progress is being made and what aspects need consolidation. However, opportunities for the teacher to assess instantly how well pupils are learning occur where the individual whiteboards are used. In many lessons the teacher uses mature language and by careful use of probing questions constantly challenges pupils to develop their answers and express themselves more clearly. An example of this was seen in a Year 5 class which was studying a text on an incident in South Africa some 20 years ago. Many of the cultural attitudes were very unfamiliar to the class but by the end they had almost all been skilfully guided and challenged by the class teacher into a much clearer understanding of the language of the text and how and why such an incident might have taken place. Many teachers have high expectations of good behaviour which ensures that the learning atmosphere is maintained with few distractions. Occasionally class control is less secure and the impact of the lesson is lost when pupils do not listen and chat inappropriately. The class does not then absorb the teaching points made. In a few classes, the pupils are kept too long on the carpet area. They become uncomfortable and restless and many begin to 'switch off' and again the impact of the lesson is lost. It is noticeable that in the classes where teachers take care with their presentation when they are writing on the board, the pupils also take a pride in their handwriting. Where the role modelling is more slap-dash pupils begin to think it does not matter and their presentation also deteriorates. In some lessons the pupils are brought together at the end to discuss what they have been doing and to suggest ways in which they could improve, often by evaluating the good points of someone else's work. However, frequently the time allocated for this is insufficient. The process is rushed and an opportunity for pupils to realise how to improve or to consolidate what they have learnt is lost. At both key stages, good use is often made of drama and role-play to add interest and enjoyment which helps the pupils to learn in a different way. For example, pupils in Year 2 were asked to act as each of the characters in their story while answering questions from their classmates, a good way of developing language skills and increasing pupils' confidence. A similar approach worked very well in Year 6 with pupils acting as members of the public complaining to a person behind a desk. In both classes, pupils were able to write more imaginatively as they understood from first-hand experience how the characters felt. Much of the pupils' work is thoroughly marked and guidance given about further improvements or targets for the pupils to aim at, but this is not consistently applied.

87. The subject is well managed. The co-ordinator has been in post for just over a year, but has already shown a clear vision for how improvements could be achieved. Priorities have been identified, such as writing at Key Stage 1 and the higher attainers at Key Stage 2. The strategies implemented are now bearing fruit by the end of Year 2 where standards are rising and in Year 6 where more pupils are achieving above national expectation. Some pupils in Year 1 have been identified as likely to benefit from the Early Literacy scheme and these sessions are proving very effective in raising the standard of their work and their self-confidence. Similarly the Additional Learning Support programme has helped pupils to progress more quickly than their peers. The policy statement is due for updating in line with National Literacy Strategy requirements and this is catered for in the action plan for literacy which is a well thought out and helpful document. Formal assessment procedures are regularly carried out of spelling, reading, and phonic skills and records are mostly rigorously kept. End of year testing takes place in each year group and it is planned to introduce termly assessment of pupils' books with their work levelled against National Curriculum levels of achievement. The results of spelling assessment tests are quickly fed back into the next week's planning. Mid-term planning is updated to take some account of informal assessment but this does not happen consistently. This procedure will become easier to apply when formal testing is undertaken termly instead of yearly as at present. A portfolio of pupils' work is being developed, so far only in writing, but it is planned to extend this into other areas of the curriculum.

The co-ordinator oversees mid-term planning to ensure that the National Literacy Strategy programmes of study are being covered and looks at weekly planning from time to time to make sure that the pupils are given the opportunities to build continuously on their skills. The co-ordinator has had opportunities to monitor teaching in many classes but lack of available time makes it difficult for her to become more familiar with the upper end of Key Stage 2 in which she is less experienced. She is aware that this is an area of her professional development which is important to enable to do her job more effectively. There has been an appropriate amount of in-service training for the staff to raise their confidence in teaching literacy and the co-ordinator gives a good level of support where possible. There is a suitable amount of resources to teach literacy, including a variety of reading schemes, and many books have recently been purchased to increase the range of the library corner in each classroom. These are constantly in use, often managed by the pupils themselves which gives them a sense of responsibility. There is a good level of support from the Local Education Authority, particularly with developing the literacy action plan and the literacy governor comes into school frequently. English skills are well developed across the curriculum, particularly in speaking and listening where the pupils' ability to express themselves clearly and order their thoughts helps them to make progress and participate well in lessons. Where pupils are given the opportunity to write in their own words, for example sometimes in history and science, the level of literacy is good. Many pupils use the computer to process their work and to add to the impact of their writing with carefully chosen font styles and letter size. Good use is made of the local library service and pupils visit other libraries. Each week pupils are given the opportunity to use the school library and develop their library skills. This has a reasonable selection of fiction and non-fiction and is a pleasant well lit area.

## **MATHEMATICS**

88. Inspection evidence is based on lesson observations, work seen in pupils' books, discussions with pupils and teachers and the results of national tests and the frequent school assessments. Standards are above what is expected at the ages of seven and 11. This represents an improvement on the last inspection when the standards were average and also on the 2001 results in the national tests, where the results showed the pupils to be average at age seven and below at age 11. The group of pupils who took the test last year, and have now left the school, was less able than the current Year 6 pupils in mathematics. They also under-performed in the tests and did not fulfil the potential seen in previous tests, rushed the questions and were not sufficiently trained in strategies to answer questions. Assessment data from the school indicates that good progress is being made with the higher attaining pupils as they progress through the school. Currently, pupils' work is extensively checked for progress and accurate targets for their future learning are being set. The teaching and learning seen indicate that good progress is being made.

89. In Year 1 most pupils know their number bonds to 10 and can add and subtract any two numbers that make 10. A few pupils take this exercise on so as to add numbers to 20. They are learning to count on in twos, fives and tens and nearly all the pupils can do this.

90. Year 2 pupils can count up and down in twos and know their odd and even numbers to 50, some to a 100 and beyond. The pupils are beginning to be able to explain the stages of thinking and working out of a problem. Pupils were seen measuring accurately in centimetres, detailing the properties of two- and three-dimensional shapes, working with coin equivalence to 20 pence, telling the time and knowledge of place value to 100. Most pupils had a good understanding of these elements.

91. In Year 3 pupils can sort, describe and picture two-dimensional shapes. They are learning the properties and correct mathematical language that is used to identify the different shapes; nearly all of the pupils have a sound grasp of these facts. They can easily round numbers up and down to the nearest 10; currently they are rounding numbers to the nearest 100. They can add three numbers to make 20 and can explain their thinking and ways of working out a problem. They know the place value of numbers up to 100 and some to 1000.

92. In Year 4 pupils can add three numbers to 100 with doubles and trebles included. Most can recognise numbers to 1,000 and some to 10,000. They understand correct methods of addition and subtraction to 100 and understand the link between adding and subtracting. Most Year 5 pupils know a majority of their tables and can multiply and divide two-digit numbers. They can add and subtract three-digit numbers and know place value to 10,000. Good work was seen on using, handling and understanding negative numbers in practical situations, such as temperatures. Many of the pupils can use brackets and simple formulae in calculating their answers.

93. The oldest pupils in Year 6 have a good knowledge of fractions. The properties of fractions and equivalent fractions are understood with an awareness of the correct mathematical vocabulary. Most of the pupils know their tables and have a sound grasp of the four rules and place value up to 100,000. This enables them to be able to calculate long division and multiplication successfully. They understand the relationship between fractions and decimals. Many pupils can add, subtract and round up and down decimal calculations to 2 places. Good work was also seen on handling and using data, area and the formula needed to help calculate it accurately, shapes, angles and measurement. Currently they are learning to measure angles with a good degree of accuracy. The pupils are able to use the correct mathematical language when dealing with problems in the subject.

94. The National Numeracy Strategy has been implemented effectively and all staff have received training. Numeracy lessons are divided into satisfactory time allocations. Most sessions include an effective warm-up and some have an appropriate plenary section at the end. Not all teachers, however, use the plenary to its maximum in assessing, reinforcing, extending and making the pupils aware of their learning. Homework is set and supports learning satisfactorily. However, information and communication technology is not used often enough to support pupils' learning in this subject.

95. Overall the quality of teaching and learning is good. All lessons observed were at least satisfactory with seven out of the ten observed being good or very good. Where teaching is good or better the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these lessons the higher attaining pupils are given good extension work that takes their learning that stage further.

96. There is a satisfactory range of resources that are well used and this has a good impact on teaching and learning. Planning across the school is good and the teachers have recently adopted an extensive system of assessment, tracking and targeting pupils' progress. The daily assessments now need to be used and recorded in order to develop and inform daily planning. Planning work for the different ability groups, especially for the higher ability pupils, is not consistent across the school. In the best classes it is designed to extend their learning and not just to give them many extra problems of the same type to solve.

97. The subject is well led by an enthusiastic, knowledgeable and hard working co-ordinator. The co-ordinator has undertaken some monitoring of mathematics teaching and this needs to be extended and developed further, so that some of the inconsistencies seen in the teaching can be ironed out. Pupils experience full coverage of the National Curriculum requirements in the subject with good emphasis being placed on their understanding and ability to explain and apply their calculations.

## **SCIENCE**

98. Standards in science were average for pupils at the age of seven and above average at the age of 11 at the time of the previous inspection. Pupils made satisfactory progress in Years 1 and 2, and good progress in Years 3, 4, 5 and 6, though the recording of data to identify trends and patterns and draw conclusions was underdeveloped. The quality of teaching was good in general throughout the school, although higher attaining pupils were not challenged enough because they often completed the same work as other pupils.

99. Inspection evidence indicates that standards are now above average at the age of seven, but average by the age of 11. In the 2001 statutory assessment test results for Year 6, results were similar to those found in most other primary schools. However, they were below results achieved by pupils in schools where a similar proportion of pupils is entitled to free school meals.

100. Nevertheless, standards are improving on those of 2001 in Year 6, as there is now an increased emphasis on learning through enquiry and practical investigation. This 'hands on' approach is clearly evident during school lessons and features very strongly in pupils' books in Years 1, 2 and 6. Through well planned experiments pupils learn about materials and record the results of their investigations clearly on a pro-forma. Through experiments with electrical circuits they learn to observe closely and make predictions. This practical work enables most to develop a good understanding that electrical energy can be stored in a battery, and that a complete circuit is required before a light will operate. All pupils gain from such investigations; pupils with special educational needs benefit especially from trying things out for themselves, and higher attainers are often challenged. This method of investigational work is less well developed in Years 3 to 5. Progress is not brisk enough to build upon the good foundations laid in the infant classes. Scientific knowledge is built on successfully, but the practical aspects are less well developed. This is largely because much teaching is instructional and written work is based on copying notes directly from the board. This constrains pupils in relating facts they have just been taught in a pre-determined way, and does not give scope for pupils to investigate or think and reflect scientifically. Some of the work completed by higher attaining pupils in books lacks challenge with limited opportunities to undertake and record experiments in their 'own personalised style'.

101. Teaching and progress are good in Years 1 and 2. Pupils' books reflect a broad and stimulating curriculum. Through practical work, they suggest ways toys could be propelled down a sloping ramp, pointing out how the test could be made fairer by ensuring the angles of the slopes are the same, and that cars start from the same position. In a successful Year 2 lesson they looked at ultrasound scan pictures, clearly illustrating the early development of a baby inside its mother, which gave them a clear understanding of growth and the need for correct food, care and love in order to reach maturity. In a successful Year 1 lesson, pupils were using the sense of 'hearing' to discover and record the many sounds that surround them in school. They were very enthusiastic and keen to contribute – a feature of all the lessons observed. Skilfully guided by the class teacher, the class went on a voyage of discovery around the school, visiting the school office, staff room, information and communication technology suite and playground. They were quick to point out that some sounds are high and low pitched, and that some sounds are easier to hear than others. Pupils' good understanding and skills in recording were very evident during subsequent group work. Additional adult support greatly enhanced their learning. Pupils remained focused throughout, and the adults encouraged a scientific approach, insisting that pupils recorded their results accurately. The use of downloaded 'sounds' from the Internet suitably enhanced the resources available

102. Overall, the quality of teaching in Years 3 to 6 is satisfactory. Where teachers are confident, science lessons are interesting and stimulating and pupils experience a range of experiments. For example, in Year 4 pupils conducted an experiment to see how they could alter the direction and rate of fall of an autogyro (spinner). Most pupils showed a sound understanding of how to conduct a fair test, keeping the spinner the same, but altering the height it was dropped from and the weight that was placed on the end. Pupils' ability to record their results independently is not well developed. Pupils are not taught a sufficient range of recording skills, a weakness identified in all classes. Consequently, the results of experiments tend to be copied from the teacher, or exercises in supplying the correct scientific word. There are insufficient opportunities for higher attaining pupils to devise their own experiments or to choose how to record their findings. This has been identified by the subject co-ordinator and the current science curriculum is under review to see how it can be altered to provide more challenging activities.

103. Pupils in Year 6 are well prepared for the national tests in science. They are given a programmed system of preparation that gives them practice in how to answer test questions in a correct style. Pupils' understanding of the more theoretical aspects of science is good. This was very evident in a Year 6 lesson on the selection of the correct soil to maintain good drainage. Using her good motivational skills, the teacher created a real buzz of enthusiastic learning in the classroom. After the initial very clear introduction, learning moved on briskly as pupils working in groups weighed, and selected various soils through which a given amount of water was poured. Pupils discussed probabilities with a very good level of maturity. The teacher skilfully prompted ideas for the experiment for all ability groups undertaking the same task. During the final session, the class teacher soundly consolidated the scientific principle that the size of the soil particle has a direct influence on the rate that water flows around it.

104. There are good opportunities for pupils to practise and consolidate literacy and numeracy skills in science and most pupils record investigations using charts, labelled diagrams and tables, frequently using scientific terms in their spoken and written language. They use a range of measuring instruments, such as rulers, scales and Newton meters, confidently and accurately and understand the need for reading scales accurately. Although some teachers incorporate information and communication technology occasionally, it is generally under-used. There is scope for greater use of sensors to log changes in temperature, light and sound and for recording results using databases. The arrangements for the withdrawal of pupils from lessons at the same time each week to undertake additional musical tuition is unsatisfactory. Some Year 6 pupils missed a crucial 'hands on' science investigation.

105. Throughout the school pupils show very good attitudes to science, working well in groups and pairs, and sharing and co-operating very well. This kind of work makes a very good contribution to pupils' social development, while the discussions and questioning help them to develop their speaking and listening skills. In a Year 5 lesson, for example, pupils discussed the position of the planets and their relative positions and sizes in relation to earth. Most were fascinated by the physical size of Earth in comparison to other planets. The teacher gave them good opportunities to discuss their ideas. The relationships amongst pupils were clearly very good as they listened and responded to each other's suggestions and ideas.

106. The curriculum for science covers all the aspects that it should, and planning, based on recent Qualifications and Curriculum Authority guidelines, shows a systematic development of knowledge. The subject is soundly managed by a co-ordinator of long standing. There has been limited monitoring of standards, quality of teaching and pupils' work in workbooks, and assessment procedures are not used consistently to monitor the rate at which pupils develop skills as they move through the school. The results of national tests are not analysed systematically enough to determine the subject's strengths and areas for development. These factors are restricting improvement in the subject. The information provided by teachers in pupils' annual reports is inconsistent in quality, often failing to reflect exactly what pupils can do, know and understand.

107. A science club attended by pupils from Years 3, 4 and 5 suitably enhances the provision for extra-curricular activities. The extensive school grounds with their abundance of trees and flowers, and the new pond enhance the good levels of resources available.

## **ART AND DESIGN**

108. Standards are not quite as high as those previously reported at ages seven and 11. Most pupils reach the nationally expected standards. However, at each key stage the work of a significant number of pupils exceeds these standards, particularly in the application and use of paint to create texture, mood and form. In Year 1, many pupils have already gained confidence in this medium as was seen in their flamboyant and individualistic portraits and their attempts to reproduce Mondrian's bright rectangular paintings. As they move up through the school they become more adept at shading and blending colours

by practising this in various exercises. Many pupils find inspiration in the work of a wide range of works produced by artists throughout the world. They are able to use the many and varied techniques these artists apply in their own work without simply copying the originals. Examples of this were seen in Year 2 who worked on snowy landscapes based on the paintings of Alfred Sisley and work by Monet. Many managed to recreate effectively the texture of the snow and the bleakness of the landscape, restricting themselves to the range of colours he used in such paintings. Most showed good control of this medium and applied the paint with brush and fingers to recapture the essence of the impressionists' technique. This skill of paint application progresses as the pupils move through the school. Year 5 pupils studied Auguste Macke and Paul Klee and produced their own paintings in these styles. Many made a good attempt to match his technique for blending soft colours superimposed with vague architectural forms. In Year 6, many pupils used the works of Bridget Reilly, a twentieth century artist, as a basis for their colourful abstracts using geometric forms. Again the use and application of paint were good in much of the work and had developed well from earlier attempts further down the school. Pupils had obviously taken great care with their choice of colours based on the original paintings, to create vibrant and visually pleasing pictures. Pupils do work in other media. Pupils in Year 5 produced chalk drawings for Remembrance Day which very cleverly captured the simplicity and impact of the British Legion poppies. They enjoyed a lesson on cartoonists and quickly picked up some of the strategies used to create recognisable characters from comics or television programmes. Pupils also work in pastel, pencil, charcoal and three-dimensional forms, for example masks, but most classes are less uniformly successful with these. There is not much evidence that pupils appreciate how perspective affects the interpretation of what is observed. When given an object such as a chair to draw, many found the concept of three-dimensional drawing difficult. They tend to draw what their brain suggests rather than what their eye sees.

109. At both key stages, pupils make good progress, particularly in Key Stage 1 and the upper two years of Key Stage 2. They obviously enjoy the subject and most take great pride and pleasure in their work. The subject makes a valuable contribution to the pupils' spiritual and cultural development.

110. Since the last inspection, developments in other aspects of the curriculum, such as the emphasis on literacy and numeracy, have meant that less time has been allocated to this subject. However, standards have remained fairly constant but pupils have had less opportunity to develop every aspect of their art consistently. Paint is the medium in which most pupils achieve standards above what is nationally expected for their age group. In other media and in observational skills, standards in Key Stage 2 are not quite as high as they were judged to be last time, although still securely in line with what is expected. There continue to be many opportunities for pupils to use their skills in art and design across the curriculum. The level of pupil enjoyment is as high as it was judged to be in the last inspection, as is their attitude to art and design. The co-ordinator continues to give a good level of support to colleagues. Resources have improved and there is now a wide range of materials available with which pupils can experiment and extend their skills.

111. The quality of teaching is mainly good in both key stages. The level of enthusiasm in many of the staff raises the pupils' interest and determination to try and improve their technique. In some lessons the teacher is able to give good examples of how a subject could be approached. This gives guidance to the pupils and stimulates their creativity. Some of the staff lack the confidence to fulfil this role and the pupils do not have techniques well modelled for them to follow. The study of the work of artists throughout the ages helps pupils to learn how to use colour, texture and form to create different effects. Pupils are given the opportunity to experiment with a range of media to discover how these can be used to produce a wide variety of art forms. Year 2, for example, produced some very pleasing art work using a mixture of wax crayon and water-based paint based on the idea of repeating patterns. Pupils are often encouraged to use both natural and man-made objects around them as a source of inspiration. Where

teaching is strongest, pupils are led gently along certain lines of approach without being over-directed which gives them the freedom to use their own individuality. Some lessons make a good contribution to pupils' cultural development by helping them to appreciate how art and design has developed in different countries. An example of this was seen in some Year 5 work on African masks using the colour and vivid patterns which occur in that tradition. Some pupils in Year 2 used the work of Henri Matisse to good effect to reproduce the movement of dancing African tribal figures.

112. The co-ordinator has a great enthusiasm for the subject and gives a good level of support to the staff wherever possible. She has undergone a considerable amount of in-service training in various aspects of teaching art and design which helps to bring a clear direction and purpose to the provision of this subject in school. The scheme of work is updated regularly and has had valuable in-put from an outside consultant. Care is taken to ensure that this allows pupils to build on their previous learning and to develop their skills. There are strong links to other subjects in the curriculum such as history, geography and literacy. Art is often an integral part of the topics the pupils study. Music is used to stimulate pupils' work in art and design. There are appropriate software programs which are well used to extend the pupils' ideas and offer a different approach to art and design. Book illustrators have visited the school to demonstrate how art can be used to enhance reading. There is a yearly action plan which is carefully monitored. The pupils' work is often displayed to advantage which helps to give pupils a sense of their own achievements. The resources have recently been updated and there is a good range of materials for the pupils to use. The purchase of a range of good quality prints has given pupils more opportunities to study the work of many artists. This helps them to develop their techniques and also their critical appreciation of many styles of art. The co-ordinator oversees all mid-term planning but lack of time makes it impossible to observe teaching. The school has begun to compile a portfolio of pupils' work which helps the co-ordinator to assess progress. Class teachers assess work informally but there are no formal assessment procedures. Some pupils show a considerable talent for art and more care needs to be taken to ensure that these talents are nurtured. There are no formal records of pupils' achievements which would help teachers to identify talented pupils. The school has heightened parents' awareness of art and design in the school by holding a very successful auction of pupils' work.

## **DESIGN AND TECHNOLOGY**

113. At the ages of seven and 11 pupils attain average standards in design and technology and reach a similar standard to that previously reported. During the inspection it was only possible to observe one lesson being taught, but evidence was gathered from other sources, such as pupils' earlier work, displays around the school and reviewing teachers' past and future planning intentions. All these confirm that standards are satisfactory, and the school has maintained standards at this level since the time of the previous inspection.

114. Pupils throughout the school have displays that illustrate clearly their work in design and technology. Good links are made between design and technology and other subjects, for example art and design and science during the manufacture of 'Moving Monsters'. Pupils' work is displayed well to celebrate the achievements of all pupils, regardless of ability and needs. A good feature of much of the work is the sound development of the whole process of making using a range of materials; initially designing before manufacture, followed by evaluation on completion of the task. Discussions with Year 6 pupils show that they have a clear understanding of the importance of talking about the purpose of the object they are going to make, and which materials will best meet that purpose. In designing a pair of slippers, for instance, they stress the importance of fastening the upper and sole securely together and that the material used needs to be both comfortable and flexible. The completed slippers on display are of good quality, each clearly displaying pupils' individuality. All pupils display very positive attitudes to the subject. The good lesson observed in Year 6 illustrated the range of practical activities accessible using a range of constructional type kits used to build a vehicle powered by a small motor. Pupils confidently responded to the workings of a number of model vehicles before designing their own. The teacher successfully introduced a range of appropriate technical vocabulary which reflected good subject knowledge.



115. Evidence from pupils' work shows that the use of information and communication technology to support learning is under-developed. Assessment sheets to record pupils' attainment are not systematically used to inform future planning intentions.

116. The school has recently adopted Qualifications and Curriculum Authority guidelines for the subject with the intention of full coverage of the programmes of study. The co-ordinator is well organised and knowledgeable, and the management of design and technology is satisfactory. Although she sees class teachers' planning and periodically checks this against the scheme of work, no further monitoring role of teaching nor scrutiny of pupils' work have been established with a view to raise the present standards higher. This now needs to be built into the school monitoring and evaluation practice.

## **GEOGRAPHY**

117. Four lessons of geography were observed during the inspection week but because of the timetable all lessons seen were in the juniors. Inspection findings are based on the work seen in pupils' books, displays, samples of past work kept by the school, as well as interviews with teachers and pupils and the lessons. Because of the nature of the timetable little geography has been taught yet this year. Consequently there was not much previous work to look at. Pupils aged 11 retain the above average standard noted at the last inspection. This is due to pupils' natural inquisitiveness and interest in the world and their very good all-round knowledge obtained from personal research. No judgement can be made for the seven-year-olds, as no lessons were seen due to time restraints and little work was available.

118. In Year 6 the pupils study the local area. They have good knowledge about using maps. They are finding out about the differences in transport links, facilities, occupations and housing between a city, town and a rural area. They are using their knowledge of Birmingham, Solihull and Pembrokeshire, the area they visited on their residential trip, to enhance their learning and make comparisons. Year 6 pupils have a sound geographical knowledge of the United Kingdom, the continents, maps and their local area.

119. Work seen on Pembrokeshire following a field trip by Year 6 was of a good standard and indicated a thorough investigation of life and the environmental problems of a rural area and life on a farm. Year 5 pupils are studying Mali in West Africa. They have revised their knowledge of continents and oceans and have located the country and its neighbours. They are looking at differences and comparing and contrasting the area and the lives of the people with the United Kingdom. They have good knowledge of maps and how to use an atlas. Year 4 pupils are developing their map work skills using an aerial photograph and using it well to learn the concept of a map.

120. A science display of work completed by Year 4 pupils on the effects of cold on life in Siberia showed a good understanding of the climate, people, and location along with the materials needed for clothing in a very cold climate. Year 3 pupils are looking at village life in India and gaining a good understanding of life in rural India. They have started by studying southern Asia; its location on a map of the world and its physical features of deserts, forests, seas, rivers and mountains.

121. Teachers' planning indicates that good use is made of local resources and visits. There are also good planned opportunities for the links between geography and other subjects, - with numeracy in map work, with science in climates and temperature, and speaking and listening and information and communication technology skills are developed through the presentation of ideas. The recently revised pattern of themes to be studied has ensured continuity and progression of the skills and work to be taught. Opportunities are well taken to weave geography into history, English and science. The co-ordinator actively encourages the teachers to use current affairs and the news to widen the pupils' knowledge of the world.

122. Of the lessons observed none were unsatisfactory, one was good and another very good. In the best lesson the teacher had very high expectations of pupil behaviour and standards of work, used the correct technical language and through very good direct teaching enabled the pupils to have a very clear idea of what life is like in West Africa compared to the UK. There is a need for more formal assessment procedures to be introduced into the subject and time to be allocated for the co-ordinator to monitor the teaching and standards of geography throughout the school.

123. Pupils enjoy their geography and work well together. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development and their knowledge of the world and its peoples.

124. There is a satisfactory range of resources in the school that are well used. The subject is well led by a newly appointed, keen, enthusiastic and knowledgeable co-ordinator.

## **HISTORY**

125. Standards of attainment are in line with national expectations for seven- and 11-year-olds but not as high as previously reported. Standards were reported to be in line for pupils aged seven, and above for pupils aged 11 at the time of the last inspection. The majority of history undertaken by pupils in Year 5 and 6 is of a personal topic nature. There is no consistency in the development of skills, knowledge and understanding appropriate to the needs of all pupils. Where teachers do not give enough attention to this development, there is a negative effect on standards achieved. Overall, pupils, including those with special educational needs, make satisfactory progress as they move through the school.

126. By the age of seven, pupils show a developing sense of chronology by using terms concerned with the passing of time and by recognising ways in which their own lives differ from the lives of people in the past, for example when comparing past and present toys. Pupils are familiar with prominent people and significant events from the past, including Florence Nightingale. In Year 4, pupils understand that the past can be divided into different periods, such as the Tudors. They know that archaeological evidence uncovered during a planned visit to Warwick provides clues to life at those times for example, the Tudor framed buildings. By Year 5, pupils have developed good research skills aided by their confident reading and writing ability, which enhances work undertaken studying Egyptian Civilization. Year 6 pupils use a range of materials from different sources to build up a picture of the past. Local study includes the bombing of Coventry Cathedral during World War 2. Pupils are developing an awareness of recent history and how it has affected life today. Opportunities to undertake independent studies are good.

127. The quality of teaching is satisfactory overall. Lessons are soundly prepared, and targets shared with pupils so that they understand the purpose of the lesson. In discussion a group of Year 6 pupils showed a strong interest in history, particularly educational visits and the use of the Internet to find additional information. Pupils confidently share ideas and tasks which contribute to sound learning for all pupils.

128. The school does not yet develop enough links with literacy in order that pupils can practise and develop their literacy skills through research and writing for a range of audiences. However, some good examples were seen such as the written accounts by pupils in Year 6 reflecting life in Britain after World War 2, which showed a good grasp of the facts. Some pupils research topics using CD ROMs, but the planned use of information and communication technology to promote greater historical fact-finding is under-developed.

129. The subject is well managed by a recently appointed and enthusiastic co-ordinator who is well organised and knowledgeable. Although she monitors teachers' planning, no detailed monitoring of teaching quality has taken place. This is limiting the effect of the role of the co-ordinator on improving standards across the school. The use of planned assessment to inform future learning is unsatisfactory. This now needs to be built into the school's monitoring and evaluation practice. The recently agreed subject action plan is appropriate to meet the needs of all pupils. The subject makes a positive contribution to pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Whilst standards in information and communication technology show some improvement since the last inspection they are still below expectations at age 11 though now in line at age seven. This is in part due to the fact that some aspects of the National Curriculum Programmes of Study such as e-mail, interrogation of data, spreadsheets and control are not adequately provided for. Furthermore, the oldest pupils in general have not yet made up the leeway since the last inspection though pupils' skills have improved to some extent. The new information and communication technology suite, in use for about twelve months, is contributing well to the improved standards. Teachers' confidence has increased to some extent as a result of the national training initiative, although teachers need more support in grasping the potential of the school software resources and how they can be used and more guidance from the co-ordinator. The scheme is not yet sufficiently precise. The outline of themes is not sufficiently elaborate.

131. Pupils overall are now making sound progress. By age seven, pupils can log on independently. They are able to combine text and graphics. They can use 'Word' to put in full stops and capital letters. They can drag and drop for example to match the correct letters to a word. With guidance they can produce a pictogram from provided data and label the axes and give a title as they did when making a simple pictogram about the weather. They can bin unwanted material and print off their work independently. They can program a moving toy.

132. By age 11 pupils are able to produce two-dimensional shapes using LOGO. They can word-process their work using the tool bar, such as altering font type and letter size and the shape of their work and use the preview icon to test its appearance. They are able to make bullet points. They can combine text and graphics to a much more sophisticated extent than Year 2. The heavy emphasis on word-processing is at the expense of other information and communication technology skills and pupils are not very well acquainted with other features of the National Curriculum Programmes of Study such as devising formulae and uses of spreadsheets, control and making presentations. They do not evaluate their work enough. Throughout both key stages too many pupils use one hand when they type which is slowing their work rate.

133. Pupils enjoy their information and communication technology lessons. They show appropriate levels of interest in their work and share the work stations cooperatively, although they sometimes lose interest half way through a lesson and go off task. This is because they do not have reference material to help them master the program or extension work for those who complete the work early.

134. The quality of teaching is satisfactory in both key stages, although at times there is a lack of vigour and the pace is only satisfactory. The lack of demonstration facilities is a big drawback to pupils' understanding of the programmes and pupils rarely take notes to help them understand a programme when it is demonstrated. Some use is made of class computers but in some classrooms the monitors are placed at the wrong height.

135. Progress in the development of information and communication technology since the last inspection report has been slow. This is due in part to the fact that the information and communication technology suite has only been completed fairly recently and staff training completed but also to the fact that a scheme of work has only recently been put in place. Even so this has not been sufficiently well planned. Teachers do not know all the software that is available in the school and how it can be used to the pupils' advantage. Whilst the co-ordinator has done good work in ensuring all computers have sound cards and putting up shelving and devising security measures, not enough attention has been given to ensuring that the Programmes of Study are being met and standards rising. Coordination of the subject has, therefore, overall been unsatisfactory. Resources for the subject are now good.

## **MUSIC**

136. Little music teaching was observed during the inspection because of time-tabling arrangements and it was not possible to make judgements about the quality of work and pupils' level of attainment. Most teaching observed was confined to hymn singing practice. Pupils were observed to sing harmoniously and tunefully in these and in the assemblies attended. They were able to sing in two parts in one of the songs. They quickly learned new songs, worked hard, were well behaved and showed much interest. The teaching in the hymn practice was good. Teaching points were picked on which improved the overall quality. Planning scrutinised indicates that the school fulfils most of the requirements of the National Curriculum Programmes of Study in both key stages, although many teachers rely on teaching support from the outside for compositional work and this is, therefore, not as regular as it should be. The school receives regular support from an advisory teacher who works in the school and teaches lessons, although he was not in attendance during the course of the inspection period. Pupils and teachers state that his input to the work in music is good.

137. Pupils have opportunities to learn a range of musical instruments, including guitar, keyboard, and woodwind. The school has gained much success in recorder festivals as a result of its partnership with a parish musician. Pupils perform for their parents in assemblies and concerts.

138. Resources for the subject are satisfactory. The co-ordinator has not had the opportunity to monitor work across the school but she has sound musical skills and the quality of the co-ordination work is satisfactory. A new scheme of work has been introduced but staff need more support to be able to introduce it successfully. No specialist teaching of music takes place except by the visiting advisory teacher and the parish visitor.

## **PHYSICAL EDUCATION**

139. The standards of attainment seen in physical education are in line with what is expected for pupils nationally and are similar to those at the time of the last inspection. Pupils make satisfactory progress in the subject. Pupils are taught the full National Curriculum programmes of study. In gymnastics, dance and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for Years 3, 4, 5 and 6 pupils; they make good progress and enjoy the sessions. The school reports that well over 90% of the pupils achieve the national target of being able to swim 25 metres by age 11. Pupils are given the opportunity to undertake a week long residential course of outdoor activities with a visit to a residential centre in Year 6.

140. In all lessons observed, pupils are encouraged to warm up, and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. Most teachers provide good role models by changing for the lessons, and all pupils change into suitable clothing.

141. In Year 2, pupils learn to perform different moves and stances. They move around the hall with increasing control and poise and are then able to join successfully the individual movements into a short sequence. Year 1 and 2 pupils learn how to strike a ball with a bat with increasing control and direction using a bat or their foot. Year 6 pupils practise their throwing and catching ball skills and perform to an appropriate standard for their age and use these skills in games situations, for example in rounders. All pupils are aware of the needs for safety in physical education and are learning to improve their performance by evaluation, discussion and practice.

142. The overall quality of teaching observed was satisfactory in both key stages and satisfactory overall. It was good in one lesson and satisfactory in three. This represents a slight improvement since the last inspection. Teachers encourage pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. Lessons are planned with a clear learning intention and as lessons unfold pupils gradually develop the skill or sequence that is focus of the lesson. Teachers have good subject knowledge, give clear instructions, which emphasise how improvements can be made and give encouraging and appropriate praise.

143. The school has a satisfactory range of modern resources and equipment that is well used. The lack of a large field area does not hinder the pupils' development. The school holds an annual competitive sports day that is thoroughly enjoyed by all. The provision for extra-curricular activities is very good. There is a range of after-school sports activities with competitive matches in which the school has been successful. The community is very involved in the teaching of the subject as specialised sports coaches visit to coach the pupils. The subject is well led by a keen and enthusiastic co-ordinator but there is a need for time to be allocated for the co-ordinator to monitor the teaching and standards throughout the school.