

## INSPECTION REPORT

### **NEWDIGATE PRIMARY SCHOOL**

Bedworth

LEA area: Warwickshire

Unique reference number: 130896

Headteacher: Rachael Waterfield

Reporting inspector: Michael Best  
10413

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> November 2001

Inspection number: 198746

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary with nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Anderton Road  
Bedworth  
Warwickshire

Postcode: CV12 0HA

Telephone number: 024 7636 1662

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Appropriate authority: Governing body

Name of chair of governors: Mr Malcolm Murphy

Date of previous inspection: 24<sup>th</sup> November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Michael Best 10413	Registered inspector	Mathematics Design and technology	Characteristics of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
Mrs Patricia Edwards 10965	Lay inspector		Pupils' attitudes, values & personal development How well the school cares for its pupils How well the school works in partnership with parents
Mrs Trudy Cotton 3751	Team inspector	Foundation Stage Special educational needs English as an additional language Equality of opportunity Geography History	
Mr John Griffiths 20097	Team inspector	Science Information and communication technology Physical education Religious education	
Mrs Jennie Platt 11565	Team inspector	English Art and design Music	The curricular and other opportunities offered to pupils

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

### **INFORMATION ABOUT THE SCHOOL**

Newdigate Primary School is situated in Bedworth, between Coventry and Nuneaton. The school draws the majority of its pupils from a mixture of private and rented homes in the immediate area. The area was once the centre of the Warwickshire coalfield. Employment patterns have changed significantly in recent years, with a growth in part-time and seasonal work. The economic circumstances of the area are very mixed. There are currently 271 pupils on roll, 130 girls and 141 boys, aged from 3 to 11 years. Children in the nursery attend part-time and all other pupils attend on a full-time basis. The school is about the same size as most other primary schools in England.

The number on roll has been steady since the time of the last inspection in 1999 but, over a longer period, the school has decreased in size as the birth rate in the area has fallen. In the Foundation Stage<sup>1</sup> there are currently 36 children in the nursery and 30 children in the reception year. Attainment on entry to the school is below that found nationally. Sixty pupils (21 per cent) have free school meals, which is above the national average. The school believes that the number of pupils eligible is higher. One hundred and five pupils (38 per cent) are on the school's register of special educational need, which is above the national average. Of these, 29 pupils (11 per cent) are on the register at Stage 3 or above of the Code of Practice<sup>2</sup>; they have differing learning and behavioural needs. Six pupils (2 per cent) have statements of special educational need, which is well above the national average. All pupils speak English as their first language.

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

This is a significantly improved school that provides a sound education for its pupils. Children make satisfactory progress in the nursery and reception classes. In the infant classes (Years 1 and 2), progress is also satisfactory. By the end of Year 6, pupils achieve standards that are similar to those found nationally. This reflects the good progress they make in the junior classes (Years 3 to 6), particularly in Years 5 and 6. High quality teaching is making a significant contribution to these standards. This is a very caring school, which works hard to quickly identify pupils' needs and to provide effective support. There are now few instances of poor behaviour in the school. The quality of leadership and management is good. This is a happy school where everyone works well together. The headteacher and deputy headteacher compliment each other very well. The governing body is knowledgeable about the school's strengths and shortcomings. The school's commitment to further improvement is very good and its capacity to succeed good. The school provides good value for money.

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

- Pupils' achieve good results by the end of Year 6.
- Pupils' behaviour is good because teachers manage them effectively.
- Leadership and management are good.
- Pupils are keen to learn and enjoy very good relationships with adults and each other.
- Arrangements for pupils' social and moral development are very good.
- The school is a caring and supportive place in which to learn.

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

- Standards in reading, writing, mathematics and science in the infant classes.
- Teaching in the nursery and reception classes does not follow small enough steps in learning.
- The amount of time allocated to the non-core subjects<sup>3</sup> and religious education.
- The use of assessment information.
- Pupils withdrawn from classes for extra help and other activities sometimes miss out on classroom learning.

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

<sup>1</sup> The Foundation Stage begins at the age of three and finishes at the end of the reception class year.

<sup>2</sup> The Code of Practice gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. Pupils at Stage 5 have a statement which details their needs and the support provided for them.

<sup>3</sup> National Curriculum core subjects are English, mathematics and science. The non-core subjects are art and design, design and technology, information and communications technology, geography, history, music and physical education.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected by Her Majesty's Inspectors in November 1999 and taken out of special measures. Overall, good progress has been made in addressing the key issues arising from that inspection. Standards at the end of Year 6 have improved significantly and, compared with schools in similar contexts, are now above average. In the National Curriculum tests in 2000, the school was identified as having some of the most improved results in the whole of England.

The quality of provision in the nursery has improved and is now satisfactory. The creation of a new computer suite has improved the quality of learning in information and communication technology and pupils' skills are similar to those expected by the end of Year 6. The application of such skills across the curriculum is now an area for further development. The governing body has successfully developed its strategic role. Governors have a very good understanding of the school's strengths and shortcomings as a result of the regular visits and active involvement of many of their number in the day-to-day work of the school.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E	C	D	B
Mathematics	D	D	C	B
Science	D	A	B	A

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

The above table shows that, compared with all schools in England, standards are above average in science, average in mathematics and below average in English. In comparison with schools in similar contexts, standards are above average in English and mathematics, and well above average in science. The results of the 2001 National Curriculum tests taken at the end of Year 2 show that, compared with all schools in England, standards are average in reading and below average in writing and mathematics. Compared with schools in similar contexts, standards are above average in reading and writing and average in mathematics.

Children's skills when they enter the nursery are below average. Their skills are still below average when they enter the reception class. By the end of the Foundation Stage, the great majority of children achieve the Early Learning Goals<sup>4</sup> in their personal, social and emotional development, in their creative and physical development and in their knowledge and understanding of the world. However, in the development of their language, literary and communication and mathematics, they do not meet the Early Learning Goals.

Inspection findings indicate that children make satisfactory progress in the Foundation Stage. Pupils in the infant and younger junior classes (Years 3 and 4) also make satisfactory progress. In the older junior classes (Years 4, 5 and 6), progress is more rapid. This good progress is the result of high quality teaching and learning. The standards achieved by pupils in literacy are improving as a result of the more rigorous approaches recently introduced for the teaching of phonics and writing. Number skills are, for the majority of pupils, good but their application of these and other mathematical knowledge to problem-solving situations is weaker.

Inspection findings indicate that, in Year 2, attainment is below the national average in English, mathematics and science. In Year 6 it is similar to the national average in these subjects. Standards are similar to those expected nationally of pupils in Years 2 and 6 in art and design, design and technology,

<sup>4</sup> Early learning goals are the expectations for most children to reach by the end of the foundation stage. There are many goals for each area of learning.

geography, history, information and communication technology, music and physical education. Attainment in religious education in Years 2 and 6 is similar to that outlined in the locally agreed syllabus. The number of pupils on the school's register of special educational needs is nearly twice that found in the majority of schools. Pupils with special educational needs make sound progress overall. Those receiving extra help in small groups outside the classroom make good progress towards the targets set for them.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested and enthusiastic in lessons.
Behaviour, in and out of classrooms	Good. The behaviour of older pupils in lessons is very good and makes an important contribution to the standards they achieve.
Personal development and relationships	Very good. Relationships between pupils and with adults working in the school are very good. Pupils have a very good respect for each other's views.
Attendance	Satisfactory. Punctuality and attendance are steadily improving as a result of the school's excellent monitoring procedures.

### TEACHING AND LEARNING

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

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

The overall quality of teaching seen in the school during the inspection is satisfactory. It was good or better in nearly half of the lessons seen. The overall quality of teaching is satisfactory at the Foundation Stage and in the infant classes. In the junior classes, it is good. In the Foundation Stage, good teaching is found in activities where children are taught in small groups. However, teachers do not closely follow the 'Stepping Stones for Learning'<sup>5</sup> leading to the Early Learning Goals and children are not consistently challenged. In English, mathematics and science, teaching is satisfactory in the infant classes and good in the junior classes. In information and communication technology and religious education, it is satisfactory in the infant classes and good in the junior classes. In geography, music and physical education, teaching is satisfactory. It was not possible to see enough lessons to make a judgement on the quality of teaching in art and design and design and technology. This is also the case in history in the infant classes, but teaching in the subject in the junior classes is good. The overall quality of teaching in literacy and numeracy is good.

Teachers' management of pupils is good across the school. The teaching provided for pupils with special educational needs in small groups is of high quality. In the best lessons, teachers' expectations of what pupils can achieve are securely based on what pupils know and can do. In these lessons, teachers provide stimulating challenges for pupils to meet their needs. In other lessons, assessment information is not so well used and the match of work to pupils' needs is less successful. Support staff make a valuable contribution to the quality of teaching and learning in the school.

<sup>5</sup> The Stepping Stones in Learning are the steps in learning leading to the Early Learning Goals.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. It is satisfactory in the Foundation Stage and good in the rest of the school. There is an imbalance in the time allocated to some subjects. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Provision for pupils with statements of special education needs, and those working in groups, is good. Not enough use is made of individual targets in class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social and moral development are very good. Cultural development is good. Spiritual development is satisfactory.
How well the school cares for its pupils	Good overall. The school provides a caring and supportive environment. Appropriate child protection procedures are in place. Assessment procedures are satisfactory, but the school's analysis and use of the information gathered could be improved to set relevant, short-term targets for individual pupils.

The school's partnership with parents is good. Parents are pleased with the information they receive from the school. The school's procedures for encouraging good attendance are excellent.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and staff have worked hard to bring about good improvement. The headteacher and deputy headteacher are a strong team. They give a good lead in maintaining the strong and caring ethos that underpins the work of the school.
How well the governors fulfil their responsibilities	Good. Governors are well informed and fulfil their statutory responsibilities effectively. They are purposefully led. They have a very good understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Priorities are correctly identified but, as yet, the school has not fully evaluated the impact all of these on its longer-term development.
The strategic use of resources	Good. The school gives careful thought to managing the projected reduction in pupil numbers. The school successfully applies the principles of 'best value' to its purchases.

The school is sufficiently staffed. The accommodation is spacious and well maintained. Learning resources are satisfactory overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Five parents attended a meeting before the inspection. Sixty-one (23 per cent) returned questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Teaching is good.</li><li>• Parents feel comfortable approaching the school with problems.</li><li>• The school is well led and managed.</li><li>• The school works closely with parents.</li><li>• Children make good progress.</li></ul>	<ul style="list-style-type: none"><li>• More information about the amount of homework children are expected to do.</li></ul>

Inspectors agree with parents' positive comments. Although teaching is satisfactory overall, it is good for pupils in the junior classes. A very few parents were not sure if their children received the right level of homework. Inspection evidence indicates that the level of homework provided is in line with government guidelines.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery with skills and experiences that are below those expected for their ages. Simple tests given to children when they first enter the reception class show that, although they have made satisfactory progress in the nursery, their overall attainment in all six areas of learning<sup>6</sup> is still below that expected for their ages.
2. By the end of the Foundation Stage, the great majority of children achieve the Early Learning Goals<sup>7</sup> in their personal, social and emotional development, their knowledge and understanding of the world, and in their creative and physical development. However, in the development of their language, literary and communication skills and in their mathematical development, they do not achieve the Early Learning Goals.
3. Inspection evidence shows that, in Year 2 (at the age of 7), standards in speaking and listening are similar to those expected nationally. Standards in reading and writing are below national averages. Taking into consideration that pupils start in Year 1 with low levels of attainment, this standard represents satisfactory achievement in the infant classes<sup>8</sup>. Standards in English in Year 6 (at the age of 11 years) are similar to the national average. Progress in the junior classes<sup>9</sup> is good and represents an improvement since the last inspection.
4. The National Literacy Strategy has provided a good framework for teachers to develop literacy in the school. Standards in literacy are rising. They are now similar to those found nationally in Year 6. The basic skills in English are taught thoroughly and some very good teaching is raising standards in the older classes. Pupils enjoy opportunities to speak. Their confidence and vocabulary develops as they move through the school. Listening skills also develop well as pupils grow older, but some of the younger infant pupils do not listen carefully enough to instructions.
5. As their skills develop, pupils read with growing fluency and expression. In their writing, they pay appropriate attention to spelling, grammar and punctuation. Standards in writing are improving. Progress is satisfactory, with some good progress evident in the older classes.
6. In mathematics, standards seen during the inspection were below the national average in Year 2. Given what they can do when they start in Year 1, pupils make satisfactory progress. In the infant classes, it is their limited application of number skills and other mathematical knowledge to solving simple problems that holds them back. In Year 6, standards are similar to national averages. This represents good progress, particularly in the older junior classes. Standards have risen since the last inspection.
7. Standards in numeracy are satisfactory. Pupils' oral number skills are good overall. The majority of pupils enjoy mental mathematics. Many pupils look at problems in different

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<sup>6</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

<sup>7</sup> Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the six areas of learning (see previous footnote). There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

<sup>8</sup> Infant classes – pupils in Years 1 and 2.

<sup>9</sup> Junior classes – pupils in Years 3 to 6.

ways and this helps them to solve problems successfully. Pupils' speed and accuracy with pencil and paper calculations develop as they move through the school.

8. In science, standards are below those expected in Year 2 and similar to the national average in Year 6. Pupils successfully develop their knowledge and understanding across the science curriculum. Older pupils make good progress because they are set consistently challenging work. Younger pupils are interested in their work, but there is not the same degree of building upon earlier skills in this age group as there is in the older classes. Insufficient emphasis is given in some of the younger classes to developing pupils' skills to record, in diagrams, what they have discovered in their investigations.
9. In the 2001 National Curriculum statutory tests taken by pupils at the end of Year 2<sup>10</sup>, results in reading were average compared with those found in all other primary schools<sup>11</sup>, but below average in writing and mathematics. When compared with similar schools<sup>12</sup>, the test results were above average in writing and reading, and average in mathematics.
10. In comparison with the 2000 test results, these results are higher in reading but lower in writing. In mathematics, the picture is unchanged. It must be remembered that the number of pupils in each year group is statistically small and that each pupil is worth at least three percentage points. Such changes do not represent a fall in standards, which have remained pretty constant since the last inspection. In 2001, for example, the number of pupils with special educational needs was higher.
11. The results of teacher assessments in 2001 show that, at the end of Year 2, standards in science were well below the nationally expected level of attainment. The proportion of pupils reaching the higher level was also below that expected nationally. However, when compared to similar schools, standards were close to the national average.
12. In comparison with all schools, the results of the 2001 National Curriculum statutory tests taken by pupils at the end of Year 6<sup>13</sup> were below average in English, average in mathematics and above average in science. Compared with similar schools, these results were above average in English and mathematics and well above average in science.
13. The 2001 results show a continuing improvement in standards by the end of Year 6. Since the time of the previous inspection, overall standards in this age group have risen from well below average to average. This represents good progress for pupils, many of whom have achieved well despite having learning difficulties. The proportion of pupils gaining the higher levels is rising and, with it, there is a reduction in the proportion of pupils at the lower levels. This upward shift in results reflects the improved quality of teaching and learning evident in this inspection.
14. Attainment in information and communication technology (ICT) is broadly similar to that expected nationally in Years 2 and 6. Standards are rising as a result of improved teaching. Progress is satisfactory with good progress evident in the older classes as

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<sup>10</sup> The National Curriculum has been written on the basis that pupils at the age of seven years (at the end of Key Stage 1) are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

<sup>11</sup> National Curriculum test and assessment results are compared with the national averages and schools in similar contexts at the ages of seven and 11 years. The comparison with the national averages is with all schools in England.

<sup>12</sup> The comparison with similar schools is based on the proportion of pupils having free school meals. It does not take into account pupils' ethnic background or their attainment on entry to school. The similar school context is therefore one of a number of comparators.

<sup>13</sup> At Key Stage 2, at the age of 11 years, the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

pupils make good the gaps in their skills and knowledge identified at the last inspection. The new computer suite is making a positive contribution to the progress made by pupils in developing their computer skills.

15. Standards are broadly similar to those expected in Years 2 and 6 in art and design, design and technology, geography, history, music and physical education. In these subjects, pupils make satisfactory progress. There is, however, an issue to do with the amount of time devoted to these subject areas. The school has justifiably allocated a large proportion of time to the teaching of English and mathematics. As a result, there is an imbalance in the amount of time allocated to individual subjects and this affects the amount of progress pupils can make in these areas of the curriculum.
16. The school reports that the majority of pupils achieve the national expectation in swimming (25 metres) by the end of Year 6. Attainment in religious education in Years 2 and 6 is similar to that expected in the locally agreed syllabus for pupils of these ages and progress is satisfactory.
17. The number of pupils on the school's register of special educational needs is nearly twice that found in the majority of schools. The majority of pupils on the register have specific learning difficulties. Six pupils have statements outlining their special educational needs. They make steady progress as they work towards clear targets set for their learning because of the good provision that is made for them. Their learning is regularly assessed and they are motivated by their success.
18. In the classroom, pupils with special educational needs make sound progress overall. Those pupils receiving extra help in small groups outside the classroom make good progress towards the targets set for them. Progress is often better in small groups because support staff are more aware of the pupils' individual targets and often follow the guidelines in the Additional and Early Literacy Strategies. However, pupils taken out of lessons for extra help sometimes miss important parts of class lessons.
19. Inspection findings indicate that boys and girls achieve similar standards across the curriculum. Analyses of statutory test results over time show that, in Year 2, boys are slightly ahead of girls in reading, writing and mathematics. Compared with the national picture, pupils are slightly behind those in other schools. In Year 6, pupils have been below the average in English, mathematics and science, but the recent rise in standards attained is closing the gap. In English, pupils are about a half term behind the average, similar to other schools in mathematics and about half a term ahead in science.
20. These figures do fluctuate from year to year and from class to class, particularly as the numbers of boys and girls varies. It must also be borne in mind that the number of pupils in each cohort is statistically small and that the incidence of special educational need can have a significant impact upon such analyses. That said, the school is working hard to address any perceived underachievement. The boys' reading club is a new venture that is working well. The school is keen to ensure that all pupils make the best progress possible. The school has yet to identify gifted and talented pupils, but is fully aware of the importance of challenging those pupils who have the ability to learn at faster rates. This is particularly evident in the work given to pupils in the older junior classes.
21. The school collects the results of statutory and non-statutory tests in English, mathematics and science. It evaluates this information and sets targets for groups of pupils to achieve by the end of Years 2 and 6 in order to help raise standards. The school has recognised that there are mismatches between teacher assessments of what pupils know and can do and the results of National Curriculum tests. In response to this, the school has put in place new assessment procedures.

22. The school assesses pupils' attainment in the non-core subjects<sup>14</sup> using nationally available guidelines. This is good practice and is helping to raise teachers' expectations of what pupils can achieve in these subjects.
23. In conjunction with the local education authority, the school sets targets for pupils to achieve by the age of 11 in the National Curriculum tests in English and mathematics. The proportion of pupils achieving the national average in English at the age of 11 in 2001 was 72 per cent, compared with a target of 64 per cent. In mathematics, the target was to achieve 70 per cent and in the tests, 66 per cent of pupils achieved the national level.
24. The school has made good progress in recent years in gathering information about its pupils. The targets set for 2002, which are lower than those achieved in 2001, are based on current assessment information and reflect the higher number of pupils with special educational needs. Inspection evidence indicates that these targets are suitably challenging.
25. At the time of the last inspection, progress was unsatisfactory in the nursery but satisfactory in the rest of the school. Staff have worked hard to maintain and improve the standards reached by pupils and to increase the progress they make. In this, their success has been recognised by the 2000 School Achievement Awards, acknowledging the school's position in the top ten most improved schools.

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

26. Throughout the school, the majority of pupils have good attitudes to their learning. This is in line with the findings of the previous report. The majority of pupils enjoy coming to school. They respond well and show interest in the activities provided. For instance, in a Year 3 information and communication technology lesson, pupils were eager to take part in creating their own file and adding it to a database. Pupils' concentration is appropriate to their abilities and the majority work hard and try to do their best. Parents express strong agreement with the positive attitudes and values promoted by the school.
27. In the Foundation Stage, children are expected to attain the Early Learning Goals in their personal, social and emotional development by the time they start in Year 1. In the nursery, children listen to others and learn how to take turns in small and large group activities. They are keen to see what others have done and to share in this. They are encouraged to take responsibility and readily help tidy away or collect their homework packs at the end of the school day. Relationships between the staff and the children are very good and this enables all groups of children to gain in confidence.
28. Standards of behaviour are good overall and, in classes where activities are well matched to pupils' abilities, very good. Pupils are courteous and treat staff, parents and visitors politely. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. They know whom to approach if, and when, incidents of bullying occur. There were no exclusions in the last reporting year.
29. The special educational needs co-ordinator (SENCO) has worked hard to identify ways in which pupils with behavioural difficulties can be supported. She has successfully drawn support from outside specialists. She has carefully planned strategies and set targets for pupils to achieve both within the classroom and in small withdrawal groups. This has been very successful because very few pupils now give cause for concern.

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<sup>14</sup> National Curriculum core subjects are English, mathematics and science. The non-core subjects are art and design, design and technology, information and communications technology, geography, history, music and physical education.

30. Relationships between all members of the school community are very good. Most pupils know that all the adults want what is best for them. Teachers and pupils have a high regard and mutual respect for one another. This has a positive impact on the way pupils treat each other and adults. They willingly accept responsibilities when given the opportunity. They enjoy helping with the routines of class and school, such as register monitors, playground friends and serving on the school council. Pupils' ability to use their own initiative and to take responsibility for their own learning is seen in homework activities, but such opportunities provided by teachers in lessons are sometimes limited.
31. Attendance, at 94.1 per cent, has improved since the previous inspection and is slightly above the national average. Punctuality is satisfactory and the majority of pupils arrive on time allowing sessions to start promptly and to continue without interruption.

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

32. Taking all the available evidence into account, the overall quality of teaching and learning in the school is satisfactory. Teaching is good or better in 44 per cent of the lessons seen, and very good or better in 10 per cent of lessons. One excellent lesson and one unsatisfactory lesson (each representing just over one per cent) were seen during the inspection. No poor or very poor teaching was seen during the inspection. At the time of the last inspection, teaching was good in half of the lessons in Years 1 to 6 and that has been maintained.
33. The quality of teaching and learning in the Foundation Stage is sound with some good teaching observed in activities that are teacher led. At the time of the last inspection, teaching in the nursery was judged to be unsatisfactory. Teaching in the Foundation Stage has improved, with a quarter of lessons now good. The shortcomings identified in the previous report have been successfully addressed and no unsatisfactory lessons were observed in this stage.
34. The Foundation Stage staff team know their children well and promote a very caring and supportive atmosphere. They identify any children with special educational needs quickly. As a result, children are confident to experiment and to 'have a go' with new learning experiences.
35. Teachers in the Foundation Stage are not yet planning closely enough to the 'Stepping Stones for Learning' leading to the Early Learning Goals. In both the nursery and reception, teachers miss opportunities to build on incidental learning initiated by the children. This is evident, for example, in the development of children's early writing skills, and affects the progress children make in this area of experience. In the nursery, there is further scope for children who learn at a faster rate to explore a wider range of reading experiences.
36. In the infant classes, the overall quality of teaching and learning is satisfactory. It is satisfactory in English, mathematics, science, information and communication technology, geography, music, physical education and religious education. A good lesson was seen in design and technology but, as in art and design and in history, there was insufficient evidence available to come to a firm judgement about the overall quality of teaching in these year groups. Good teaching was observed in a third of lessons in these classes. In these lessons, there was a good emphasis on the development of pupils' skills.
37. Teaching was good in nearly two-thirds of lessons seen in the junior classes. It is good in English, mathematics, science, information and communication technology, history and religious education. In art and design, and design and technology, there was insufficient

evidence available to come to a firm judgement about the overall quality of teaching in these year groups.

38. The quality of teaching in the older classes is consistently good, with some very good lessons and one excellent lesson seen. The common feature of this high quality teaching is the way in which teachers plan and teach lessons that are well suited to pupils' needs and challenge them to achieve their best. This is having an important and positive effect on the standards achieved in Year 6.
39. Teachers' knowledge and understanding is sound, with some good specialist expertise evident in, for example, English, mathematics, history and art and design. This successfully helps pupils in their acquisition of skills, knowledge and understanding. The organisation of the teaching of science in Years 4, 5 and 6, for example, makes good use of the available teaching and support staff.
40. The standard of teaching in English and mathematics is satisfactory in the infant classes and good in the juniors. The school follows the National Strategies for Literacy and Numeracy and the recommended planning formats are used effectively. Teachers plan for the systematic development of skills. However, in the younger age groups, they do not make sufficient adjustments to cater for the differing needs of pupils, particularly those who learn at lower rates. In the older classes, this process is more refined and the strategies are effectively adapted. As a result, pupils' learning moves on well because their needs are being met.
41. Basic skills are taught soundly in the younger classes. Teachers are starting to plan for the development of skills across the curriculum. This practice is more developed in the older classes and these skills are being increasingly well applied by pupils. However, as yet there is not an integrated approach across the school to ensure the systematic development of literacy, numeracy and information and communication technology in all subjects.
42. Teachers' management of pupils is good throughout the school and very good in the older classes. Pupils co-operate and collaborate well and these strengths are fostered by the teachers. In the Foundation Stage and junior classes, pupils work at a good pace. In lessons in the infant classes, this pace is more variable, although rarely less than satisfactory. Lesson introductions in some of these younger classes are inclined to be too long, with the result that pupils lose their concentration and become distracted.
43. Older pupils demonstrate a growing level of confidence that they acquire as they move through the school. They willingly offer answers to questions about their work. This is because adults and pupils value the contributions made by other pupils. This helps to raise pupils' feelings of self-worth and success and inspires pupils to achieve their best.
44. Teachers' planning is satisfactory. Daily and weekly plans draw effectively on half-termly and termly plans. A good feature of the school's planning format is that each lesson should have, as its starting point, a reference to what was achieved at the end of the previous lesson. This practice is developing successfully. In the best examples, there are good links made between pupils' prior attainment and the focus for the next lesson. Although detailed, planning at the Foundation Stage does not take into account the 'Stepping Stones for Learning', which lead to the Early Learning Goals. Teachers are not always clear enough about which activities children have visited or what has been learned.
45. The majority of support for pupils with special educational needs is through providing adapted work within the classroom. A shortcoming in some teachers' planning is that



pupils' individual education plans (IEP) targets are not used well enough in everyday class lessons to help them make better progress with their learning. Teachers do not always use these targets specifically enough to guide work in lesson plans. This is particularly true for pupils with reading, writing and numeracy difficulties, where work planned for lessons does not consistently take account of pupils' individual difficulties. In classes where this planning is undertaken, pupils are able to progress.

46. Members of the senior management team regularly monitor teachers' planning. It is not always evident how areas for improvement are identified and developed. Teachers plan for the development of literacy, numeracy and information and communication skills across the curriculum, but there is not a systematic approach to this throughout the school.
47. Pupils have a sound understanding of what they learn. Teachers usually share learning objectives with pupils at the beginning of each lesson. In most cases, these objectives focus well on what pupils will learn in that particular lesson. Occasionally, however, the objectives are, in fact, tasks to be achieved and sometimes there are too many of these. As a result, pupils are not always completely sure what is expected of them.
48. The great majority of pupils, including those who have difficulty in learning, are keen to work hard. In the great majority of lessons, they show interest, concentrate well and, when given the opportunity, demonstrate that they can work effectively on their own. The efforts made by pupils are never less than satisfactory throughout the school. In the older classes, pupils demonstrate a mature and industrious approach to learning because they apply themselves to the challenging tasks they are given.
49. Pupils' work is regularly marked and most comments help pupils to develop their work further. The gathering of assessment information for literacy, numeracy and science is good. In the best lessons, teachers' expectations of what pupils can do are both high and based on what teachers know about pupils' capabilities. In these lessons, teachers' use of questioning to test and develop skills and understanding is good. This was evident in a number of lessons in the older classes. It is instrumental in moving pupils' learning on as well as developing their feelings of self-worth.
50. Where teaching is satisfactory, this often stems from teachers not using the good assessment information they have available to tailor their lessons to the needs of individual and groups of pupils. This is pivotal to pupils' learning, particularly for those younger pupils in the infant classes whose literacy and numeracy skills are still at an earlier stage of development than that expected for pupils of their age. The school's marking policy, which has recently been revised, is not consistently followed.
51. Teachers' expectations of what pupils can achieve are satisfactory in the Foundation Stage and in the infant classes. In the junior classes, they are good, particularly in the older year groups. Where expectations are satisfactory, it is not that they are too low but rather that they are not always appropriate to pupils' capabilities. Consequently, pupils are not always suitably challenged by the tasks they are given and do not achieve as much as they otherwise could. A contributory factor is some shortcomings in teachers' knowledge and understanding.
52. The one unsatisfactory lesson seen was carefully planned and built upon the outcome of the previous lesson. However, the work set for some pupils was not well matched to what they knew and could do, and many could not understand what they were required to do. In delivering the lesson, time was not well used and the pace of learning was slow. This led to pupils becoming distracted and reduced the quality of learning for the whole class.

53. In such lessons as physical education and science, some younger pupils have particularly short concentration spans, but the timely intervention of adults, especially support staff, usually re-establishes the focus of the activity. The great majority of pupils are well aware of class routines and the high expectations their teachers have of their behaviour. This is because staff apply the school's behaviour policy with a good degree of consistency.
54. The deployment of support staff is good. Teachers involve support staff in the planning of what they are to do to support pupils' learning. Support staff successfully interpret and reinforce to groups of pupils what the teacher is explaining to the whole class and also work with individuals or groups. Good support was evident in a design and technology lesson in Year 2 where pupils needed help to use equipment correctly. Support staff have a clear picture of their role and, consequently, pupils' learning is enhanced.
55. The quality of teaching for pupils with special educational needs is satisfactory overall. A shortcoming is that the match of work in some classes is not sharply focused enough. Where teaching takes good account of pupils' individual targets, the quality of teaching and learning is good, and this enables pupils to make positive progress. Relationships between pupils and special educational needs support staff are good. Staff encourage pupils to participate in lessons and give them help and guidance without doing the work for them. The school makes good use of outside expertise to help plan and assess pupils' learning and progress.
56. The use of specialist staff makes a valued contribution to pupils' learning, both in formal lessons and as part of the extra-curricular provision of the school. Visiting teachers and instructors provide tuition in, for example, instrumental music, dance and basketball.
57. Homework is set regularly and the majority of pupils and parents are satisfied with the amount of work that is done at home. Good provision is made for work to be done at home in the Foundation Stage. Reading and spellings are regular features for the majority of pupils in the infant and junior classes. Older pupils feel that the homework set for them prepares them well for their move to secondary school.

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

58. The school provides a good curriculum for pupils in Years 1 to 6. This meets the requirements of the National Curriculum and the locally agreed syllabus for religious education.
59. The National Numeracy and Literacy Strategies have been satisfactorily implemented across the school. The frameworks they provide are helping to raise standards, but they are not as effective as they could be in developing writing and reading skills and strategies for solving mathematical problems. In English, teachers give considerable attention to extending speaking and listening skills through drama and class discussions. As well as raising confidence in these essential skills, these activities also enliven lessons and make learning more interesting.
60. A strength in the curriculum is the particularly good attention given to fostering pupils' personal and social development. These skills are taught thoroughly because teachers follow detailed planning guidelines. Every class has lessons devoted to developing relationships and pupils' respect for each other. There is a strong commitment to caring for the needs of the individual and this has led to a significant improvement in pupils' behaviour and attitudes to work. Issues relating to personal safety, drugs misuse and sex education are thoroughly taught. Pupils grow in maturity because of the sensitive way

teachers respond to their needs. As pupils get older, the school involves external support. The 'Life Caravan' visits to provide information on healthy lifestyles for all age groups.

61. The balance of the curriculum is satisfactory overall. As identified in the previous inspection, the adoption of new planning guidelines in all subjects provides a clear framework for the development of pupils' knowledge, skills and understanding. Over the recent past, the school has justifiably allocated a large proportion of time to the teaching of English and mathematics. Consequently, the amount of time allocated to individual subjects is less than that found in the majority of other schools.
62. Some subjects, such as design and technology and geography, only receive a limited amount of time. This imbalance in time also leads to some weekly timetables lacking sufficient variety to maintain the interest of pupils. The school recognises the need to review the timetable and has plans to extend writing skills in other subjects. This will release some of the time now used for independent writing and allow for all subjects to receive a suitable allocation of time.
63. The range of learning opportunities offered in the Foundation Stage is satisfactory. There is an appropriate balance between the experiences children choose themselves and those requiring greater teacher support. As yet, the 'Stepping Stones for Learning' are not identified clearly enough. This means that learning does not always build upon what has been previously learned and understood
64. The school plans a good curriculum for pupils who have special educational needs. The recommendations of the Code of Practice are fully in place. Individual education plans are good documents because they set clear targets for improvement. However, teachers do not always make good use of these when planning lessons and this hampers the progress these pupils make.
65. The curriculum promotes equal opportunities in its focus on respecting every pupil as an individual. The school is particularly aware of the importance of providing full access for all pupils, taking into account their age, attainment, gender and, where appropriate, ethnicity.
66. Provision for pupils working in small groups or on a one-to-one basis outside the classroom is good. Work is carefully planned to match their needs and they are well supported by classroom support teachers, who have the expertise and are given guidance to fulfil their role. In practice, pupils sometimes miss important parts of the literacy and numeracy hours because they are withdrawn for other activities. These occasions include additional literacy support, music lessons and attending the school council and, in themselves, are beneficial to the needs of the pupils. However, it is difficult for these pupils to catch up with the learning they have missed and this hampers their learning in some lessons.
67. The school provides a very good range of extra-curricular activities. These are organised at different times of the day so that all pupils have the opportunity to attend. Pupils have opportunities to sing in the school choir, play a musical instrument and take part in a range of sporting activities. The football team plays against other schools. Pupils in Year 6 help younger pupils and this is effective in increasing standards in reading as well as developing pupils' self-esteem as they help each other.
68. Visits and visitors also enrich the curriculum. For example, the Victorian day at Chilvers Coton schoolroom makes learning very vivid for pupils. The residential visit to Kingswood for pupils in Year 6 introduces pupils to a range of exciting outdoor activities.

69. The school's links with the community are good. Pupils are encouraged to become involved in a range of charity work, such as Children In Need and Red Nose Day. They have a good appreciation of the needs and interests of the community in which they live and of the wider world. Visitors and visits contribute significantly to their knowledge and understanding of community issues.
70. Relationships with partner institutions are satisfactory. Transition arrangements with the main receiving schools are appropriate and there are some curriculum links developing, such as those to support English. Students from the local college are made welcome in school, also students from the local comprehensive schools on work experience.
71. Provision for pupils' spiritual development is satisfactory. The promotion of their spiritual development is incidental rather than coherently planned. There are good examples; such as in the reception class, when the teacher produced three large bags which, when opened by the children, revealed the three bears. Teachers provide opportunities to study other religions and to celebrate festivals of other cultures, such as Diwali. There is a daily act of collective worship, although sufficient time is not always given for reflection and there is a lack of a focus, such as a candle. Acts of worship broadly meet statutory requirements.
72. Pupils' moral development is very good. They discuss and agree their own class rules. Pupils are clearly taught the principles of right and wrong and are expected to care for property and the school environment. The teachers actively promote opportunities for discussion on moral issues, such as in a Years 5 and 6 religious education lesson when pupils were studying civil rights. The teacher encouraged the pupils to develop a tolerant attitude through discussion about their own feelings towards these issues.
73. Pupils' social development is very good. The school provides opportunities, such as the junior leader scheme, where the development of social skills allows pupils to relate effectively to others. Staff work hard to build up pupils' confidence and self-esteem through the system of rewards for good work and behaviour, and the many extra-curricular activities provided. Pupils raise money for charity and learn about caring for others less fortunate than themselves.
74. The opportunities provided for pupils' cultural development is good. The school provides access to a range of experiences, including visits to a Victorian classroom and the local parish church. Visitors to school include the Mayor and the animal man. There are opportunities for pupils to take part in African drumming. These visits and visitors to the school help pupils to appreciate their own culture and the diversity of other cultural traditions.

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

75. The school has improved its care of pupils reported at the time of the previous inspection by its effective promotion of high expectations for pupils' behaviour. It provides a caring environment where all the adults know the pupils well and value them as individuals. Parents have confidence in the ability of staff to meet the needs of their children.
76. The school's procedures for assessing and recording pupils' attainment and progress are satisfactory overall. The headteacher and the assessment co-ordinator have begun to put in place measures to raise standards through assessment.
77. Teachers make baseline assessments of what children can do when they enter the nursery. Further assessments are made when children are in the reception class to ascertain progress and assess those who might not have entered the school in the nursery.
78. In the Foundation Stage, teachers successfully plan for children's development in the six areas of learning but, as yet, do not make sufficient use of the 'Stepping Stones for Learning' to track their progress towards the Early Learning Goals. As a result, children's learning does not always follow a progressive path, building upon what has been previously learned and understood.
79. There are comprehensive systems in place for the core subjects of English, mathematics and science. The National Curriculum Standard Assessment Tests are appropriately administered. Results are analysed by the school to ascertain any overall shortcomings in the curriculum provided. These now include an analysis of the performance of boys compared to girls.
80. In the non-core subjects of the curriculum, such as history, geography, information and communication technology, design and technology, art, physical education and music, systems for assessing attainment and progress are still at an early stage of development. The use of nationally available guidelines to help teachers assess pupils' learning at the end of a topic is good practice but, as yet, procedures to monitor pupils' development of skills, knowledge and understanding are not sufficiently refined.
81. Lesson planning includes a review of the previous lesson and the teachers make good use of these reviews to build on learning and prepare for the next lesson. This is evident in the steadily rising standards in the core subjects. The marking system has been reviewed and teachers are encouraged to indicate to pupils, through written and verbal comments, what they need to do to improve. At present, this is not yet a consistent practice throughout the school.
82. Co-ordinators make work trawls to assess standards and the curriculum at regular intervals. In mathematics, half-termly assessments enable the school to monitor the effectiveness of its recently purchased scheme to supplement the National Numeracy Strategy. This information, together with all other assessments and records, is intended to guide planning and provide suitable work for the different ability levels in each class, including those pupils with special educational needs.
83. Whilst the use of assessment procedures is satisfactory, the school has yet to refine and focus the assessment information it gathers in order to set relevant short-term targets for individual pupils. The targets being set for older pupils, particularly in English, are helping them to identify what they need to do to improve. At present, targets set for younger pupils are too general. Insufficient use is made of the analysis of test results in teachers' short and medium term planning. In addition, although pupils with special educational

needs have individual education plans (IEPs), targets are not used well enough in everyday class lessons to help pupils make better progress with their learning.

84. An agreed behaviour policy has been implemented and successfully promotes good behaviour. All staff apply it consistently and it is well supported by a good balance of rewards and sanctions, and by the home/school agreement. Procedures for dealing with incidents of bullying are well known by staff, pupils and parents. Staff deal promptly and effectively with any reported incidents.
85. The procedures for monitoring attendance are excellent. The school follows up any absence daily. Teachers call the registers at the beginning of each session and the school promotes and rewards 100 per cent attendance by class and individual pupils.
86. The school has a clear child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. Staff undertake appropriate training.
87. The school successfully looks after the health of pupils, their safety and general well being. Lessons in sex education and drug awareness form part of the school's programme for pupils' personal development, which is well supported by outside agencies. The school maintains an accident book for recording incidents. First aid boxes are appropriately sited and stocked and parents are fully informed of accidents involving their children. The governors have approved a comprehensive health and safety policy. The school carries out regular risk assessments and all the necessary checks on equipment are up to date.

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

88. Since the last inspection, the school has continued to develop its positive links with parents. The majority of parents are pleased with the way the school cares for and educates their children. The school values its partnership with parents and works hard to maintain good relationships with them. The quality of information provided for parents is good. Newsletters successfully inform them about school events and activities.
89. The school prospectus gives useful information about the curriculum and school organisation. The annual report of the governing body to parents is informative. Pupils' annual progress reports give details of work covered, what pupils know and can do, and broad targets for improvement. However, sometimes teachers use jargon that may not be understood by the reader.
90. There are regular parent/teacher consultations and parents are pleased with the detailed information they receive at these meetings. Teachers are available to see parents on most days before and after school. This open door policy is much appreciated by parents.
91. Parents' involvement in the life and work of the school is good. A small group of parents regularly help in classes and run the school bank. Parents attend concerts and special assemblies and are encouraged to hear their children read at home and support them with their homework. The Friends Association is very active in organising social and fund-raising activities, such as the uniform shop, bingo, discos and fairs, which raise substantial funds to help resource the school and to add to pupils' learning.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

92. The leadership and management of the school by the headteacher and key staff are good. The headteacher and staff have worked hard to bring about good improvement in the standards achieved in the school. Everyone is working purposefully to sustain and better the momentum of improvement recognised in the last inspection, which took the school out of special measures.
93. The headteacher is well supported by the deputy headteacher; they are a strong team, with individual complementary strengths. The senior management team is supportive. The leadership has a clear vision for the future development of the school. The day-to-day routines of the school are smooth. The quality of leadership and management has improved since the last inspection.
94. The good relationships between members of the school community are at the root of the strong and caring ethos of the school. Individual achievements are both valued and celebrated. This has a positive impact in raising pupils' feelings of self-worth and the standards they achieve. The school's written aims are reviewed each year by the governing body.
95. The school works hard to ensure full equality of opportunity for all its pupils. In fact, it provides a great deal of support for pupils, particularly in literacy. One unintended outcome of this is that, on occasions, pupils miss important parts of their class lessons.
96. There is a higher than average number of pupils with special educational needs within the school. The management of special educational needs is of high quality. The co-ordinator is well experienced in this field and successfully manages a complex system for support. This works well for pupils on the higher stages of the Code of Practice register. She has worked hard to identify need and has planned provision within the classroom and in small withdrawal groups. Advice and support from outside specialists is well used to help pupils.
97. The school has made good progress in the areas identified for action at the time of the last inspection. Standards in Year 6 have improved significantly and, compared with schools in similar contexts, are now above average. In the National Curriculum tests in 2000, the school was identified as having some of the most improved results in the whole of England. The quality of provision in the nursery has improved and is now satisfactory.
98. The creation of a new computer suite has improved the quality of learning in information and communication technology and pupils' skills are similar to those expected nationally by the end of Year 6. The application of such skills across the curriculum is now an area for further development. The governing body has successfully developed its strategic role. Governors have a very good understanding of the school's strengths and shortcomings because of the regular visits and active involvement in the day-to-day work of the school of many of their number.
99. There is a very positive, shared commitment from governors and staff for the school to succeed. The school's capacity to improve is good. The improved standards achieved in national tests at the end of Year 6 bear clear testimony to the school's resolve to raise standards.
100. Apart from newly qualified teachers, each member of staff has responsibility for at least one curriculum area. Responsibilities are kept under review and co-ordinators provided with training opportunities to develop and sustain their roles. Subject co-ordinators make a good contribution to the effective management of the school. Literacy and numeracy

strategies have been successfully implemented. The school has an agreed approach to planning and monitoring the curriculum, which is helping to identify areas of strength and development.

101. Standards have risen in the older classes because of the close attention paid to monitoring teaching and pupils' achievement in the core subjects of English, mathematics and science. In the nursery, monitoring has successfully identified areas for development and these have been addressed since the last inspection. The way in which standards in the non-core subjects are monitored through the use of nationally available assessments shows developing good practice.
102. The headteacher is now planning to focus on the monitoring of pupils' learning in order that the particular needs of pupils, especially those who learn at slower and faster rates, may be more accurately met. This is rightly recognised as an important area for development, particularly in view of the wide range of needs evident in a number of pupils in the younger classes.
103. The governing body successfully fulfils its statutory duties and follows proper procedures. Governors make a valuable contribution to the work of the school. They are well involved in shaping its direction. Many have a very good understanding of the school's strengths and weaknesses because they are regular visitors, working with pupils in lessons and talking openly with staff. Their experience in industry and the community benefits the school well.
104. The chair of governors is a frequent visitor to the school and provides clear leadership. Governors have successfully developed their vision for the way forward for the school and have a good grasp of how to plan for it. There is a good working relationship between parents, governors and staff, which is making a very positive contribution to the standards the school achieves.
105. The school is successfully implementing its performance management policy. All key dates have been met and governors are kept appropriately informed of arrangements. The headteacher reports that the process is making a good contribution to staff development. The school has good procedures for inducting staff new to the school and has the potential to be an effective provider of initial teacher training.
106. Plans for the future development of the school are carefully identified in the school's improvement plan. There is good recognition of how the school can raise standards further. Inspection evidence confirms that the identified priorities accurately reflect what the school needs to do. Good attention is given to identifying costings, time scales, responsibilities and success criteria. Initiatives are monitored and the governing body is developing its role in evaluating the outcomes. As yet, however, there is insufficient evaluation of the impact of the longer-term benefits of what has been identified for development.
107. The school faces the challenge of managing a reduction in pupil numbers. The governing body has worked hard to maintain a generous staffing ratio. The quality of financial planning is good and the budget is well structured. The school has very little leeway in how it can spend its available funds.
108. The learning resources available in the school are satisfactory overall. Gaps in their provision have been recognised and prioritised and, over time, these are being addressed. The computer suite is a good example of this strategy. Governors are aware of the need to replenish the libraries. Spending decisions are carefully costed and the



school makes good use of the specific grants and provision available to it. Pupils benefit from carefully targeted spending.

109. Financial management is good with clear procedures in place. The school keeps careful track of its income and expenditure. Governors have good regard for the use of any surplus funds. The large surplus, nearly 10 per cent of the school's income, was carried forward into the current financial year. It is all accounted for and includes many of the costs associated with the new computer suite. The projected surplus at the end of this financial year is the recommended 5 per cent of the school's budget.
110. The school successfully applies the principles of 'best value' to its purchases. Parents' fund-raising efforts support the school, which values the contribution this makes to the provision of learning resources. The school has addressed the issues raised in the latest audit report.
111. Satisfactory use is made of new technologies in supporting the administration and management of the school. The school uses a computerised accounting system and has appropriate safeguards in place to protect this and other data.
112. There is a good number of appropriately qualified teachers and support staff to meet the requirements of the National Curriculum and the curriculum for children aged five and under. These have a positive impact on the standards achieved by pupils. Administrative and lunchtime staff make a valued contribution to the ethos of the school.
113. The accommodation is good, with ample space for the number of pupils on roll. There is room for specialist teaching areas, such as small group rooms and an information and communication technology suite. There are attractive displays celebrating pupils' achievement, both in the classrooms and the public areas of the school. The site manager and cleaning staff work hard to provide a clean, tidy and well maintained school. The grounds are spacious, with well-marked out playgrounds, a playing field and flowerbeds.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

114. The governors, headteacher and staff should now:

- (1) improve standards in the nursery and reception classes by:
  - (i) planning more closely to the 'Stepping Stones for Learning' leading to the Early Learning Goals;
  - (ii) creating more opportunities for children to develop their early writing skills;
  - (iii) making clearer assessments of what children have experienced and learnt in child-chosen activities by monitoring children's visits and targets;

*(paragraphs 35, 44, 63, 78 and 115-137)*

- (2) improve standards in the infant classes (Years 1 and 2) in reading, writing, mathematics and science by:
  - (i) encouraging pupils to read more widely, checking on their progress and matching books more accurately to their reading abilities;
  - (ii) ensuring that all writing activities are suitably challenging for pupils and providing them with opportunities to practise the skills they have acquired in the literacy hour;
  - (iii) providing ready access to a wide range of mathematical activities that provide appropriate challenges to pupils in helping them to develop their problem-solving skills;
  - (iv) ensuring a better match of tasks to pupils' ages and abilities in science;

*(paragraphs 3, 6, 8, 59, 138-160, 161-177, 178-186)*

- (3) ensure that all curriculum subjects receive enough attention and that pupils experience a wider variety of activities on a daily basis;

*(paragraphs 15, 61-62)*

- (4) refine and focus the assessment information already available to the school to set relevant, short-term targets for individual pupils;

*(paragraphs 76-83)*

- (5) ensure that pupils taken out of lessons for extra help and other activities do not miss out on learning in their classes by ensuring that:

- (i) these events are precisely timetabled;
- (ii) all pupils are present for whole-class lesson introductions and conclusions;
- (iii) teachers' planning and assessment takes into account the achievement of all pupils.

*(paragraphs 18, 50, 54, 66, 141, 169)*

In addition, the school should ensure that literacy, numeracy and information and communication technology skills are systematically planned for across the curriculum *(paragraph 41)*.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	28	44	1	0	0
Percentage	1	9	34	55	1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	236
Number of full-time pupils known to be eligible for free school meals	N/a	56

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	12	98

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	12	11
	Girls	15	15	14
	Total	27	27	25
Percentage of pupils at NC Level 2 or above	School	87 (88)	87 (85)	81 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	11	11
	Girls	15	15	15
	Total	27	26	26
Percentage of pupils at NC Level 2 or above	School	87 (79)	84 (79)	84 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	21	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	9	11
	Girls	14	12	20
	Total	23	21	31
Percentage of pupils at NC Level 4 or above	School	72 (73)	66 (76)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	11
	Girls	19	17	20
	Total	29	27	31
Percentage of pupils at NC Level 4 or above	School	91 (66)	84 (71)	97 (85)
	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	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	194
Any other minority ethnic group	2

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

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

	Fixed period	Permanent
Black – Caribbean heritage	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)	10.7
Number of pupils per qualified teacher	26.2
Average class size	26.2

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

Total number of education support staff	13
Total aggregate hours worked per week	237

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	7.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
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	£
Total income	579,029
Total expenditure	590,931
Expenditure per pupil	2,374
Balance brought forward from previous year	67,674
Balance carried forward to next year	55,772

### **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	3

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 22.5%

Number of questionnaires sent out

271

Number of questionnaires returned

61

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	0	0	2
My child is making good progress in school.	64	30	0	0	6
Behaviour in the school is good.	56	38	2	0	4
My child gets the right amount of work to do at home.	39	44	5	0	12
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	57	38	3	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	23	0	5	0
The school expects my child to work hard and achieve his or her best.	80	16	0	0	4
The school works closely with parents.	61	31	8	0	0
The school is well led and managed.	74	20	2	4	0
The school is helping my child become mature and responsible.	54	36	2	0	8
The school provides an interesting range of activities outside lessons.	59	31	2	0	8

### Other issues raised by parents

A very few parents were not sure if their children received the right level of homework.

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**

115. At the time of the inspection, there were 36 children, mostly three-year-olds, attending the nursery on a part-time basis. In the reception class, there were 30 children, most of whom were four years of age. Children are well settled and happy to come to school. A good partnership with parents helps to establish firm links between learning at home and in school. At present, 40 per cent of children in reception have special educational needs. There are no children from minority ethnic groups in the Foundation Stage.
116. Provision in the nursery, judged to be unsatisfactory in the 1999 (HMI) inspection, has improved and is now satisfactory. Standards are getting better and children make satisfactory progress with their learning. This is because the quality of teaching has improved and the curriculum, previously judged to be underdeveloped, is now appropriate for younger children and planned with the Early Learning Goals in mind.
117. When children start nursery, early checks show that their literacy skills and understanding of number are below average for their age. Personal and social skills are higher because children benefit from shared experiences in the pre-school toddler group, and so know each other well and work confidently together. Achievement in knowledge and understanding of the world, physical and creative skills, is broadly average. In reception, simple tests reflect a similar pattern of achievement. By the end of the Foundation Stage, most children are expected to achieve just below the expected Early Learning Goals in literacy and number skills, but to reach the goals in other areas of experience.
118. The quality of teaching in the Foundation Stage is sound. The staff know the children well and are very caring. Any special educational needs children may have are quickly identified. In this supportive setting, children are more confident to experiment and to 'have a go' with new experiences. However, teachers in both the nursery and reception miss opportunities to develop opportunities for learning that are initiated by the children, for example, to develop early writing skills. This in turn affects the progress children make in this area of experience. In the nursery, the scope for children who learn at a faster rate to explore a wider range of reading experiences is also missing.
119. Throughout the Foundation Stage there is an appropriate balance between the experiences children choose themselves and those requiring greater teacher support. However, the 'Stepping Stones for Learning' are not identified clearly enough in teachers' planning. This means that learning does not always follow a progressive path, building upon what has been previously learned and understood. This is particularly evident when children choose experiences themselves: teachers are not clear enough about which activities children have visited or what has been learned. For instance, in the nursery, boys regularly choose to experiment with construction toys or sand play, but their visits are not monitored, nor are assessments made of their learning.
120. The nursery and reception are housed in separate areas, both spacious and appropriately resourced. The staff team are trying to establish learning across the Foundation Stage but, by working apart in separate classes in different parts of the school, there are fewer opportunities for children to work together and to share experiences.

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

121. Teaching is good and this enables the children to make good progress. By the end of the Foundation Stage, children are expected to attain the Early Learning Goals. In the nursery, children begin to listen to others and learn how to take turns in small and large group activities. They enjoy sharing achievement; for instance, when the whole class looked at 'diva lamps' and were keen to see how well others had decorated their work.
122. In reception, guided by the good example of the teacher, the children listened with interest as less confident children took the part of characters to role-play a favourite story. Most children are kind to each other and are learning right from wrong. They are encouraged to take responsibility and, because of this, remember to help tidy away or collect their homework packs at the end of the school day. Relationships between the staff and the children are very good, and this enables all groups of children to gain in confidence.

## **Language, Literacy and Communication**

123. By the end of the Foundation Stage children achieve just below the Early Learning Goals with their reading and writing skills. They reach the expected levels with their language and communication skills
124. Teaching is sound overall, but has some good aspects. Teachers encourage nursery and reception children to talk about their learning and, because their contributions are valued, they do so readily. There are many instances when children initiate talk because they are excited about their learning. Making Diwali lamps and producing letters to post in role-play activities are just two examples. However, because teachers are not seizing the opportunity to promote early writing, children in the nursery do not use writing readily in their play.
125. When encouraged to do so, more confident children attempt to write their names and to label their work. They know the difference between words and pictures and produce isolated letters and their sounds. Children are encouraged to explore books and they enjoy hearing and sharing stories. The opportunity for children who are working at a faster rate to read at an individual level and to explore a wider range of reading experiences is missing.
126. In reception, a high proportion of children have special educational needs. The staff know the children well and work is planned for different ability groups. Learning with reading and writing is moving on, because the basic skills are regularly and soundly taught. Some effective teaching using puppets also helps to bring stories and reading to life.
127. Most children can read and write their name and are developing greater control with pencil skills. Capable readers begin to read simple stories by using pictures, memorising parts of the story and recognising simple words. They are encouraged to create stories, with adults as scribes. There are fewer instances where children write freely in all areas of experience.

## **Mathematical development**

128. Teaching is sound and, by the end of the Foundation Stage, most children reach just below the expected levels of the Early Learning Goals.



129. Number skills are below average when the children start nursery. Progress is sound. Children sort and match small toys according to different criteria, such as size and colour. They count to five and label the number of bikes the 'postmen' have in role-play experiences. They are not yet able to compare two groups of objects and are still experimenting with recalling and writing numbers. In both the nursery and reception, the staff make good use of mathematical language and use it well across all areas of experience.
130. Most children in the nursery understand 'how many', whilst in reception, children begin to understand positional language and follow directions. They can name basic shapes and create and follow simple repeating patterns. They make progress with their pencil and paper skills, with less capable children given time to practise writing numbers. Many can respond with understanding to 'one more' and 'altogether' and produce oral answers to simple sums.

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

131. By the end of the Foundation Stage, most children are expected to achieve the Early Learning Goals. Teaching is sound and teachers' good use of questioning is supporting steady progress.
132. In the nursery, children talk about their own community and people who help them. Good use of role-play is effectively developing knowledge and understanding of the world. Children receive letters at home sent by the staff, find out how letters are posted, act as postmen and work in the sorting office. In both the nursery and reception, children use their senses when exploring how materials change. They add water to paint and play dough, and begin to talk about consistency when they identify 'smooth' and 'sticky' substances.
133. Teachers build successfully upon children's natural curiosity: In reception, they look at changing weather and seasons, and ask and answer questions about the falling leaves. Children in the nursery are excited about lighting their Diwali candles and explain that a flame is 'orange and fire'. Good use of incidental learning linked to the song about five little ducks leads children in reception to develop their knowledge about living things. They explain that ducks can float on water, are covered with feathers and swim with their hands. Skills with the use of the computer are developing well, with older children making steady progress with mouse control.

### **Physical development**

134. Children are expected to reach the Early Learning Goals by the end of the Foundation Stage. Teaching is sound. Access to a safe outside play area ensures that outside experiences are used regularly in the nursery to develop children's physical skills. The range of large toys and small apparatus is appropriate to meet the children's needs. Children learn to play safely with others, as they peddle and guide bikes. They steadily improve their skills of co-ordination by using small apparatus.
135. The reception class is situated in a separate area, without access to the outside play area, but with the use of the school playground and the infant hall. Children use the hall regularly for their physical development and make steady progress as they learn how to work with others in a larger space. Good progress is made throughout the Foundation Stage as the children gain dexterity with pencil control, painting and cutting skills.

## Creative development

136. In both the nursery and reception, children explore a wide range of resources and experiences in art and so produce some imaginative work. They attain the Early Learning Goals by the end of the Foundation Stage. Teaching is mainly good because resources are accessible and teachers guide rather than direct learning. A good lesson using salt dough to produce small 'divas' was such an example. The teacher modelled skills and encouraged the children to make choices about the shape and decoration. In reception, children create lively work in collage using different techniques with paint and collage. Their skills with using and applying paint and cutting and joining materials are developing well.
137. Learning is linked well to other areas of experience, for example, through producing pig puppets to enhance work in literacy. Children enjoy singing their favourite songs and rhymes and can recall simple tunes and words in reception. They experiment with untuned musical instruments and enjoy creating music in the role-play areas.

## ENGLISH

138. In Year 2, standards are below average in reading and writing, and average in speaking and listening. The standards identified in the last inspection have been maintained. Taking into consideration that pupils start in Year 1 with low levels of attainment, this standard represents satisfactory progress. Achievement is good in the junior classes and, by the end of Year 6, standards are similar to the national average. This is an improvement since the last inspection.
139. Standards in Year 2 reflect the results of the national tests in 2001. These results were lower than the previous year. This dip was related to an increased proportion of pupils with special educational needs and does not represent a fall in standards.
140. There has been an improvement by the end of Year 6 in response to more challenging teaching in Years 5 and 6. In light of this improvement, the school has raised its targets for 2002 and current indications are that these will be achieved.
141. Assessment procedures have improved and the school is making effective use of the data to identify pupils with special educational needs. These pupils make satisfactory progress. When withdrawn in small groups, progress is better because staff refer to the targets in pupils' individual education plans and adjust these when they have been reached. The Additional Literacy and Early Literacy Strategies also provide good structure to these sessions and the variety of practical activities make the learning enjoyable. It is, however, unsatisfactory that the timing of these sessions means that pupils miss important parts of the literacy hour. In lessons, teachers do not give sufficient attention to the targets set for these pupils. Tasks are often set that do not match their ability and this hampers their learning. In the infant classes, teachers do not always set work that extends the learning of those pupils who could learn at a faster rate.
142. Test results have been analysed by the school. The underachievement in boys' reading in the junior classes has been recognised. This is being tackled successfully with a new range of books, extra reading and the pupils' enthusiasm for *Harry Potter* stories that is being thoroughly capitalised upon by the school.
143. Standards in speaking and listening are satisfactory by the end of Years 2 and 6. Achievement is good because teachers place great emphasis on developing these skills and pupils benefit from purposeful discussions and good interactions with adults. Pupils'

competence and confidence increase and they are happy to talk about their experiences. Most pupils are eager to contribute their ideas in class activities.

144. Some Year 2 pupils have a limited vocabulary and teachers check on this and clarify new words as they arise. The great majority of pupils listen attentively to stories and teachers' instructions. A few call out in their enthusiasm and have not yet learnt the need to take it in turns in discussions. This disrupts the learning of others.
145. By Year 6, pupils use a wider vocabulary to explain their activities. In other subjects, they use technical language to explain what they are doing. In Year 6, the teacher captures pupils' imagination by the extremely effective use of role-play. This has promoted very attentive listening and confidence to speak in front of a class. Pupils ask questions that are pertinent to the topic and build on previous responses. Collaboration is good because teachers plan for group discussion. Pupils have an established understanding of acceptable conversation skills. Occasionally, the interest of the lower attaining pupils wanes and their contribution to discussion declines. They leave the response to other pupils.
146. Standards in reading are below average in Year 2. Pupils in the infant classes systematically acquire knowledge of letters and their corresponding sounds, and use this to tackle new words. The effective introduction to the literacy hour ensures pupils appreciate how a book works. They understand that pictures help them with their reading. However, many pupils do not read widely and many refer to the books from the school's reading scheme as their favourite book. Most read accurately, but not with complete understanding and, as a result, have little opinion about the text. Pupils recognise the difference between fiction and non-fiction books, and the higher attaining pupils use an index to locate information. Other pupils are less confident with research skills. Teachers record the books pupils read and test reading twice a year. This is useful to check on overall progress, but gives insufficient attention to pupils on-going progress. This leads to some pupils reading books that are not matched to their reading ability. This hampers their progress, particularly for the higher and lower attaining pupils.
147. In the junior classes, pupils are introduced to a wider range of books and, by the end of Year 6, many have preferences for authors and types of stories. Most enjoy the adventures of *Harry Potter*. Discussions show they have also enjoyed their work on *Macbeth*. They are also developing an appreciation of poetry.
148. Higher attaining pupils discuss how J K Rowling has created suspense in her stories. Many are able to read sufficiently well to research. These skills improve because teachers provide pupils with opportunities to practise in other subjects. The higher attaining pupils read silently and explain information in their own words. As yet, few pupils are reading between the lines of stories to help them understand the characters or predict how the story might evolve.
149. Standards in writing are below average by the end of Year 2. Considering the low standards on entry, achievement is satisfactory. Many pupils write independently, but few can express their ideas in a fluent style. Pupils attempt to use their secure knowledge of letters and sounds to spell new words and to recognise regular spelling patterns as, for example, their good attempt at 'jimmasticks'.
150. In the Foundation Stage, children are taught letter formation that leads effectively into joining-up letters in Year 1. Consequently, by the end of Year 2 many pupils have a legible style of handwriting. Pupils understand that writing changes to match the purpose of the activity because teachers present a range of activities. For example, pupils in Year 2 know how to write a list using numbers or bullet points. The correct use of punctuation

is a weakness for many pupils because they do not transfer the skills they have learnt in the literacy hour to their independent writing. The lack of imaginative vocabulary has a negative impact on writing for the lower attaining pupils and often leads to a lack of enthusiasm for writing.

151. Good achievement in the junior classes leads to the great majority of pupils reaching the level expected for their age. In response to good teaching, a few pupils exceed this level, and this is a significant achievement. By the end of Year 6, pupils understand a range of different styles of writing. Their newspaper reports set the scene for the reader and include interviews and dialogue. Many pupils have a neat, joined-up style of writing because they have regular opportunities to practise these skills. Pupils are taught how to learn their spellings and regular tests ensure most are accurate spellers.
152. A weakness remains for many pupils in their lack of interesting vocabulary. When teachers focus on developing these skills, as in writing poetry in Years 4 and 5, pupils' use of language improves. 'Chilly leaves spiralling' and 'cold spiders' webs gleam' are good examples from poetry written by pupils in these classes. Pupils in the junior classes are taught to plan their work with the result that punctuation improves. By the end of Year 6, most pupils are confident users of punctuation.
153. Pupils' literacy skills satisfactorily promote their learning in subjects other than English. For example, pupils in Year 1 label their art work using words such as 'sprinkly'. In Years 4 and 5, pupils write an informal letter to parents, which gives details about their imagined experiences as evacuees during the war. Pupils effectively use their reading skills to help them undertake research using computers and books.
154. The quality of teaching is good overall. It is satisfactory in the infant classes and this leads to satisfactory learning. Teaching is good in the junior classes where more challenging tasks and better use of time leads to a faster rate of learning. In the infant classes, teachers do not always make the best use of time. Pupils lose interest because they have to sit and listen to an overlong introduction to the lesson.
155. All teachers plan to the National Literacy Strategy, which ensures continuity of learning as pupils move from class to class. Plans identify clear learning outcomes for the lessons. In the best lessons, teachers share these with the pupils and establish that they are clear about the focus of the lesson. Occasionally, teachers include too many learning outcomes. These cloud the overall focus of the lesson and leads to an over-emphasis on completing tasks rather than on what pupils are learning.
156. Lesson plans include an opportunity to evaluate the previous lesson and teachers often adjust their lessons accordingly. This is good practice. In the infant classes, teachers' expectations of what pupils can learn are often not sufficiently high because they are not accurately assessing pupils on-going progress. For example, when asked to do writing tasks pupils have to find a missing word and then copy out a sentence rather than make up their own sentences, and they could achieve more. This also hampers learning in other subjects, when teachers set unrealistic writing tasks that do not build on the pupils' experiences gained in the literacy hour.
157. A positive feature in the very good teaching seen in Years 5 and 6 was the variety of methods used that made lessons more interesting. The text used in Year 6 relating to the 'Marwell Manor Mystery' captured pupils' imagination, and the use of drama and debate sustained the pupils' enthusiasm. As a result, the learning was very good. Behaviour is good throughout the school because teachers have good management skills that promote positive relationships.

158. Management of the subject is effective and there has been good improvement since the last inspection. Lessons have been observed and feedback provided to improve teachers' effectiveness. Assessment information has been used effectively to adjust the curriculum. For example, a more active approach to teaching letters and their sounds has been introduced to improve the development of early reading skills. The school has started to use assessment information to set pupils' individual targets for improvement. This is beginning to impact on standards in Years 5 and 6 because pupils are more aware of what they need to do to improve their work. It is less effective for the younger pupils because the targets are too general.
159. The books in the library have been checked to see they are of good quality. The school is aware that the next step is to replenish the books and then make further use of the library to extend pupils' independent research skills. Information and communication technology is used effectively to support learning when lessons are taught in the computer suite.
160. English makes a positive contribution to the cultural development of the older pupils because they are introduced to a wide range of texts, including classical literature and poetry. Self-confidence is extended in drama lessons. The school performances are a popular event in the school calendar.

## **MATHEMATICS**

161. Standards are just below the national average for pupils in Year 2 and similar to the average for those in Year 6. This reflects the results of the most recent statutory test results.
162. Pupils in the infant classes make satisfactory progress. There are a number of pupils in these classes who learn at slower rates, including many who are on the school's register of special educational need. Many pupils come into Year 1 from the Foundation Stage with skills in numeracy that are below the level expected at this age. They have been appropriately prepared for the structure of the National Numeracy Strategy. However, many do not have the independent skills needed to explore and discover patterns in shapes and numbers; or to work effectively with sand and water when learning about measures. This wide range of capabilities provides a considerable challenge for teachers of these year groups.
163. When solving simple, everyday problems, the majority of Year 1 pupils successfully order numbers up to nine, and decide which is the smallest and the largest number. The majority can count on and back accurately. Most recognise the term 'add', but some are unsure about 'take away'. Whilst many are able to recognise the '=' sign, some confuse it with 'take away'. Many pupils have difficulty in representing their practical knowledge in a written form. As a result, some pupils lose their concentration and start to distract others.
164. Pupils in Year 2 can count from zero to 20 and, with some help, from 20 back to zero. Many check and confirm their estimates in counting on or back by a given number. The main focus of the lesson seen centred around the two-times table. The teacher showed a keen awareness of the limited understanding of some pupils by developing the lesson in small, manageable steps. Learning resources, in this lesson small cakes and candles, helped pupils to match their thinking to a practical representation. The majority appreciated that two cakes, each with two candles on them, gave four candles in all. Careful questioning by the teacher and timely intervention by support staff moved learning on well for pupils of all abilities.

165. It was evident, however, when pupils were working independently, that many still needed the support and guidance of adults to achieve similar standards in their recording. A small number of pupils reverse their numbers and have difficulty with setting out their work. That said, the pupils who work at faster rates were given suitable activities enabling them to accurately construct a two-times table up to 40. Many could quickly spot patterns in numbers and explain to adults what they had discovered. Again, careful use of questioning by the teacher enabled pupils to make progress.
166. Mental mathematics in Year 3 sometimes takes the form of 'number bingo'. Here, pupils have to listen carefully to the numbers read out by their teacher and cross then off on their boards. They enjoy the competitive element of this work, which makes a good contribution to the development of pupils' listening and thinking skills. Pupils demonstrate that they can double numbers from six to 60. They then apply this knowledge to solving problems.
167. By Year 4, pupils are quite adept with their mental mathematics. This oral work develops well as pupils move through the school. Progress in mathematics gains momentum as pupils think and apply their skills and knowledge in a systematic way.
168. These pupils explore the relationship between units of measure. For example, they translate 30 centimetres into 0.30 metres. Once the pace of this oral work is established, the great majority of pupils are quick off the mark in offering answers to the questions posed by their teacher. In the main part of the lesson, more able pupils are well challenged by the tasks set for them. Many can suggest the different possible lengths of the sides of a quadrilateral if, for example, the perimeter is 10 centimetres. The work provided for pupils is suited to what they have done in earlier lessons and enables pupils of all abilities to make progress.
169. A number of pupils in the older year groups have special educational needs. The school makes good provision for their mathematical development by providing support for small groups of pupils. In one lesson observed, support staff worked with a group in another room to introduce the topic and explain the tasks required. The whole class then came together to work on these tasks and share their findings. This organisation was well executed and no time was wasted. It enabled pupils who have difficulty with understanding mathematical concepts to learn at their own pace, and those who can progress faster with their learning to do so. This is good practice that helps to move all pupils' learning on successfully.
170. The needs of pupils were also well met in another class of older junior pupils who were looking at different types of triangles. They could successfully identify, sort and discuss properties because of the good introductory work at the start of the lesson. Even though this was a lower ability group, the teacher successfully identified different tasks for groups of pupils that really addressed their needs. The use of 'decision trees', clues and computer programs to help pupils decide the type of triangle was a great help in reinforcing learning.
171. The oldest pupils classify quadrilaterals using a range of criteria. The lesson observed took place in the computer suite and made full use of the equipment available. Teachers are timetabled to use these facilities for teaching mathematics. This represents the good use of a valuable resource. Good use of support staff benefits pupils' learning. Pupils are given appropriately challenging tasks, the more able being appropriately challenged by their tasks and the less able developing their knowledge and understanding in suitably sized steps. Although pupils' attainment is variable, their achievement is good. Boys and girls readily enter into discussions and are not afraid of making mistakes. Some pupils have genuine difficulty in, for example, matching the properties of shapes to their names

but the purposeful pace of learning and the positive atmosphere in the lessons supports them well and they make progress.

172. Teachers work hard to find different ways of helping pupils to organise their thinking in numeracy. For example, in one lesson in an infant class, the teacher reminded the pupils that, when adding two numbers, the answer is the biggest number and, conversely, when taking away, the answer is the smallest number. Teachers also use equipment and resources to help pupils understand the patterns that emerge in numbers. For example, in the older classes, the use of 'flexitrees' for making decisions about the properties of shapes provides a good alternative to learning by rote.
173. The quality of teaching is satisfactory overall in the infant classes, with some good practice observed. It is good overall in the junior classes with some satisfactory, good and very good lessons seen. Teachers prepare their lessons carefully to reflect the structure of the numeracy strategy. In the best lessons, the strategy is well adapted to reflect more accurately the prior attainment and learning needs of pupils. There is a very close link between the quality of teaching and pupils' concentration and behaviour. Where the pace of lessons is good, the presentation vigorous and the work challenging but well suited to pupils' capabilities, pupils make good progress and put their all into their work. This is why standards in the school are improving.
174. Pupils' oral work is generally of a higher standard than their written work. Teachers recognise that pupils' problem-solving skills need to be improved. Where teachers successfully address this, they provide useful stepping stones to build up pupils' confidence and understanding.
175. Mental mathematics sessions are developing well in the school. In many classes, teachers pay good attention to the quality of the final (plenary) session, where learning objectives are revisited and the lesson rounded off with a discussion of what has been learnt. Sometimes, however, the time available for the plenary session is too short and the key points in learning are not sufficiently re-enforced.
176. A shortcoming in teaching is the insufficient attention given in some classes to the use of assessment information to plan the next steps in learning. Good information is available, but the way in which it is analysed and used varies. Some teachers are less confident than others in breaking down the steps in learning, particularly for those pupils with special educational needs. Pupils' individual education plans have been only recently revised, but there is very little reference to them in teachers' planning. Occasionally, teachers' expectations are inappropriate to the capabilities of individual pupils and tasks are not matched as well as they could be.
177. The subject co-ordinator sees teachers' planning and undertakes analyses of statutory test results. She is keen to develop learning resources to address the areas which she has correctly identified are in need of support. Learning resources are adequate for teaching the mathematics.

## **SCIENCE**

178. By the end of Year 2, standards in science are below those expected nationally. They are similar to the national average by the end of Year 6. In the infant classes, pupils' progress is satisfactory, including those pupils with special educational needs. Some younger pupils in the infant classes do not listen carefully enough and this impedes their progress. In the older junior classes, progress is good because of the good quality of the teaching. Pupils' relationships are good both with the teachers and with each other.

179. Year 1 pupils can list many sources of light, such as bonfires and table lamps. They record their work in drawings. Others cut out and sort prepared pictures when they stick them under appropriate headings in their books. Another group, working with the teacher, investigates a black box to determine how much light they need to see things. They are keen to find out how things work.
180. The mixed class of Years 1 and 2 pupils record their findings by writing and drawing, but their writing skills are underdeveloped. Year 2 pupils try to determine where their shadow comes from when they investigate in the playground on a sunny day. They begin to appreciate that the body blocks out the light from the sun to form a shadow. Back in the classroom, good links are made with literacy when the teacher satisfactorily introduces science terminology, such as 'translucent', 'transparent' and 'opaque'. A good feature of teaching is the way words are written on the board; they are explained with examples, and pupils are made to sound out the correct pronunciation. By Year 2, the diagrams in books are lightly coloured so that more detail of the drawing can be seen.
181. Building on previous work concerning healthy eating, Year 3 pupils consider if other animals have a balanced diet. Using a cat as an example, pupils use non-fiction texts to research the cat's diet. They make good links with literacy when they use an index to find the relevant page and scan the text in order to gain information quickly.
182. Years 4 and 5 pupils listened carefully to an exposition by the teacher on seed dispersal. They later filled in a worksheet to record and extend their learning. This required pupils to sort and classify information and apply their knowledge in different ways. Likewise, in a very good lesson, another class of Years 4 and 5 pupils explored bones, joints and muscles. Challenging work was set when they made a model joint to demonstrate how the muscles work in pairs. They succeeded in their efforts because of the very good teaching they received. Their efforts in the lesson led to the setting of homework, to take measurements of their arms and legs in preparation for the next science lesson.
183. All Year 6 pupils, studying micro-organisms, identify what makes a test fair because of the teacher's good questioning. They know that everything should be kept the same, except for one variable. Mindful of health and safety concerns, which were carefully taught by the teacher, they observed items of food that had previously been left in a variety of places. Their task was to decide how temperature can affect the growth of moulds. Most pupils used the terms 'bacteria' and 'fungus' correctly. They know that a virus can cause the common cold. However, when observing their investigations, they were uncertain where micro-organisms have come from. Information and communication technology skills are satisfactorily used when pupils use a CD-ROM to research information about fungi. Work is suitably matched to the abilities of the pupils, including those with special educational needs.
184. Teaching in science is sound in the infant classes and good in the junior classes. Teachers clearly identify and develop science skills from the guidelines in the nationally produced framework for the subject. Where teaching is good, teachers review the previous lesson in order that learning is progressively developed. In all lessons, teachers make pupils aware what is to be learned in the lesson. In most lessons, teachers return to these intentions at the end of the lesson to review effectively what has been learned. Tasks are generally well matched to the different ability groups, and learning support assistants and other adults are well briefed to give good help to pupils who need it.
185. Teachers have a secure knowledge of science and, in all lessons, the correct terminology is used where appropriate. However, the standard of recording and presentation of work, including the use of clearly labelled diagrams, is not sufficiently developed in the infant classes. From Year 3 onwards, standards of work steadily improve, with good sized,



clearly labelled diagrams evident in pupils' work. Year 6 pupils use computers to research information but, in this class and throughout the rest of the school, insufficient use is made of information and communication technology to collect and analyse data or to word process work in science.

186. Marking is carefully carried out, but the revised marking scheme is not consistently applied through the school. This leads to insufficient indication to show pupils how they might improve their work. Whilst standard assessment and test results are analysed and used to modify the curriculum, there is inconsistent use of such information to identify where pupils need extra help or support to achieve higher standards.

## **ART AND DESIGN**

187. Only one lesson was seen during the inspection. This was in Year 6. Judgements are based on the examination of pupils' work in sketchbooks and displays, talking to teachers and pupils and looking at planning.
188. Pupils' achievement is satisfactory overall. Pupils reach standards in Years 2 and 6 that are similar to those expected for their age. This shows similar standards in Year 2 to those identified at the time of the previous inspection, and an improvement in standards by the end of Year 6. Better teaching has led to good behaviour and this has brought about the improvement. It has allowed teachers to be more adventurous with the range of activities planned for pupils. In addition, the new planning guidelines and assessment procedures have provided help for teachers in planning a wider range of experiences to capture pupils' interest and so increase their learning.
189. By the end of Year 2, pupils have experimented with a variety of techniques including splashing and printing. They understand the importance of colour and choose vibrant colours for their firework pictures. They discover the effects of mixing different colours. Their self-portraits show an understanding of tone as they try to obtain a suitable skin colour.
190. Teachers encourage an understanding of texture by providing an interesting range of materials. Pupils weave with feathers, sticks and straws to create imaginative patterns. Most activities show that teachers emphasise creativity. They successfully use art and design to encourage pupils to experiment and explore their ideas. However, a few examples include too many repetitive tasks.
191. By the end of Year 6, pupils have a wide range of skills to apply to their work. A review of sketchbooks shows pupils understand how to use shading to create line and shape in their drawings. Some pencil sketches of Victorian artefacts are of a high standard. Pupils appreciate that different media can be used effectively to create a desired effect. For example, when using charcoal, pupils use smudging to obtain a silhouette effect. In Year 6, pupils examine the work of famous artists and strive to achieve similar effects in their own work. Discussions show an understanding that some artists used dots and scratching in their work to create impressions rather than detailed pictures.
192. Many pupils have used information and communication technology to research information about famous artists. They appreciate the different style of Dali. A few pupils lack confidence in their skills, but respond positively to the encouragement of staff. As yet, pupils do not plan their work or modify it as they are working. However, when prompted many discuss aspects they feel they can improve.
193. Taking all the available evidence into account, the overall quality of teaching and learning is satisfactory. Teachers value pupils' work and attractively display it around the school.

As a result, pupils are happy to try out new ideas, as they know their efforts are appreciated. In Year 6, the teacher's secure knowledge and enthusiasm for the subject is shared with the pupils, so they gain in confidence. Pupils extend their skills in drawing because the teacher demonstrates specific artistic skills. Many pupils have gained confidence in drawing figures now they know how to use bubble shapes to create the desired shape. Management of pupils is very good and so lessons are conducted in an active but organised atmosphere.

194. The management of the subject is satisfactory. Currently, standards are judged by observing work on display, but there is no collection of work or observation of lessons to check closely on standards being achieved. Consequently, it is difficult to identify areas of the subject that need further attention. Information and communication technology is used to extend skills of pattern and colour and more resources are being obtained to extend these skills. The subject makes a positive contribution to pupils' cultural development because they learn about the work of famous artists.

## **DESIGN AND TECHNOLOGY**

195. Two lessons were seen during the inspection. Judgements are supported by evidence of pupils' previous work together with the scrutiny of teachers' planning.
196. The quality of the work seen indicates that standards are broadly similar to those expected nationally for pupils in Years 2 and 6. In Year 2, pupils successfully explore ways of joining different materials. They are able to stitch, staple and glue paper, card and material. Their planning skills are developing appropriately, but their evaluative skills are much better. Much of this stems from the way in which their teacher asks questions of them; they are also equally keen to discuss what has not worked as well as what has succeeded.
197. Pupils in Years 4 and 5 successfully gather information about different types of bread. They have undertaken a consumer survey and have, at first hand, studied production methods at a local bakery. All this is in being done as part of their planning for bread making as part of their food technology work. There is some good use made of pupils' numeracy skills in this work.
198. Older junior pupils have undertaken some interesting work on shelters. Their designs call for a range of different types of structure and their evaluations refer well to the strength of these. Younger pupils have designed and made kites, evaluating the success of different types of material. There are appropriate links established with history, science and information and communication technology. Planning shows the application of literacy skills, but there is limited application of numeracy skills by, for example, showing measurements on plans.
199. Pupils enjoy their work. They are attentive to instructions and co-operate well with each other. They are keen to explain to adults what they are doing and why. They are confident enough to 'have a go', even if what they try does not always work out as they planned.
200. The amount of teaching time made available for design and technology in the school is currently lower than that found in the majority of primary schools. This places considerable pressure on teachers to cover the required curriculum. The school has recently put in place new guidelines for teaching and learning in the subject that are based on nationally available materials. The topics allocated for study in each year provide, over time, full coverage of the National Curriculum requirements. However, it is

not clear about how pupils' skills are systematically developed in the time available. The school is aware that this is an area that needs to be addressed.

201. Although teaching in the two lessons seen was good, it is not possible to make an overall judgement on the quality of teaching in the school. In the lessons seen, pupils were well organised and activities well suited to their capabilities. There were opportunities for pupils to make choices but, especially in the Year 2 class, these were very much guided by the teacher. Good support was available in both classes for pupils who learn at slower rates, but there were limited opportunities for the more able to develop their thinking and application of skills.
202. The school's guidelines provide useful guidance at the end of each topic studied for teachers to undertake assessments of what pupils have achieved. Whole-school arrangements for monitoring their ongoing progress and, in particular the development of skills, are not yet in place.
203. The subject co-ordinator has only recently taken over responsibility for this area of the curriculum and has focused, thus far, on providing resources to support the topics now taught. There is now a need to carry out an audit of the available tools and equipment to ensure that all topics are appropriately resourced.

## **GEOGRAPHY**

204. Standards in geography are similar to national expectations by the end of Year 2 and Year 6. This is an improvement since the findings of a previous inspection found there was a need to improve standards in geography in general.
205. A good focus is given to the study of the local environment and comparisons with other areas. In infant classes, pupils find out about their own environment and make simple plans and maps. Effective teaching, as seen in a lesson in Year 1, uses a story approach to widen the pupils' knowledge and understanding of place. Pupils understand geographical language, such as 'mountain', 'loch' and 'island' and make comparisons between Bedworth and a small, crofters' village. Incidental learning, initiated by the pupils, is well used by the teacher when pupils study a map of the British Isles and look for islands they have visited, such as the Isle of Wight and the Isle of Man.
206. Pupils make steady progress when they study the topic of water in Years 4 and 5. They develop deeper knowledge about the sources of water and of how water is used in the world. A strength of one lesson was how the teacher developed the pupils' questioning skills, enabling them to use data and first-hand experience to justify their findings. Good practical activities, linked to evaluation of a range of collected water, showed whether water is fit for human consumption. The lesson opened up wider debate, for example the value of water in those countries with limited rainfall.
207. Behaviour in lessons is good. Pupils take turns in discussions and value each other's contributions, and so learning moves on well.
208. Teaching was observed in two lessons. On the basis of these limited observations, it is satisfactory. In the younger class, the lesson was well managed, but the teacher's subject knowledge was not secure. In the older class, the lesson was carefully planned and well paced, with the expertise of the teacher effectively moving learning on.
209. The school's plans for teaching geography have recently been revised. Coverage of the geography curriculum is planned through topics, using nationally available guidelines. Teachers are now much clearer about what is to be taught and learned in mixed-age

classes in order that work is not repeated. However, the amount of time devoted to teaching geography over the course of the school year is low compared with other primary schools. The school is aware that this is an area that needs to be looked at to ensure the ongoing development of pupils' geographical skills. The subject co-ordinator is new to the role and is enthusiastic about the subject. A firm foundation for monitoring teaching and learning in the subject has been established in planning and evaluation procedures. The subject is appropriately resourced.

## **HISTORY**

210. In Years 2 and 6, pupils achieve similar standards to those expected nationally. No lessons were observed in infant classes, so previous work, planning and discussions with pupils have helped to form judgements.
211. Historically, low standards in literacy in the junior school affected pupils' ability to research historical information. This is no longer the case, even though there is a high number of pupils in most classes with special educational needs who have difficulties with reading and writing.
212. Discussion with pupils shows that they are interested in history and enjoy lessons. The curriculum takes mixed-age classes into account and good focus is given to the study of local history. In the infant classes, pupils study the passing of time and learn about important people and events, such as Remembrance Day. Pupils particularly enjoy their study of 'old toys' and make steady progress as they begin to sequence them in order of age. They begin to develop a greater understanding of simple timelines and periods up to the Victorian era.
213. In the lessons observed in older classes, teaching was good. Teachers use their good subject knowledge to plan interesting and challenging work, keeping in mind the different learning needs of the pupils in their classes. Pupils achieve well and are able to pose and answer historical questions and sift fact from fiction. An example was a lesson in Year 6, related to analysing data from the 1851 Census. The teacher produced modified copies of the census, along with the original script, to enable less capable learners to access information.
214. Teachers' good subject knowledge is enabling pupils to learn with deeper insight. In Years 4 and 5, the study of symbolism in Tudor portraits is an example of how the teachers' knowledge and skills enable pupils to ask and answer historical questions and to test their own opinions. Lessons are well paced and are motivating interest. Pupils are very keen to find out more about local families, changes in road names and the meaning of 'scholar' and 'cordwinder'. Behaviour in lessons is very good and, because pupils are keen to learn, learning moves on well.
215. The history co-ordinator is new to the role and has the commitment to take the subject forward. Good planning for the subject and useful information about which aspects are working well or need improvement will help to guide future work. The subject is appropriately resourced.

## INFORMATION AND COMMUNICATION TECHNOLOGY

216. Standards in this subject have improved considerably since the last inspection. This is due to competent teaching, especially in the upper part of the school, and to the introduction of the computer suite. By the end of Year 2, standards of attainment are broadly satisfactory. By the end of Year 6, the levels of attainment are also satisfactory. This actually represents good progress for junior pupils as they have made good the gaps in their skills and knowledge in a relatively short period of time.
217. A key issue at the last inspection was the need to improve the standard of teaching in information and communication technology. The school has effectively addressed this issue and the standard of teaching has greatly improved.
218. The majority of Year 1 pupils successfully use computers in the computer suite to develop their independent writing skills. Good links are made to use computers in literacy. In a good lesson seen, pupils were able to show that they could open up their programs by logging on. These same pupils were also able to use the one computer in the classroom during a literacy lesson. From talking to Year 2 pupils, it is evident that the majority are confident and familiar to an expected level with computers and their procedures. Not all pupils have computers at home.
219. In a project 'Save the Rainforest', Year 3 pupils satisfactorily access the program in order to write and edit text for a poster. Pupils can save and print their work. Where pupils lack confidence, they seek support from the teacher or other adults in the classroom. In another lesson, pupils could satisfactorily add a record to a database.
220. Years 4 and 5 pupils successfully use the 'Monarch' database to search for information and develop their basic search skills. Other pupils in these year groups show satisfactory skills when using the program 'Paint' to design a duvet cover. Pupils of all abilities were successful in having a finished design. At the end of the lesson they reviewed as a class what they had achieved and were able to make sensible and constructive criticism of the finished designs.
221. Years 5 and 6 pupils satisfactorily use a stopwatch to time how long they take to sort shapes on the computer. Year 6 pupils use the multimedia program 'Pin Point' to create a communication package. Their skills are generally good. Less able pupils are well supported by excellent teaching and a very good support assistant enables them to make good progress. Work on display shows that pupils are developing satisfactory skills across the information and communication technology curriculum.
222. The progress pupils' make is satisfactory throughout the school, but it is uneven. For example, in the infant classes, pupils in one class are not moving on as fast as those in the other classes in logging-on to programs. There is acceleration in the progress made in the older junior classes, particularly in Year 6. In both these instances, teachers' own skills and expectations are having a direct effect on the progress pupils make. Pupils of below average ability, including those with special educational needs, progress according to their ability due to the good support they receive in the classroom.
223. The behaviour of pupils in lessons is good due to the good management skills and the rapport that teachers have with the pupils. Pupils show interest, enthusiasm and enjoyment for the subject. They co-operate well at the computers, sharing tasks and helping one another, and treat computers with care.
224. The quality of teaching in this subject is satisfactory overall. Only one unsatisfactory lesson was observed, in an infant class. An excellent lesson was observed in a Year 6

class. At the beginning of lessons, teachers usually share with the pupils what they are going to learn. This is particularly effective in the older junior classes. Teachers return to these intentions at the end of the lesson to establish what has been learned.

225. Overall, teachers show a sound, developing knowledge of the subject. Questioning skills are generally good. In a Year 6 lesson, the teacher gave support through excellent questioning techniques that not only made pupils think, but also helped to raise their self-esteem and set further challenges. Adults and learning support assistants are well briefed before the lesson and contribute to the learning pupils make. In a Year 6 lesson, a learning support assistant was very skilful at getting pupils with special educational needs to successfully complete the set tasks.
226. At present, there are computers in all but two classrooms, and these are soon likely to have their own. Many tasks that pupils learn in the computer suite are practised back in the classroom. Whilst some links are made with literacy, there are currently insufficient links with the rest of the curriculum, particularly with the non-core subjects. The co-ordinator, who has been in post only since the beginning of term, is already having a good impact upon the subject.

## MUSIC

227. Standards in Year 2 are similar to those expected nationally for pupils of this age. This represents satisfactory achievement and the standards identified in the previous report have been maintained. No lessons were seen in the junior classes and so no judgement can be made on standards. However, a review of planning and discussions with pupils show that the school now gives more attention to developing pupils' skills in musical composition, which was a weakness in the previous inspection. Pupils with special educational needs are fully involved in music lessons and make satisfactory progress.
228. By the end of Year 2, pupils sing from memory a satisfactory repertoire of songs. In assemblies, pupils generally sing in tune and control their voices to keep in time with others. Pupils listen carefully to the music played in assemblies. No lessons were seen in Year 2. Pupils in Year 1 identify 'loud' and soft' when listening to other pupils playing percussion instruments. A few find it difficult to select a suitable instrument to make the required sound, for example, by choosing a triangle to make a loud sound.
229. Most of the pupils enjoy exploring sound and play their instruments by shaking, scraping and beating. They appreciate that they can use their voices in a variety of ways because teachers include games to develop this understanding. These activities also encourage careful listening because pupils have to find who is making the same sound as themselves. There was no evidence available to show pupils in the infant classes are using symbols to represent sounds or are evaluating and adjusting their work.
230. Although there is insufficient evidence to make an overall judgement on standards in Year 6, a review of teachers' planning indicates a range of activities are covered. Pupils also have the opportunity to learn to play musical instruments, including African drums. The school band plays in assemblies and these pupils confidently follow musical notation.
231. The quality of teaching and learning in Years 1 and 2 is satisfactory. Lessons follow the new planning guidelines and ensure the requirements of the National Curriculum are met. Pupils enjoy lessons because teachers include opportunities to sing as well as play musical instruments. Management of pupils is good and, consequently, the behaviour of pupils is good. However, the pace of lessons is not always brisk enough and too much time is wasted when pupils wait for their turn. As a result, pupils do not always give sufficient attention to new learning. Expectations of work are satisfactory, although some

opportunities are missed to challenge pupils further. For example, pupils were ready to identify whether an instrument was played loudly as well as quickly and the teacher did not build on this understanding.

232. The management of the subject is satisfactory. The new subject guidelines and assessment procedures are effective in guiding teachers' planning. Although formal monitoring of teaching is not carried out, assessment information is used to identify areas that need further attention. Music makes a positive contribution to pupils' cultural development when they listen to music from other cultures and have the opportunity to learn to play African drums. Pupils who join the choir extend their personal and social skills. They learn to collaborate in a group and understand how they can help others when they sing at a local home for the elderly.

## **PHYSICAL EDUCATION**

233. Only four lessons of gymnastics were observed during the inspection. These observations, together with a scrutiny of teachers' planning and discussion with pupils, indicate that attainment in physical education meets national expectations for pupils in Years 2 and 6. The school reports that the majority of pupils reach the standard expected of pupils in swimming by the end of Year 6 (25 metres). Although not part of the National Curriculum requirements, there is a good variety of lunchtime or after-school clubs. These include a dance club, football, netball, rugby, basketball and running activities, which are well attended by both genders.
234. A mixed class of Years 1 and 2 pupils worked on a theme of travelling. During the lesson they showed satisfactory skills of balance and movement when following a snake-like pattern. Pupils learned to get out apparatus safely and showed sound co-operative skills in doing so. A class of Year 2 pupils, using the same apparatus, had sound balancing skills and were able to balance on one, two, three and, in some examples, four points. They then went on to produce a good sequence of movements on the apparatus. In these lessons, the pace of the lesson was sometimes impeded because pupils had not learned to listen carefully to instructions.
235. In a Year 3 lesson, pupils used hoops to produce a sequence of movements from static to rotation and back to static. Most demonstrated satisfactory balancing skills and were able to move to a smooth rotating movement. Some pupils with special educational needs found balancing more difficult than the other pupils, but were helped by the teacher.
236. Pupils of all abilities, including those with special educational needs, are included in all lessons and progress satisfactorily. The standards of behaviour are satisfactory.
237. The quality of teaching is satisfactory. Lessons are carefully planned. Teachers use nationally-produced guidelines as a framework. They are quite clear in what they want pupils to learn and they explain these intentions clearly at the beginning of the lesson. Overall, good attention is given to health and safety matters. Pupils have to change in order to take part in physical education lessons. However, some teachers do not wear appropriate footwear when giving physical education lessons. Apart from introducing concerns about health and safety, this makes it difficult for them to demonstrate what they wish the pupils to do.

## RELIGIOUS EDUCATION

238. Five lessons of religious education were observed during the inspection. It was not possible to examine a great deal of work in the classes of younger pupils because much of the work done in this subject is oral. However, observation of lessons, the work on display and the books of older pupils indicates that, by the end of Year 6, standards are similar to those expected in the locally agreed syllabus for religious education. Pupils make satisfactory progress throughout the school and achieve appropriately.
239. Younger pupils are introduced to the concept of religions. In a lesson on how natural light sources provide for our needs, Year 1 pupils can recall aspects of Christmas and how we use lights in this festival. Diwali is also mentioned as an introduction to other religious festivals. They know that festivals in a religious calendar are special.
240. Year 3 pupils, working on a theme of heroes and heroines, listen to the story of St. George. They explore through questions who are their heroes. They are able to say why someone is a hero and, although the concept of a hero in the traditional sense may have been missed, many choose their parents. "Because they look after me" was a frequent response. This statement indicates how much they value their parents.
241. Year 4 and 5 pupils, looking at colour associated with the Christian calendar, were able to suggest some of the colours linked to festivals, for example white with Christmas. Less able pupils record by colouring the robes on a prepared drawing and label it appropriately with the festival. Able pupils identify in a chart the main calendar events and suggest the appropriate colour. More able pupils satisfactorily write their observations in their own words.
242. Good use is made of literacy skills. In a mixed Years 5 and 6 class, pupils listened carefully to their teacher tell the story of Rosa Parks and the Civil Rights Movement and successfully took notes of the main points. After the story, the tasks were well suited to the different levels of ability in the class, with more able pupils recording their notes as bullet points. Able pupils had a similar task, but used the notes that the teacher had made, whilst less able pupils made a sequence of labelled drawings to illustrate the story.
243. The quality of teaching is satisfactory in the infant classes and good in the junior classes. Teachers plan well to the locally agreed syllabus and are quite clear about what they want pupils to learn. A good feature of the planning is the way in which teachers build upon what has been taught in the previous lesson. This successfully contributes to the interest pupils throughout the school show for the subject. Classes of older pupils listen and participate particularly well in discussions.
244. A particularly good feature of the subject is the good use the school makes of visitors from the Bedworth Christian Centre, who come regularly to help pupils learn about a range of religious topics. Pupils enjoy these sessions. They build up a good rapport with the visitors, who also take part in assemblies.