

# INSPECTION REPORT

## **ALVESTON CE VC PRIMARY SCHOOL**

Stratford-upon-Avon

LEA area: Warwickshire

Unique reference number: 125623

Headteacher: Mrs K M Vickery

Reporting inspector: Mr S J Dennett  
13712

Dates of inspection: 17<sup>th</sup> - 20<sup>th</sup> September 2001

Inspection number: 218398

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
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Knights Lane Tiddington Stratford-upon-Avon Warwickshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Osborne
Date of previous inspection:	04/11/1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr S J Dennett	Registered inspector	Mathematics Information and Communications Technology Art and Design History Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9103	Mrs A Strong	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31801	Mrs Y Bacchetta	Team inspector	English Design and Technology Music Religious Education English as an additional language	Pupils' attitudes, behaviour and personal development
22704	Mr G Williams	Team inspector	Science Geography Physical Education The Foundation Stage Special Educational Needs	How good are curricular and other opportunities?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Alveston Church of England Voluntary Controlled School provides full-time education for 120 pupils, 59 boys and 61 girls. Nearly all pupils are from a white United Kingdom background, with small minorities of Asian origin. Three pupils speak English as an additional language, but their language skills are well developed and the school provides good support for their learning. The number of pupils entitled to free school meals (6) is below average and the social and economic circumstances of families attending the school are relatively advantaged. The number of pupils on the school's register of special educational needs (34) is above average, although attainment on entry to the school as measured by the local authority's baseline assessment is generally average. The nature of pupils' special educational needs vary from specific learning difficulties (dyslexia) to moderate learning difficulties and hearing impairment. A few pupils have emotional and behavioural difficulties. Two pupils have statements of special educational needs, which is about average.

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

This is an effective school with many strengths. Standards in the core subjects are high and standards are good overall. Teaching is also good and the majority of pupils are making good progress in their learning. The school provides a broad and varied curriculum and the provision for extra-curricular activities is very good. The leadership and management of the school are very good. The school provides good value for money.

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

- Standards in English, mathematics and science are high and pupils make very good progress in these subjects.
- Pupils have very positive attitudes to school and standards of behaviour are very good.
- Teaching is good overall and, at Key Stage 1, teaching is very good. Pupils make good progress in their learning
- The quality of education provided for children at the Foundation Stage is very good.
- There is good provision for pupils' spiritual, moral, social and personal development.
- Procedures for child protection and ensuring pupils' welfare are very good.
- The leadership and management of the school by the governing body, headteacher and staff are very good.

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

- Standards in design and technology throughout the school.
- Standards in music at Key Stage 2.
- Planning for history and geography.
- Assessment procedures in foundation subjects, especially information and communications technology.

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

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

The school has made very good progress in addressing all the issues raised by the last inspection and it no longer has any significant weaknesses. Standards in English, which were unsatisfactory in 1999, are now well above average. In information and communications technology, where standards were found to be poor, standards are now satisfactory overall and improving rapidly. The progress of pupils with special educational needs and higher attaining pupils is now good and all pupils have work that is well matched to their needs. This again is a significant improvement since the last report. At the time of the last inspection, the leadership of the school by senior management and the governing body was found to be unsatisfactory. It is now very good and is a very significant strength of the school. All attendance procedures are now in place, as required by the last report. Provision for pupils' spiritual development is now good, which represents a great improvement since the last report. The school has also dealt effectively with the minor issues raised by the last inspection and the accommodation for children under five is now very good. The school's numeracy strategy is also very good. Most of the information missing from the school's documents has been provided.

## 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
	1998	1999	2000	2000
English	C	C	A	C
mathematics	A	B	B	C
science	B	C	C	D

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

The above table indicates that in the 2000 national tests, standards in English were well above average in comparison to national averages, but in line with standards achieved by pupils in similar schools. In mathematics, standards were above average compared nationally, but in line with similar schools. Standards in science were in line with the national average, but below standards achieved by pupils in similar schools. In the 2001 national tests, provisional results indicate that standards in English and mathematics are very good and in science they are good. Standards at the end of Key Stage 1 are very good in reading, writing and mathematics. Over the past four years, standards in English have risen significantly. In mathematics, the rise has been less dramatic, but standards have remained above the national average since 1996. Standards in science, which declined between 1997 and 1998, have now risen again significantly. The school has exceeded its targets in both English and mathematics by a good margin.

The standards observed during inspection confirm the 2001 test results and show that standards in the core subjects of English and mathematics are very good throughout the school. Standards are good in science and physical education at both key stages. At Key Stage 1, standards are also good in music and religious education. Standards are satisfactory in art, geography, history and information and communications technology throughout the school, and standards in religious education are also satisfactory at Key Stage 2. Standards in design and technology are unsatisfactory at both key stages and standards of music are unsatisfactory at Key Stage 2. Pupils achieve very well at Key Stage 1, where they generally make very good progress in relation to their prior attainment. At Key Stage 2, progress, whilst good overall, is satisfactory in Years 3 and 4 and very good in Years 5 and 6. Pupils generally achieve well in relation to their prior attainment.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards their work and the school. This contributes significantly to the standards they achieve.
Behaviour, in and out of classrooms	Behaviour is very good overall, especially at Key Stage 1.
Personal development and relationships	Pupils' personal development is very good. Relationships are very positive and pupils support each other very well.
Attendance	Attendance is above average.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. At the Foundation Stage and Key Stage 1, teaching is very good. During the inspection 31 lessons were observed. In one lesson, the teaching was excellent, in 11 lessons it was very good and in 10 it was good. In seven lessons, the teaching was satisfactory and in two, it was unsatisfactory. The quality of teaching in English and mathematics lessons is good overall, with some very good lessons being seen.

Very good lessons are characterised by very high expectations of pupils' achievement and behaviour, learning tasks that are very well matched to the needs of pupils and excellent behaviour management strategies. In these lessons, pupils concentrate very well and make very good progress in their learning. Where teaching is weak, the pace of lessons is slow and behaviour management is insecure. In these lessons, pupils make slow progress and the quality of learning is unsatisfactory. The teaching of basic literacy and numeracy skills is very good and pupils are making very good progress in their learning. The school has worked hard, and to good effect, to ensure that all pupils learn to the maximum of their ability, irrespective of their ethnic background, gender or prior attainment. The quality of pupils' learning is good in most classes, especially in Key Stage 1 and Years 5 and 6.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum provided for pupils is satisfactory overall. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good overall. The progress made by pupils at Key Stage 1 is very good.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Provision for their moral development is very good.
How well the school cares for its pupils	The school cares for its pupils very well and it provides a secure and welcoming environment for learning.

The school works well in partnership with parents and they make a positive contribution to their children's learning. Links between the school and parents are good and parents are kept well informed of their children's progress through regular reports and parents' meetings.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and she is well supported by the deputy headteacher and other staff. The impact of leadership and management by senior staff is very good and has moved the school forward significantly since the last inspection.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. It has a clear grasp of the issues facing the school and has taken effective action to deal with the serious weaknesses found by the last inspection.



The school's evaluation of its performance	The school is good at evaluating its own performance. There is regular monitoring of standards, teaching and learning and the information gathered is used effectively to set targets for further improvement.
The strategic use of resources	Good use is made of resources to improve standards and the quality of education provided by the school.

The school applies the principles of best value very well. Levels of staffing are good and teachers are well qualified. The accommodation is good overall, but the external temporary classrooms are not suitable in hot weather. The school is well resourced and benefits from a recently installed computer suite. This is having a significant positive impact on the standards pupils achieve in information and communications technology.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are keen to attend.</li> <li>• Children make good progress in school.</li> <li>• The school listens to parents' concerns.</li> <li>• The school has high expectations of pupils' work and behaviour.</li> <li>• The school is well led and managed.</li> <li>• The school provides a good range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Information provided for parents.</li> <li>• The amount of homework reduced.</li> <li>• The amount of art taught at Key Stage 1.</li> <li>• Standards of discipline at the start of school.</li> </ul>

The inspection team agrees with the positive comments made by parents. In response to the aspects which parents would like to see improved, the team offers the following comments. The quality of information provided for parents is good and regular newsletters are sent out, which are detailed and informative. The amount of homework given at both key stages follows government guidelines and makes a valuable contribution to pupils' learning. The curriculum for pupils at Key Stage 1 is broad and balanced, however the team agrees that more time could be spent on some aspects of Foundation subjects, especially design and technology. Standards of discipline are very good throughout the school and there is no evidence that behaviour before school is disruptive.

## **PART B: COMMENTARY**

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

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

1. There has been a significant improvement in the standards achieved by pupils since the last inspection. Standards in English have improved from unsatisfactory to well above average. Standards in mathematics, which were found to be average at the time of the last inspection are now well above average. Standards in science have improved from in line to above the national average. There have been significant improvements in information and communication technology, which was found to be poor at the time of the last inspection and is now satisfactory. Standards in physical education have also improved throughout the school.
2. Children enter the Foundation Stage of their education with standards that are generally average according to the local authority's baseline assessment. They learn well and make very good progress and the majority of children are on target to meet the Early Learning Goals well before the end of the school year.
3. Pupils enter Key Stage 1 with standards that significantly exceed the Early Learning Goals for the Foundation Stage. They make good progress throughout at Key Stage 1 and generally achieve standards that are above average by the time they are seven. Standards in literacy and numeracy are well above average. In the national tests in 2000, pupils achieved standards in reading that were above average in comparison with the national average. However in comparison to similar schools, standards are below average. Standards in writing were very high in comparison to the national average and above average in comparison to similar schools. In mathematics standards were well above the national average and above average in comparison with similar schools. The proportion of pupils gaining the higher Level 3 in reading was similar to the national average. In writing, the proportion was very high and in mathematics above average. Girls generally do better than boys in writing but in other tests there is no significant difference between boys and girls. Preliminary results from the test taken in 2001 indicate that standards in reading have improved significantly, with all pupils gaining at least Level 2. Standards in writing have also remained high, although there was a slight decline in the proportion of pupils gaining the higher Level 3. Standards in mathematics were very high, with all pupils gaining at least Level 2.
4. Observed standards at Key Stage 1 are very good overall, particularly in the core subjects of English and mathematics. Standards are good in science, music, physical education, and religious education. Overall standards are satisfactory in art and design, geography, history, and information and communications technology (ICT). In design and technology, standards are unsatisfactory. All pupils achieve very well in relation to their prior attainment in English and mathematics. They achieve well in science, music and physical education. Pupils' achievements in art and design, geography, history and ICT are satisfactory overall. In design and technology, pupils' achievement is generally unsatisfactory.
5. At Key Stage 2, in the 2000 national tests, standards in English were well above average both nationally and in comparison to similar schools. Standards in mathematics were above average again both against the national average and in comparison similar schools. In science, standards were in line with those found nationally and in similar schools. Overall standards in all three core subjects were above average. The proportion of pupils gaining the higher Level 5 in English and mathematics was above average. In science it was in line. Overall, girls do better than boys in English but the reverse is the case in mathematics, where boys do better than girls. There is no significant difference in the performance of boys and girls in science.

The provisional results from the 2001 national tests indicate that pupils have done at least as well in English, with a significant increase in a number of pupils gaining the higher Level 5. The picture is very similar in mathematics, again with an increase in the number of pupils gaining Level 5. There has been a dramatic improvement in science, with all pupils gaining at least Level 4 and over half gaining Level 5. The trends in standards since the last inspection show a consistent improvement particularly over the last year. The observed standards at Key Stage 2 are good overall. They are very good in the core subjects of English and maths. Standards in literacy and numeracy are high. In science and physical education standards are good overall and they are satisfactory in art and design, geography, history, ICT and religious education. Standards in design and technology and music are unsatisfactory. All pupils achieve very well in relation to their prior attainment in English and mathematics. They achieve well in science and physical education. Pupils' achievements in art and design, geography, history and ICT are satisfactory overall. In design and technology and music, pupils' achievement is generally unsatisfactory. The school has made very good progress in meeting its targets for literacy and numeracy and exceeded both in 2000 and 2001.

6. At all stages pupils with special education needs are supported well. Children at the Foundation Stage and pupils in Key Stage 1 make very good progress in relation to their prior attainment. This is particularly true in English and mathematics where well-focused support by teaching assistants ensures that learning is well matched to pupils' individual needs. At Key Stage 2, pupils make good progress in their learning particularly in Years of 5 and 6. Pupils with special education needs in Years 3 and 4 make satisfactory progress. There are no pupils who speak English as an additional language at Key Stage 1, but where they do in Key Stage 2, their progress is not significantly different from their peers and it is good. The progress made by gifted and talented pupils is good throughout the school and they have benefited from additional support, especially in mathematics. The school has worked hard, and to good effect, to ensure that all pupils make good progress in relation to their prior attainment regardless of their gender, ethnic origin, or background.

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

7. Pupils' attitudes, behaviour and personal development have improved since the last inspection. The very good attitudes seen during the inspection have a very positive impact on pupils' learning. Pupils demonstrate an enthusiasm for learning about most subjects and enjoyment in coming to school. They value the support provided by their teachers and appreciate sharing experiences in school with their friends. Many join in after school activities and lunchtime clubs, which they find exciting. They listen attentively and respond well in lessons and in assemblies. Pupils are eager to tackle activities, since most teachers work very hard to maintain the interest of pupils of all abilities and make learning interesting. Pupils ask and answer questions or provide explanations with confidence, which increases their rate of learning. Occasionally at the beginning of Key Stage 2 a minority of pupils find difficulty in concentrating in lessons when the pace of a lesson is slow, or the class management and use of resources is ineffective. They undertake routine tasks diligently, although they find these 'boring'.
8. Children in the Foundation Stage are very happy and settle quickly into the school because of the caring attention they receive and well-planned activities, which effectively meet their needs. Older pupils enjoy making their own decisions when given the opportunity, for example, on a residential visit and in responding to challenges to improve their individual performance in subjects or in behaviour. They carry out research projects for homework, but lack of access to a library and only one computer per classroom limits opportunities for independent research during lessons. However, the school has plans to re-site the library in a redundant classroom and to increase the stock of computers for pupils' use.

9. The behaviour of pupils, including those with special educational needs, is very good overall and this has a positive impact on the progress in learning made by most pupils. Pupils enter and leave classes in an orderly manner and behave with reverence in assemblies. They play very well together and the school's system of rewarding good behaviour is having a good effect. During lunchtime pupils co-operate well in the games organised by the lunchtime supervisors and when using computers in the computer suite. Pupils at both key stages correctly explain the importance of rules. There have been no permanent exclusions over the past two years and staff handle pupils with emotional and behavioural difficulties very well. All pupils, including those with special educational needs, treat teachers and each other with respect. In discussion with older pupils they clearly express that they respect and value other people in the wider locality who may have different cultures and beliefs from their own. They recognise all people as part of the one family and relate this to Christian teachings. Pupils in all classes display a sense of wonder about the natural world and have a respect for their environment and each other. Older pupils have a good sense of responsibility and readily assist younger pupils when they can. They respond well to opportunities to entertain elderly people in the community or raise funds for those in need. They are courteous and friendly to visitors to the school.
10. Good attendance has been maintained since the last inspection. Unauthorised absence is low. Pupils are punctual to school and lessons begin on time.

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

11. The quality of teaching observed during the inspection was good overall. This is a considerable improvement since the last inspection, where standards of teaching were generally found to be unsatisfactory. Out of 31 lessons observed, the quality of teaching was found to be excellent in one lesson, very good in 11 lessons, good in 10 lessons and satisfactory in seven lessons. In two lessons quality of teaching was unsatisfactory. These figures represent a high proportion of very good and excellent teaching. The quality of pupils' learning is also good and all pupils, irrespective of their prior attainment, make good progress overall. They make very good progress in English, mathematics and science at Key Stage 2. However, the quality of pupils' learning in design and technology throughout the school and music at Key Stage 2 is unsatisfactory. Very good lessons are characterised by very high expectations of pupils' achievement and behaviour, learning tasks that are very well matched to the needs of pupils and excellent behaviour management strategies. In these lessons, pupils concentrate very well and make very good progress in their learning. Where teaching is weak, the pace of lessons is slow and behaviour management is insecure. In these lessons, pupils make slow progress and the quality of learning is unsatisfactory.
12. The quality of teaching for children at the Foundation Stage is very good overall. As a consequence, the youngest children are making very good progress in their acquisition of skills, knowledge and understanding. They put considerable effort into their activities and their rate of productivity is high. The teaching of basic skills is very good and planning is very effective in ensuring that children acquire good literacy and numeracy skills. The excellent management of pupils ensures a calm and secure learning environment, where pupils concentrate well and show great interest in what they are doing. All pupils learn well irrespective of their prior attainment.
13. At Key Stage 1, the quality of teaching is also very good. Teachers have a very good knowledge and understanding of what is required to teach pupils of this age. Their teaching of basic skills is particularly good. This is aided by very effective planning, which has clear learning objectives, tasks which are well matched to pupils' needs and good ongoing assessment to set further learning targets. As a consequence, pupils are making very good progress in their acquisition of skills, knowledge and understanding.

Pupils put great effort into their work and generally the pace and productivity of lessons are very good. Teachers have high expectations and their very effective teaching methods ensure that pupils' interest is maintained very well. In most lessons pupils concentrate for long periods and work very effectively independently. Teachers manage and control pupils very well, which creates a secure learning environment. Good use is made of time and most lessons move at a brisk pace. Effective use is made of assessment to adjust future planning and good differentiation means that all pupils learn very well, irrespective of their prior attainment. Effective use is made of homework to extend pupils' learning. During the inspection, nine lessons were seen in total. Of these, the teaching in one lesson was excellent, in six it was very good and in two, it was good. The teaching of English at Key Stage 1 is very effective and has done much to raise standards. The teaching of mathematics is good overall and teachers have very high expectations, which has done much to raise standards.

14. At Key Stage 2, the quality of teaching is good overall. It is better in Years 5 and 6, where the overall quality of teaching is very good. Teachers have good knowledge and understanding of the subjects they are teaching, and good use of questioning means that all pupils make good progress in the acquisition of skills, knowledge and understanding as they move through the key stage. Teachers have high expectations and use effective teaching methods. In most lessons, this ensures that pupils put considerable effort into their work. Good use is made of time and as a consequence pupils' productivity and pacing working is generally good. The management of pupils is good overall and pupils show interest and good levels of concentration. Older pupils show considerable understanding of their own learning and are beginning to develop good independent learning strategies. Pupils with special education needs learn well and are very effectively supported by teachers and support assistants. Pupils who speak English as an additional language also learn well. Teachers make good use of informal and ongoing assessment to adjust their planning and set further targets for improvement. Homework is used effectively to extend learning and prepares pupils well for the next phase of their education. Eighteen lessons were observed at Key Stage 2. Teaching was very good in three of these lessons, good in six lessons and satisfactory in seven. In two lessons, the teaching was unsatisfactory. The teaching of English at Key Stage 2 is good overall and very effective use of assessment has led to significant improvements over the past year. The teaching of mathematics is also good, particularly the teaching of basic numeracy skills.

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

15. The school provides a generally broad and balanced curriculum, with the exception of design and technology at both key stages and music at Key Stage 2. This represents an improvement since the previous inspection when it was judged that the school did not provide a satisfactory broad and balanced curriculum. Appropriate time is allocated to all subjects, but planning for history and geography does not ensure continuity and progression in key skills as pupils move through the school. All subjects of the National Curriculum and religious education are taught.
16. The curricular provision for children in the Foundation Stage is very good and successfully promotes the Early Learning Goals. There is suitable emphasis on pupils' personal and social development, communication and language and literacy, mathematics, creative and physical development and knowledge and understanding of the world. A wide variety of interesting and stimulating learning experiences ensure that these pupils make good progress.
17. Areas of concern, such as the lack of data handling in the information and communication technology in Key Stage 2 have largely been addressed. However, although the lack of breadth and balance in history and geography has been resolved,

the current planning strategy impedes effective continuity and progression. All pupils have full access to the curriculum, including acts of collective worship and appropriate time allocations have been made for all subjects. Higher ability pupils are well catered for and make good progress. A good broad and balanced curriculum is offered to all pupils with special educational needs and provision is good overall. All have access to the National Curriculum. Some extra tuition is given to pupils from outside staff but mostly pupils with special educational needs are catered for within the class and these pupils are included in all aspects of the school. Pupils are welcomed at all extra-curricular activities. An extremely good team of well-trained assistants supports pupils well.

18. The school is implementing the National Literacy Strategy and the National Numeracy Strategy very well. The curriculum provides very good opportunities for pupils to practise and reinforce their skills in literacy and numeracy across the curriculum but the use of information and communication technology is more variable. The school provides effective health, sex and drugs education through the personal, health and social programme. This enables pupils to be well-informed individuals who have a positive attitude and take responsibility for their own actions. Sessions are well planned and allow pupils to discuss a variety of issues within the safe and secure environment.
19. The extra-curricular provision is very good. The school has laid considerable focus in this area providing sporting, cultural and athletic activities for all pupils with a high percentage of pupils involved. Pupils in Year 6, for example, enjoy an outdoor residential experience in the Isle of Wight where pupils participate in a number of different sports, such as abseiling and archery. The school has a wide range of visitors, such as artists to extend the range of art, and a circus experience where pupils experience such activities as juggling and balancing. They have a successful computer club and peripatetic teachers widen the range of music. The school successfully maintains a very positive equal opportunities policy ensuring all pupils enjoy parity of opportunity and equality of access.
20. The school has very good links with the community and makes good use of visits from the vicar, a rabbi, educational social worker, educational psychologist and other professionals. Members of the public bring their own professional experiences and one has brought personal recollections of the war. Senior citizens are invited to school functions such as the Christmas performances or some pupils go out into the community and sing to them. Older pupils lead the Christmas and Easter services held in the church at Alveston. The school regularly competes in various competitions, winning 'Stratford in Bloom' last year and the Millennium competition organised by the Schools Trust.
21. The school has business links through an annual science challenge with Rolls Royce, and science investigation with Wellesbourne Horticultural Research Institute. It is also involved with Stratford District Council in 'tree dressing'. Visits to places such as the Black Country Museum, Coventry Sorting Office, Stoneleigh Royal Show, Warwick Toy Museum and the residential visit to the Isle of Wight by the older pupils, enrich many areas of the curriculum. The school derives further enhancement from the community by visits from an artist, illustrator, ceramist, the circus skills week and by holding an inter cultural Caribbean evening.
22. Relationships with partner institutions are good. The school is a member of a 'cluster' of primary schools, which meet regularly to discuss common issues and ways to raise standards, such as adopting the document, which discourages holidays taken during term time. There is a good induction programme in place for children coming into the school both from the privately run Alveston Cygnets, which occupies part of the school site and other local pre-school groups. There are good links with a variety of grammar and high schools and these facilitate the transfer for pupils in Year 6. Students from some of these schools come to the school for work experience.

23. Provision for pupils' spiritual, social and cultural development is good and for their moral development it is very good. The school makes good provision for pupils to develop a spiritual awareness. Improvement in this aspect represents a well above average improvement, which has taken place in a short space of time. The pleasant caring atmosphere promotes pupils' confidence and security. Teachers discuss and identify and plan carefully for opportunities for spiritual development in the curriculum. They provide a sensitive approach in lessons with times that allow pupils to reflect, for example, on colour in art and the mood of music. Pupils are actively involved in daily acts of Collective Worship and prayer at times throughout the day, which raises their awareness about how to value the beautiful and natural things in the world and to value people for qualities that extend beyond their outward appearance. Themes for collective worship are relevant to the age groups and collective worship fulfils statutory requirements. These occasions have a tangible spiritual element and provide pupils with a visual focus, which helps them concentrate. Pupils have frequent opportunities to communicate their feelings or empathise with the feelings of others through stories, poetry and pictorial work and in 'circle time'. They consider other peoples points of view in discussions.
24. Provision for pupils' moral development is very good. All pupils in the school are involved in drawing up class rules that are relevant to their stage of development, which assists them to develop a very good idea of right and wrong. They are encouraged to display respect for each other throughout the day and are praised frequently for their efforts. They are provided with very good examples by teachers and support staff, who treat each other and their pupils with respect. Staff have high expectations for pupils to follow a Christian way of life in the school and provide opportunities during the school day for pupils to relate their behaviour for example to the Ten Commandments.
25. Provision for pupils' social development is good. Pupils are encouraged to take responsibility for routine classroom tasks and to co-operate in groups and as a class. Opportunities for older pupils to collaborate are sometimes missed for example in planning investigations in science. They have opportunities to take part in community projects such as visiting a home for senior citizens and raising funds for charity. Older pupils use the computer to plan rotas for routine duties that assist the smooth running of the school such as preparing for assemblies and to help younger pupils. The school has plans to provide for pupils in all classes to use their initiative and understanding of citizenship by forming a 'school council'. Pupils are well informed about the United Kingdom as a multi-ethnic society.
26. Provision for pupils to appreciate their own cultural traditions and the diversity and richness of other cultures is good. They are provided with opportunities to develop a love of literature through English lessons and visits to see plays and by visiting dramatic artists. Visiting artists extend pupils' understanding of a wider range of art of people of other cultures. Religious education in the school introduces pupils to several world faiths and their traditions. The school involved all pupils during the term previous to inspection in exploring Caribbean life and producing a Caribbean concert. Visiting music teachers provide many pupils with opportunities to play brass, string and keyboard instruments.

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

27. Alveston Primary is a very caring school that looks after all its pupils very well. Areas found to be unsatisfactory in the previous inspection have now been addressed and have become some of the schools many strengths. All parents in the school playground said they were happy with the care their children received and that their children were happy at school. Staff know their pupils well, are sensitive to their needs and act as good role models. The very positive relationships between pupils and staff encourage

pupils to raise any concerns they may have and to develop very good attitudes to each other and visitors to the school.

28. The procedures for child protection are very good. All members of the staff sign to show that they are familiar with the procedures and are vigilant to any concerns. There is very good liaison with the Educational Social worker. Very good emphasis is placed on pupils' health and safety during the school day. Detailed separate risk assessments are carried out for such trips as the residential visit by the older pupils to the Isle of Wight.
29. Procedures for monitoring and promoting good attendance are very good and are rigorously implemented. The issue of unsatisfactory recording procedures found in the last inspection has now been addressed and registers are regularly monitored by the vicar, who is also a school governor.
30. Procedures for promoting good behaviour are highly effective. All pupils are aware of the standard of behaviour expected of them and generally conform to it. This creates an orderly environment conducive to learning. Pupils are rewarded not only for good work and behaviour, but for a range of things to build up their esteem such as, sitting up well and helping others, which also gives every pupil a chance to have their name in the coveted 'Gold Book' and read out during Monday's assembly. The recent introduction of four house teams with the award of house ribbons has promoted the awareness by the pupils of how their own work and behaviour can affect their teammates. The consistency and vigilance of all the staff in the implementation of the behaviour policy ensures any incident of anti-social behaviour is addressed immediately. No incidents of harassment or bullying were observed during the inspection.
31. The provision for pupils' personal development is good. The school is a warm, welcoming community where all pupils are valued as individuals and all achievements celebrated, often spontaneously by their peers. Class teachers monitor pupils' personal development effectively. These people know their pupils well and discuss positive areas of concern with in depth knowledge and objectivity. At present, any formalised records do not match the depth of knowledge and information adults could share about their pupils but reports to parents do formally identify pupils' personal development well.
32. The school cares very well for all its pupils. The impact of this very good care is the creation of a secure and caring environment in which all pupils know they are valued. This aspect is a strength of the school and makes a very positive contribution to learning in most lessons and enables all pupils to take full advantage of the opportunities offered. The vast majority of parents are appreciative of the care and support provided.
33. The school provides extensively for pupils with special educational needs and successfully addresses the range of abilities of these pupils by effective differentiation. The quality of provision is good and is continuing to develop with the recently appointed special educational needs co-ordinator. Individual education plans are well constructed. They are specific to the individual, are securely implemented with an effective system of assessment in place. Targets are clearly stated and all staff are aware of the objectives for each pupil in their class with specific needs.
34. Procedures for assessing pupils' attainment and progress are good. This is an improvement on the last inspection, when it was judged that systems for managing assessment across the school were not sufficiently developed. Teachers are aware of the progress and achievements of their pupils through daily on-going assessments, which are linked to learning objectives. The use of marking generally supports pupils' learning. Statutory end of key stage assessments are undertaken appropriately. The headteacher and deputy headteacher diligently analyse the results of these tests to



identify strengths and weaknesses. This thorough and precise action is used as part of the cycle of analysing and tracking and collating data to inform future planning more effectively. Some year groups undertake optional standard assessment tests and this provides positive evidence of progress and attainment of pupils. It also provides an effective link not only for the tracking process, but also for curriculum planning. Records of personal achievement are kept which is useful not only for the teacher but for the pupil to monitor his or her own progress and success. Portfolios of work are kept in the core areas and for some subjects, such as art. These are useful for levelling work, not only within class but also across and between the key stages.

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

35. The school has worked to strengthen the links with parents since the last inspection and they are good overall. A large majority of parents say they are happy with most aspects of the school and have no problem about approaching the school with any concerns. They praise the 'open door' policy and say that members of staff are always quick to listen to any concerns. More than eight out of ten parents who returned the questionnaires felt there was a close partnership with the school and almost the same amount felt they were kept informed about their child. However, a significant minority of parents believed that they could be kept better informed of their children's progress and would like closer links with the school.
36. The quality of information is now good. Parents are kept informed in frequent numbered newsletters about the curriculum for the coming term and all items of news concerning school life. Annual reports meet all legal requirements and are mostly detailed, personal and contain targets. The prospectus contains all the required information and meets statutory requirements. The governors' annual report, which is imminent, is now planned to contain all the legal requirements, thus addressing any previous issues.
37. Three parents' meetings are held in the year, the third one of these is now an 'open evening', which includes the children, who are able to show their own work to their parents. Appointments can be made with staff for parents who wish to do so. Parents also attend assemblies, church services and other activities, such as Christmas performances and the Caribbean evening, which was very popular, and all the children were able to take part.
38. The impact of parents' involvement on the work of the school is good. A significant number of parents provide valuable support by helping in class, with clubs, such as the gardening club, for swimming lessons, trips and match fixtures. Some parents share their expertise, as for example during the art week. The 'Friends of Alveston' organise fund raising events such as school fetes, but also a range of social events for the adult community and bingo, discos and beetle drives for the children. Parents make a positive contribution to their children's learning at school and at home. Parents strongly support the ethos of the school, the school's attendance and behaviour policies and many have signed the home/school agreement. Some parents make good use of the reading diaries and there is much interest in the homework their children receive, sometimes with concern at the amount and the use made of it. The strengthening of the links since the last inspection has made a positive contribution to the school and children.

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

39. The leadership and management of the school by the headteacher and key staff are very good. The headteacher has done much to address the key issues raised by the

last inspection. The fact that she has been released from a class responsibility is a significant contributory factor to the good level of improvement since the last inspection. There is a very clear educational direction to all the work of the school and objectives are very well matched to the need to raise standards. The school's aims and objectives are very well met in practice and the school provides a caring, hard-working environment, where pupils are encouraged to meet their full potential. The strategies employed to deal with the serious weaknesses found at the time of the last inspection have been very successful and none remain to be addressed. Subject managers make a valuable contribution to the work of the school and the level of delegation is commensurate to the experience and abilities of staff. The management of English, mathematics and science has been particularly successful and standards have been raised significantly over the past two years.

40. The Governing Body is very effective in fulfilling its statutory responsibilities. This is a very significant improvement since the last inspection, when its role was found to be unsatisfactory. Governors are regularly involved in the work of the school. They observe and monitor lessons, contribute significantly to the school's improvement plan and ensure that statutory requirements are met through a range of effective committees. Governors are actively involved in making initiatives, as, for example, in the improvement of the accommodation for Key Stage 1. Other governors ensure that risk assessments take place, that the school is secure and that the grounds are properly maintained. Governors have a clear understanding of the strengths and weaknesses of the school and this has enabled the Governing Body to be proactive in identifying areas for development in addition to the key issues raised by the last report. The overall impact of the Governing Body together with senior staff, has been to move the school out of serious weaknesses and to create a good school with many very significant strengths.
41. The leadership of the special needs programme is good. The special needs co-ordinator, although in post only a short time has adapted well to her responsibility in this role. She has worked and is working to create a well-managed situation where all staff including support staff, are involved in writing individual educational plans, implementing them, and evaluating the impact in terms of pupils' progress in this area. The support from support staff throughout the school for these pupils is good and enhances the education of the pupils with special educational needs. All staff are committed to equality of opportunity and work, as a team to support the clearly defined policy for special educational needs. The Code of Practice is carefully adhered to and individual educational plans are reviewed termly and parents are invited to attend these meetings at stage 3 and above. The special needs co-ordinator receives good support from the special needs governor, who is a regular visitor to the school and gives a report at every governing body meeting.
42. The school has taken effective action to develop the roles of staff with subject responsibilities and governors in their monitoring of pupil performance. The role of the deputy headteacher, which was found to be unsatisfactory at the time of the last inspection, has been developed very well and he makes a very valuable contribution to the management of the school. All staff have clear job descriptions and implement their duties and responsibilities well. The school evaluates its provision by analysing national and school tests and pupils' responses during lessons. It uses the information to set suitable school and individual targets in the core subjects and personal targets for a few pupils. The school has sufficient teachers and an appropriate number of classroom support staff, which is an improvement since the previous inspection. Arrangements for the professional development of all staff to meet the needs of the school and individuals are good. The school follows its policies for performance management, which meet national requirements for staff development, which has raised pupils' standards in the core subjects and their spiritual development. Arrangements for the professional development of all staff were previously insufficient, but the school now has a good system which, has led to increased staff commitment and teamwork to

further improve educational provision. Support teachers and lunchtime supervisors have received useful training to fulfill their roles. Staff new to the school are provided with informal support, but they are not provided with a written formal induction policy. Administration by the school secretary is efficient and contributes to the smooth running of the school. All staff show high levels of commitment and the recent improvements demonstrate the very good capacity for success.

43. The previous report indicated that significant weaknesses were evident in financial planning and management. The situation has improved considerably due largely to a much more rigorous approach by the chair of finance and the determination of the headteacher to ensure that all relevant parties had full, regular and total access to financial information. The much-improved co-operation between the governing body and the headteacher has been well supported by the finance officer from the local authority. There is currently a high carry forward, but the finance committee and the headteacher have agreed a list of priorities, including safe guarding teaching ratios should the number of pupils on the school's roll fall. The finance committee meets regularly, prior to the full governing body meeting to discuss the current budgetary situation. It regularly assesses the impact of spending informally but is now to consider establishing and formalising success criteria for major expenditure items. Effective use is made of specific grants to support new initiatives and improve the quality of opportunity for raising standards. The recommendations of the last auditor's report have been fully addressed. The school secretary carries out the day-to-day financial management of the school effectively and provides good support for the headteacher. Administrative procedures are well established and she adopts a very helpful approach to staff, pupils, parents and visitors that contributes significantly to the smooth running of the school. She assumes control of computerised systems for maintaining all school records and financial provisions, and there is a good accounting system in place. As a result the procedures are unobtrusive and support day-to-day running of the school well.
44. Learning resources in the school are of sufficient quantity and quality for almost all curriculum areas. Some additions are required in computer programs to support the curriculum for mathematics, history, art and religious education. Although the school does not have a library to allow pupils to browse and carry out independent research, pupils have access to a suitable range of books for their age and these are well organized. The school has plans to site a library in a redundant classroom to further improve the school's research facilities.
45. Accommodation is much better than seen at the previous inspection and it is good. The school now has a spacious area for under fives and Key Stage 1 and refurbished toilets. All classes provide natural light and are attractive. Unfortunately one class is housed in a demountable building, which creates extremes of temperature in summer, and winter, which detract from pupils' ability to concentrate. Sports and playground facilities in the school are excellent and the computer suite enhances pupils' learning. Maintenance and cleanliness are of a high standard and cleaning staff work very hard.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to continue to improve the already good quality of education provided by the school, the governing body, headteacher and staff should:

- (1) raise standards in design and technology throughout the school by;
  - a. ensuring that staff have sufficient subject knowledge and understanding;
  - b. improving planning to ensure that pupils are given adequate opportunities to design, make and evaluate their work;
  - c. improving assessment procedures so that teachers are able to set appropriate targets for improvement for all pupils.

*[Paragraphs: 90-92]*

- (2) raise standards in music at Key Stage 2 by;
  - a. ensuring that staff have sufficient subject knowledge and understanding;
  - b. improving planning to ensure that pupils are given adequate opportunities to compose their own work;
  - c. improving assessment procedures so that teachers are able to set appropriate targets for improvement for all pupils.

*[Paragraphs: 108-113]*

- (3) improve the planning of geography and history to ensure that the continuity and progression of pupils' key skills is assured and that units build progressively on pupils' prior learning.

*[Paragraphs: 95, 101]*

- (4) further improve assessment procedures in all foundation subjects and especially information and communications technology to provide teachers with adequate information to be able to set individual targets for improvement and to be able to adjust their planning appropriately.

*[Paragraphs: 92, 95, 101, 107, 113, 121]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	10	7	2	0	0
Percentage	3%	35%	32%	23%	6%	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)		120
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		34

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	96.2
National comparative data	94.4

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	6	6	6
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	87 (90)	100 (90)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	6	6	6
	Total	15	14	15
Percentage of pupils at NC level 2 or above	School	100 (90)	93 (95)	100 (95)
	National	84 (82)	88 (86)	88 (87)

*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
	2000	8	10	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	10	8	9
	Total	17	15	17
Percentage of pupils at NC level 4 or above	School	94 (74)	83 (84)	94 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	8	8	8
	Total	15	15	15

Percentage of pupils	School	83 (84)	83 (89)	83 (84)
at NC level 4 or above	National	70 (68)	72 (69)	79 (75)

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



**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
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)	6.95
Number of pupils per qualified teacher	20
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	130

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	00/01
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	£
Total income	342,040
Total expenditure	335,391
Expenditure per pupil	2,345
Balance brought forward from previous year	31,273
Balance carried forward to next year	37,920

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2.4
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	120
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	4	0	2
My child is making good progress in school.	50	40	8	0	2
Behaviour in the school is good.	32	50	12	0	6
My child gets the right amount of work to do at home.	34	36	10	8	4
The teaching is good.	54	42	2	0	2
I am kept well informed about how my child is getting on.	52	26	20	0	2
I would feel comfortable about approaching the school with questions or a problem.	64	34	2	0	0
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	46	38	16	0	0
The school is well led and managed.	62	32	2	0	4
The school is helping my child become mature and responsible.	58	30	8	0	4
The school provides an interesting range of activities outside lessons.	58	28	10	0	4

### Other issues raised by parents

Seven questionnaires had further comments. Five were wholly supportive of the school. Two had concerns about poor discipline when pupils entered the school in the morning and the amount of homework pupils were expected to complete. There were also comments that extra-curricular activities were restricted in age range. Two further letters were received, which were very supportive of the school, but felt that the curriculum at Key Stage 1 was restricted, especially in art.

## **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**

47. The school makes very good provision for children in the reception class, giving them a firm foundation on which to develop their skills and knowledge. This represents a significant improvement since the last inspection, where aspects of provision were found to be unsatisfactory. There are currently 14 children under five and they are taught in the same class as the 9 pupils in Year 1. The school uses the local education authority Baseline Assessment procedures completed within the first six weeks of their education. This indicates that children are generally in line, compared with other schools. They learn well and make good progress and the majority of children are on target to meet the Early Learning Goals well before the end of the school year. Planning for children in the Foundation Stage takes account of the identified areas of learning.
48. The quality of teaching in the Foundation Stage is very good overall. The enthusiastic and well informed support assistant very ably supports the teacher. They work well together and the standards of joint planning and assessment ensure that the learning experiences provided for the children match their needs and ability. All lessons are stimulating and full of enjoyment. Staff take account of the children's short concentration span and vary the activities accordingly. The range of activities is well balanced and caters for the children's differing needs. Children are enthusiastic about their learning and tackle their activities with confidence. The teacher uses good strategies for drawing children together and they already respond well to classroom routines. The teacher has a very pleasant manner with the children. She is calm and well organised and uses skilful monitoring to promote interaction with every child.
49. The teacher uses effective and informative assessment procedures. Both she and the support assistant know the children well. Both have high expectations of children's achievement and build consistently on previous learning, to ensure good progress. Records are appropriate and give an accurate picture of each child's achievement. Pupils with special educational needs are identified as early as possible and are given appropriate support from an early stage. Reports for parents are well written and help the parents assist in their child's development. The classroom is bright and cheerful with a good range of stimuli to support and encourage the children's learning. The spacious accommodation is used very effectively and children are already confident in moving to designated areas for different activities.

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

50. The children make very good progress in this aspect of their development and are on target to substantially exceed the Early Learning Goals in terms of their personal and social development by the time they enter Key Stage 1. The children behave well and they distinguish from an early age the difference between right and wrong. They work together well and are tolerant and co-operative. Children share equipment, take turns, listen to what others have to say and respect equipment. They often understand and display maturity beyond their years. When they return from play or lunchtime, they enter the classroom excitedly but then sit down quietly on the carpet for the lesson to begin. After the introductory session, they move quietly to their set tasks and begin to work immediately, industriously and enthusiastically.

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

51. Good and very good teaching ensures that the majority of children currently achieve the Early Learning Goals, which indicates they are likely to exceed them significantly by the time they enter Year 1. Boys and girls achieve well and make good progress in their learning. Most children know the majority of sounds related to letters at the beginning of

words. Children talk about the pictures in their books and tell the story in their own words. They ask and answer questions and listen very carefully when adults or their peers are talking. At the early stage, they are forming letters with pencils, paintbrushes and felt pens.

### **Mathematical Development**

53. Effective teaching means that the majority of children will exceed the Early Learning Goals by the time they are six. Many practical opportunities are provided for children to learn about number and money. They quickly learn about three-dimensional shapes and can relate them to everyday objects, such as cornflakes boxes and ice-cream cones. They then sort them into similar shapes in the class lesson and support each other and clap spontaneously when their classmates make the correct choice. They are able to write their numbers up to ten and many do to twenty and they can identify numbers on a number line.

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

54. High quality teaching means that most children will exceed the Early Learning Goals by the age of six. Good opportunities are provided for children to discuss things they see. They know the names of the external body parts and record their knowledge through drawing around a classmate and labelling the parts. During the introduction session and the task session, good questioning techniques by the teacher and support assistant prompted considerable dialogue. All children achieve well and make good progress. They handle paint and paintbrushes well, they are able to cut out using scissors confidently, and stick crepe paper on card securely. The work they do continually builds on previously gained skills and consequently all achieve well.

### **Physical Development**

55. Capable teaching provided by teacher and support assistant means that the majority of children will be in line to achieve the Early Learning Goals well before they enter Key Stage 1. Boys and girls work well together in a dance session. They follow instructions well, use space effectively and respond to the beat of a drum in slow and quick time. All pupils including those with special educational needs respond well. They are aware of exercise on their bodies and the safety features they must abide by during their physical development sessions in the hall. Staff and children dress suitably for dance lessons, show enthusiasm and display enjoyment.

### **Creative Development**

56. Good opportunities are provided for children to develop their skills and knowledge and consequently the majority will exceed the Early Learning Goals by the age of six. Children take a pride in their work and produce colourful pictures using large paintbrushes briskly and with confidence. They enjoy their singing with enthusiasm and a sense of rhythm. When working in other medium, such as play dough, they display dexterity either when modelling their own model or using pastry utensils to shape play dough into circular shapes. Activities are often related to reinforcing skills or knowledge in the lesson, for example, painting 's' like snakes, colouring them brightly and promoting and encouraging their speaking and listening skills.

## **ENGLISH**

57. Standards in English are very good at both key stages. This represents a significant improvement since the last inspection, when standards were found to be unsatisfactory overall. There have been improvements in the quality of writing at both key stages, and the strategy for teaching literacy skills is very good.
58. Results in the 2000 national tests show that standards achieved by seven year olds were above in reading and very high in writing but against similar schools reading was

below and writing was above. Preliminary results for 2001 indicate that standards in reading and writing are very high, with all pupils gaining at least Level 2. Standards in English over time in comparison with all schools are good for seven year olds. Eleven year olds reach at least average standards in national tests over time and in 2000 they were well above average in comparison with all schools and average compared with similar schools. Preliminary results for 2001 indicate further improvement with half of the pupils attaining the higher level 5. Inspection findings reflect the high standards of seven and eleven year olds in the school. School systems that improve pupils' progress largely contribute to raised standards in KS2 in 2000 and in preliminary results in 2001.

59. Standards in speaking and listening are well above the national average. Pupils entering the school quickly gain confidence and develop good speaking and listening skills. Teachers plan carefully for pupils of all abilities and, although they have high expectations, make learning enjoyable and encourage all pupils to be involved. At the beginning of Key Stage 1, teaching enthuses the pupils and they make up their own alliteration phrases and rhyming words. Seven year olds extend their ways of asking questions and are eager to respond in discussion about a story setting. They co-operate well in group activities to discuss what they might write. Teachers praise pupils' effort and constantly ensure that all pupils concentrate during the lessons by including all pupils in discussions. At Key Stage 2, standards are again well above average overall. However, pupils in Year 3 and 4 are less confident speakers although the majority listen well. Confidence in sharing viewpoints and feelings about novels and poetry, and in the context of other curriculum areas is very good at the end of the key stage. Pupils respond well to encouragement by the teacher and explain their ideas and observations for example, about different forms of syntax used in a novel and an autobiography with confidence and those with special needs volunteer answers alongside their peers. They listen attentively and with interest since the material chosen is related well to their age.
60. Standards in reading are well above average in both key stages. Very good teaching in the early years contributes to pupils' understanding of reading at the beginning of Key Stage 1. They understand the meaning of words and sentences and learn to build up difficult words confidently. At seven pupils use several ways of tackling words with which they find difficulty. Teachers share ways of developing pupils' reading with parents to assist progress towards individual reading and writing targets. At Key Stage 2, pupils enjoy reading and are excited about finding out what happens next. Most pupils read fluently at above national expectations and discuss characters they like. Pupils read an increasing range of genre as they move through the school and several pupils in Year 5 express a love of poetry. Pupils in Year 6 use a good range of emotive vocabulary to describe their personal response to stories and can select extracts of text to explain deductions about the meaning. The majority of pupils retrieve information from the library, the Internet or CD-ROMs.
61. Pupils at the beginning of Key Stage 1 have a good grasp of letter sounds and symbols. The majority of pupils make rapid progress in their first few months in school in their ability to write sentences and construct simple stories. More able pupils write extended stories of a very high standard using descriptive language, for example 'the water was swirling and whirling'. In Year 2 most pupils write imaginatively and have good ideas because the teacher and support teacher stimulate and assist pupils well. Seven year olds write in different forms. Very good questioning helps them to verbalise sentences before writing, which helps them use correct syntax and punctuation including speech marks. There are very good examples of extended writing that include factual accounts and interviews.
62. Standards in writing are very good at Key Stage 2. By the age of eleven pupils' standards in their ability to communicate in writing are well above average, which represents an improvement since the previous inspection. Topics for writing extend pupils' understanding of a wide range of genre in their reading material. An example of

a comment about an author's technique is 'the words are living and linked to a sense of movement'. Pupils communicate ideas effectively and use an exciting range of vocabulary to create mood and arouse feelings in their stories, for example, 'a piercing scream echoed around the meandering streets'. Most pupils organise their writing into paragraphs for a sufficiently wide range of purposes across the curriculum and understand how writing is used for different effects such as in newspaper articles. They clearly use persuasive language to put forward more than one point of view. Pupils use emotive language effectively to write book reviews or write poetry in several forms. They explore how language in old English compares with the present day form. The majority of pupils successfully rewrite text in a different tense or person. They make good use of computer programs to present their poetry attractively.

63. Pupils behave very well in lessons and have positive attitudes to their work. This has a very positive impact on the progress they make in learning. Pupils concentrate for extended periods when they are writing, taking care with their handwriting and presentation. All pupils support each other well, and in most classes, positive relationships with the teacher and each other ensure a calm working environment.
64. Teaching and learning are very good at Key Stage 1. At Key Stage 2 it is more variable but good overall. Over half of the teaching was very good and there were no unsatisfactory lessons. This is an improvement since the previous inspection. The rate of progress in all aspects of English and maintenance of writing standards particularly dips at the beginning of Key Stage 2, but progress is very good by the end of the key stage because of the high quality of teaching. In one lesson in Year 4 a pupil with special educational needs made very good progress in reading and his work was well matched with a computer program. A computer program for writing was not so well matched to the needs of an older pupil with special educational needs and consequently the pace of his learning was slow. All teachers understand the subject well and effectively integrate the teaching of reading with the teaching of writing with activities well matched to the different abilities of all pupils. Teachers select material appropriate to the interest of their age group and of cross-curricular educational value such as in one lesson where the teacher used a story to develop pupils' geographical understanding of the British Isles. In the best teaching, teachers used humour with sensitivity and encouragement for those who are hesitant in answering, giving them time to think. They use questioning effectively, which stimulates and extends pupils' ideas. They use their voices well which captures pupils' interest and maintains involvement of pupils of all abilities. Pupils are well informed about what they are expected to do and settle quickly to group tasks. Seven year olds, for example, settle quickly to tasks because the task is explained clearly and writing sheets are structured well to help them succeed. They have realistic high expectations of pupils and prepare supportive materials that enable pupils to work at a good pace. Teachers plan well with support teachers and ensure that the pupils know what they are expected to achieve in the lesson. They evaluate pupils' progress including those with special educational needs together, following the lesson.
65. There is a strong spiritual element in very good lessons that is effective in increasing pupils' ability to empathise with characters or mood of the text. Because teachers have high expectations, lessons are challenging and they prepare activities thoroughly for all levels of ability. They use questioning sensitively which helps the majority of pupils make inferences from the text about how characters feel when comparing texts, for example between 'Cider with Rosie' and 'Matilda'. As pupils work, teachers constantly monitor pupils' handwriting and spelling or question pupils about their own feelings about a text or consider how a character in a story such as Katie Morag might feel which raises the quality of their writing. Where lessons were just satisfactory, teachers either had to spend time collecting items and lost pupils' interest or the context of the lesson did not extend the more able pupils' knowledge. At Key Stage 1, teachers make good use of homework and interesting activities to develop pupils' ability to spell. Picture and writing activities focus on letter groups, which is helpful to pupils' learning.

In Year 3, pupils' spelling and punctuation often remains uncorrected. Because pupils currently in Year 4 are finding difficulty in spelling, the teacher and support teacher use several strategies, such as games and techniques for building word banks, for example, lists of historical words. They also have had to provide basic word lists to improve word recognition. Many of the pupils in this year group do not observe the basic conventions of capital letters in their written work. The lower attaining pupils at the end of the key stage two do not check and correct their own spelling but rely on the teacher to correct them. Occasionally, at the end of the key stage, work is marked for neatness and not the quality of the writing. When marking pupils' written work, teachers correctly generally recognise achievement and indicate where the work could be improved

66. Subject management is well developed and the monitoring role of teaching and learning and moderation of pupils' work is effective, which is an improvement since the previous inspection. School systems of analysis of pupils' performance in national and school tests have been effective in raising standards. The school compares itself well with similar schools and compares the expected progress of its pupils with their actual performance to modify provision. Staff development is well planned with all teachers and support teachers trained in literacy. All pupils have access to an appropriate range of books, which are of good quality. Older pupils, however, have too few opportunities to undertake independent research during school time. The use of ICT to support learning in the subject is good and pupils use word processing effectively to present and display their work.



## MATHEMATICS

67. There have been significant improvements in the subject since the last inspection and standards are now well above average. The school's strategy for numeracy is particularly effective and has succeeded in raising standards progressively over recent years.
68. In the 2000 national tests at Key Stage 1, standards were well above the national average, with all pupils gaining at least Level 2. However, in comparison with similar schools, standards were average. A third of pupils gained the higher Level 3, which was above the national average. Preliminary results from the 2001 national tests indicate that standards are well above average, with an increase in the proportion of pupils gaining the higher Level 3. At Key Stage 2, in the 2000 national tests, standards were above average, both in comparison with national averages and similar schools. The proportion of pupils gaining the higher Level 5 was also above average. Preliminary results from the 2001 tests show that standards remain high, with nearly half of pupils gaining the higher Level 5. Standards have improved steadily over the past three years and remain above average. Boys do marginally better in tests at Key Stage 2, but there is no significant difference at Key Stage 1.
69. At Key Stage 1, standards of numeracy are very good. Higher attaining pupils use mental recall of addition and subtraction facts up to 20 to solve problems involving larger numbers; for example  $23p + 4p = 27p$ . Good mental recall of the two, five and 10 times tables enables pupils to quickly answer questions in oral sessions. Pupils add and subtract numbers with two digits mentally and are able to carry out addition of problems involving carrying; for example  $16p + 25p = 41p$ . More able pupils are able to add three-digit numbers accurately using written methods. Lower attaining pupils recognise sequences of numbers, including odd and even numbers. Others can count in tens to 200 and are beginning to understand place value up to 1,000. In the scrutiny of work, it was clear that the majority of pupils generally attain standards that are well above average. For example, several books showed that more able pupils understand place value of large numbers up to 60,000. Pupils understand simple fractions including, for example, working out what is half of 800. They work out number sequences accurately, including counting backwards. Pupils add three digit numbers quickly and secure recall of multiplication tables up to 10. Pupils investigate number sequences and other problems, using their numeracy skills well to do independent research. Lower attaining pupils are making good progress and demonstrate well that they understand number patterns such as 100, 200, 300, 400 and 444, 555, 666, 777.
70. At Key Stage 2, standards in numeracy are also well above average. Pupils use their understanding of place value well to multiply and divide whole numbers and decimals by 10, 100, and a 1000; for example  $6.7 \times 1000 = 6,700$  and  $17.2$  divided by  $10 = 1.72$ . They use all four operations to two decimal places and are able to reduce fractions to the simplest form: for example,  $2/9 + 1/3 = 5/9$ . A significant proportion of pupils are able to perform multiplication and division of three-digit numbers by two-digit numbers and long division using a variety of methods. They use estimates accurately to check results. When performing calculations where there are several elements, they use brackets correctly: for example,  $244/3 + (3.5 \times 11.5)$ . The work observed in books produced by pupils of average ability is good, demonstrating an accurate grasp of basic number concepts. For example, they accurately calculate that £5 divided by 4 = £1.25. Lower attaining pupils make good progress in their work and have a sound grasp of numbers up to 1,000. Older pupils have developed a good mathematical vocabulary knowing such technical words as 'quotient', 'divisor', 'dividend', and 'remainder'. Pupils use effective calculation methods in solving problems that involve multiplying and dividing three-digit numbers by two-digit numbers. Pupils check their solutions by applying inverse operations. For example, in a lesson in Year 6, many pupils were able to work out accurately such sums as 920 divided by 32 and 475 divided by 24 and check their answers using multiplication.

71. Standards in mathematical investigations, although not as high as in numeracy, are none the less good throughout the school. Pupils have undertaken investigations such as, using Logo programming language to produce regular polygons, looking at number sequences and investigating three dimensional prism nets. Pupils have a good understanding of shape, space and measurement. At Key Stage 1, most pupils are able to use rulers appropriately to make measurements using centimetres and inches. They know the names of common two and three-dimensional shapes. Higher attaining pupils at Key Stage 2 are able to perform calculations using co-ordinates in all four quadrants. They also used formulae to find out the area of a rectangle, accurately measure the angles of regular polygons and use dice to find and justify probability. Pupils of average ability are able to make conversions from metric to commonly used imperial units; for example litres to pints. Pupils in Year 6 select and use their data handling skills well to solve problems involving bar and line graphs. They check their results to ensure that solutions are reasonable in the context of the problem. Appropriate use is made of ICT in respect of data handling, but in other areas of the subject, the use of ICT to support learning is unsatisfactory. Pupils make good use of their numeracy skills in other subjects, such as science and geography.
72. Pupils have very positive attitudes towards the subject and are enthusiastic about their mathematical studies. This is a significant change since the last inspection, where attitudes were found to be broadly satisfactory. Pupils invariably behave well in lessons and treat equipment carefully. They listen attentively to teachers, follow their instructions well and answer questions politely. Relationships between pupils and teachers and pupils themselves are very good and this has a positive effect on the quality of learning seen in most lessons. Pupils work well in small groups, in pairs and independently on individual projects. All pupils make good progress irrespective of their prior attainment and pupils with English as an additional language make very good progress. Pupils with special educational needs are supported well by teaching assistants, who provide these pupils with effective strategies for learning.
73. Teaching is good throughout the school. Out of the five lessons observed, the teaching was very good in two lessons, in one it was good and in two it was satisfactory. Teaching is particularly good at the end of Key Stage 2. Good lessons are characterised by high levels of concentration, rapid pace and the very effective use of questioning to extend pupils' skills, knowledge and understanding. All teachers have good subject knowledge, which they use well to ensure the very good teaching of basic skills. Planning is effective and ensures that tasks are well matched to the needs of individual pupils. Teachers have high expectations and this leads to a high level of productivity by pupils. Good use is made of ongoing assessment to adjust future planning and to ensure that accurate targets are set for further improvement. Good use is also made of homework to extend pupils' learning and to prepare them effectively the next phase of their education.
74. The subject is very well led by the co-ordinator, who has ensured that effective monitoring and evaluation of the subject's performance has led to significant improvements in standards. Accurate analysis of national tests, pupils' work and other assessments has led to well-targeted support of the lower attaining pupils and those with special educational needs. Higher attaining pupils and those particularly gifted in mathematics have been identified well and booster classes have been used effectively to improve standards. There is a broad and balanced curriculum that covers all aspects of the programme of study well. Good use is generally made of available resources but only moderate use is made of information and communications technology to support learning. There are insufficient appropriate programs to help pupils in their work.

## SCIENCE

75. Standards are above average at both key stages and this represents an improvement since the last inspection, when standards were found to be in line.
76. Teacher assessments in 2000 indicated that standards were above the national average. At Key Stage 2, standards were in line with the national average and with standards in similar schools. The proportion of pupils gaining the higher Level 5 was also average. The results at Key Stage 2 have shown considerable fluctuation since 1996 with a downward trend until 2001. The preliminary test results for 2001 show that, not only has the trend been arrested, but also it now indicates an upward trend. Standards are now well above average, with all pupils gaining at least Level 4 and over half gaining the higher Level 5. Boys and girls, including those with special educational needs, make good progress in this area of learning.
77. At Key Stage 1, pupils respond enthusiastically to suggestions made by the teacher and put forward their own ideas on how scientific answers can be found to questions. They use a range of texts to find out answers, and record these appropriately in their books. Pupils at Key Stage 2 continue to develop the previously acquired investigative skills. They know that experiments have to be conducted using 'a fair test', that observations have to be made accurately and that care must be taken in recording results.
78. At Key Stage 1, pupils have a good understanding of life and living processes. At the beginning of the key stage, pupils learn to locate external body parts and label them on large outlines drawn around two pupils. They speak confidently about these to their peers. By the end of the key stage, they consider the different foods that we eat. They draw the favourite foods of the class using a tally chart and then transferring the data on to a block graph. From the graph pupils are able to retrieve information about most and least favourite foods and recognise the importance of surveys and cataloguing in order to determine preferences. They are able to use their knowledge and understanding of life processes well to describe the differences between living and non-living things. When studying the effects of dieting on humans, they explain well the changes that take place. At Key Stage 2, pupils demonstrate that they have an increased understanding of life processes. They use the correct scientific names for major organs, for example, the heart, and the stomach. They describe these functions well and can explain how blood moves around the body.
79. At Key Stage 1, pupils have a good grasp of the properties of materials. They describe accurately ways in which materials can be sorted and put into groups according to certain characteristics, for example flexibility or rigidity, transparent or opaque. Pupils are beginning to recognise that some changes are reversible, as, for example, when ice turns into water, and that some are not. Pupils at Key Stage 2 recognise differences between solids and liquids in terms of shapes, ease of flow and volume. They also recognise that some solids have similar properties as those of liquids, which resulted in some pupils reconsidering their earlier predictions. Pupils use their recording skills well, work collaboratively on their investigations and use scientific vocabulary appropriately. By the end of the key stage, pupils learn that filtering can separate solid particles from liquids and that a filter acts like a sieve with very fine mesh. After the investigation, they realised by using a filtering process dirty water can be made clean. One group of pupils reversed their recording results, but knew immediately that something was wrong, and proceeded to report the experiment in order to confirm their predictions. Homework was given to the pupils on the filtration of water, which was highly appropriate and served to reinforce their understanding of the principles of filtration.
80. Pupils at Key Stage 1 know that certain events will cause certain effects. For example, they understand that a break in an electrical circuit will mean that a bulb in the circuit will not light. Higher attaining pupils know that the sun only appears to change its

position in the sky and that the real cause is the earth turning on its axis. At Key Stage 2, pupils are beginning to make generalisations from their observation of familiar phenomena. A higher attaining pupil was able to explain, for example, that objects are only seen when light from them enters the eye. Pupils also know that objects fall to the ground when dropped due to the invisible force of gravity.

81. Pupils have very positive attitudes towards the subject and this means that they are generally making good progress in their learning. They behave well and handle apparatus with care, listening to instructions attentively. The good relationships seen at both key stages means that pupils work well together in small groups and pairs. Pupils are also able to work well independently when carrying out investigations.
82. The quality of teaching observed in both key stages during the inspection was good overall. Teachers have secure knowledge and understanding of the subject and plan their lessons well. They use questioning effectively and give pupils immediate feedback on any aspects that they did not understand or require feedback. The school is making good use of investigation that promotes the development of enquiry skills as well as improving the use of scientific vocabulary. All pupils have positive attitudes to science, they share and discuss their tasks equitably and take good care of their equipment. Teachers and support staff take very good care to ensure that pupils with specific educational needs are included in all aspects of lessons and that appropriate equipment is provided to enable them to do so. Pupils make good use of cross-curricular aspects, such as speaking and listening, writing for different purpose, presentation and numeracy. However, the use of information and communications technology is less well developed.
83. The quality of leadership and management is good and, although the test results have been variable over the past few years, the subject now appears to be particularly stable and improving. Resources are good, well organised and accessible to teachers allowing them to make lessons more interesting for pupils. Assessment is now much more effective, but the school acknowledges that this area is to be considered for further development and improvement.

## **ART AND DESIGN**

84. Standards are satisfactory throughout school and this is very similar to the situation found by the last inspection. At Key Stage 1, standards of drawing are good. Pupils are able to follow their own design, adjusting it as they proceed. They explore ideas well and collect visual information for their work. For example, in a lesson in Year 2, pupils selected feathers, leaves, twigs and sand to create attractive mixed media pictures. These were based on designs that they had made previously. As they worked, they referred to their designs following them as closely as possible. Pupils investigate the visual and tactile abilities of materials and are good at communicating their ideas through pictures, speech and words. Their pictures and designs convey the intentions accurately. Pupils comment appropriately on their own and others' work. Insufficient attention has been given to three-dimensional work and, as a consequence, standards in this aspect of the subject are under developed.
85. At Key Stage 2, standards are in line with those expected. Pupils generally draw and paint well using an appropriate range of media. They have produced large-scale works including attractive pictures of the sea, which were exhibited at a nearby Sea Life Centre. They have also worked on good quality collages in connection and with their project on St Lucia, which shows a good understanding of design principles. Throughout the key stage, pupils use their art and design skills to illustrate their work in including the use of graphics programs on the computer. However, some work produced to illustrate work in books is of an inferior quality and shows a lack of

consistency in standards as pupils move through the key stage. Younger pupils have produced satisfactory self-portraits using paint. They demonstrate an appropriate use of media. Most features are present and the pictures show appropriate levels of skill. Older pupils have made satisfactory drawings of the Greek urns in connection with their history project and work in the style of well-known Renaissance painters. Other work includes pictures in the style of Van Gogh, Andy Goldsworthy and Georgia O'Keefe. The work pupils have done with visiting artists is particularly effective. They have mixed paints using raw materials and then used the paints to produce accurate paintings of spheres. These show a good understanding of shading to produce a three-dimensional effect. Pupils' work in three dimensions is under developed and standards in this area of the subject are unsatisfactory.

86. Pupils have positive attitudes towards the subject and engage in artistic activities with enthusiasm. This has a positive impact on the progress made in lessons. Behaviour is always good and pupils treat equipment and media with care. They work well together in small groups and their positive attitudes towards each other and their teacher has a good effect on the quality of learning in all lessons. Pupils are appreciative of each other's work and are ready to suggest positive ways in which pictures can be improved. All pupils, irrespective of their prior attainment, are making at least satisfactory progress in their learning and clearly derive significant benefit from their artistic studies.
87. Teaching is satisfactory throughout the school. Only one lesson was seen at Key Stage 1 and in this the teaching was good. No teaching was seen at Key Stage 2, but from the scrutiny of pupils' work and teachers' planning it is evident that teaching is satisfactory overall. Teachers have satisfactory subject knowledge and understanding which is used appropriately to ensure that pupils make satisfactory progress in their acquisition of skills. Planning is generally appropriate and ensures continuity and progression as pupils move through the school. Teachers' expectations are appropriate and pupils' productivity and pace of working is satisfactory overall. Teaching methods are generally effective and teachers make appropriate use of time, support staff and resources. As a result pupils' interest is maintained well in lessons and levels of concentration ensure at least satisfactory progress in learning. Teachers' informal assessment of pupils' work is appropriate and helps them to make constructive suggestions as to how pupils can improve their work.
88. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Many opportunities are given for pupils to reflect on the spiritual qualities of their own and others' work. They contemplate the moods and feelings associated with well-known paintings and their perceptive comments showed they have understood the artist's intention well. The subject also makes a positive contribution to pupils' cultural development, giving them insight into their own culture and that of the others. For example, work produced in association with the Caribbean project, demonstrates a good understanding of the cultural and design traditions of that region.
89. The joint co-ordinators provide satisfactory leadership for the subject. They have only recently taken over the management of art and design, but already their enthusiasm is beginning to have a positive impact on standards and teaching. There are appropriate procedures for monitoring teaching and learning and the co-ordinators have had opportunities to support colleagues through lesson observation and scrutiny of work. A particularly good feature of the management of the subject has been the significant number of artists who have been invited to the school. Their work with pupils has done much to improve the breadth and balance of the art curriculum and the quality of work produced.

## **DESIGN AND TECHNOLOGY**

90. Standards at the end of both key stages are below nationally expected levels. The current situation in the school presents a similar picture to that seen in the previous inspection. Although the school now has a policy written by a recently appointed subject manager, this needs improvement.
91. At the end of Key Stage 1, pupils plan and make simple models using card effectively demonstrating an ability to select and join materials and include a sliding movement for 'pop up' cards. They develop a satisfactory understanding of joining techniques for paper and card, but the range of materials they use is limited. They make interesting animal homes as part of an environmental project. Older pupils explain how they make objects such as a weather vane for different purposes for their classroom post office. They collaborate well to make a large structure. However pupils are over reliant on the teacher for ideas and do not suggest their own ideas through drawing and modelling. At Key Stage 2, a few pupils understand that the main purpose of design and technology is to meet the needs of people, and pupils' understanding of the design process has improved since the last inspection. Pupils in Year 4 indicate appropriate materials to construct a musical instrument, however plans do not indicate measurements. They correctly evaluate and suggest improvement to their models. They incorporate an electric circuit when making torches. Some work of a good standard was observed in the research undertaken about Caribbean recipes and in the making of Caribbean masks, which are colourful and well-finished products. Pupils in an after school club use the Internet to research symbols that could be included in a Banner for Coventry Cathedral. Pupils demonstrate good making skills when using textiles to make wall hangings. Standards are below average because pupils have not developed sufficient understanding about how to research and strengthen materials to create original objects that include structures, a range of movement or gears to change the direction of movement.
92. No lessons were observed, but because pupils' standards are below national expectations the quality of teaching and learning are judged to be unsatisfactory. The lack of a scheme of work adapted to meet the needs of the pupils in the school is impeding progress. A process of assessments and lesson evaluation is at an early stage. The co-ordinator has only recently been appointed and has yet to make any impact on leadership and management of the subject.

## **GEOGRAPHY**

93. No lessons in geography were observed during the inspection week but discussions with the co-ordinator and pupils, and a scrutiny of pupils' work confirmed that standards are in line with expectations at both key stages. This represents a similar situation from the previous inspection, when only one lesson in geography was observed and judgements were made on the same basis.
94. By the end of Key Stage 1, pupils compare the countryside, the town and the seaside. They investigate Southport, considering such aspects as the weather, transport, houses and people. Throughout the process, pupils use geographical skills effectively, including the use of secondary sources, such as photographs for their 'then and now' comparison. At the beginning of Key Stage 2, pupils study the location St. Lucia, appropriately identifying the coastline, mountains, rivers, fishing villages, land use, hotels and crops, such as bananas. In the middle of the key stage, pupils investigate aspects of rivers, such as how they are formed, their uses, erosion and the effects of floods locally. They compare the different use of rivers in St. Lucia with that of Stratford. By the end of the key stage, pupils have developed satisfactory mapping skills and are able to follow a route identifying features on an ordnance survey map from the symbols. They create their own map to further develop their understanding of ordnance survey symbols and use from figure references competently. They study the causes and results of geological features, such as wearing away and how a rift valley is

formed. When considering rivers, they are introduced to geographical vocabulary such as confluence and delta and use these words confidently. They consider the effects of floods identified in newspaper reports from the point of view of the campsite owner.

95. Available evidence indicates that the quality of teaching is satisfactory overall. The quality of presentation of reports, diagrams and labelling is generally of good quality. Pupils are given suitable opportunities to develop their enquiry and problem solving skills, for example, how to resolve the problem of the campsite owner when his fields are flooded. The subject is appropriately led. Resources are good, providing appropriate opportunities for effective teaching and learning. Day-to-day assessment would appear to be satisfactory from the scrutiny of work and the marking observed. However, the use of assessment to inform planning is unsatisfactory. The current scheme of work, which is based on a four-year cycle, does not ensure the progressive development of key geographical skills as pupils move through the school. The gaps between topics are too long and as a consequence, teachers have to do a significant amount of revision at the start of each new unit to ensure that satisfactory progress is maintained. The school acknowledges this as an area of concern and is to address it as a matter of urgency. Insufficient use is made of ICT to support learning in the subject, as the computer programs available are limited.

## **HISTORY**

96. Standards are generally in line with those expected and this is a similar position to that found by the last report. At Key Stage 1, pupils have an appropriate understanding of the differences between the present and the past. They recognise the past in their own lives, using phrases such as 'when I was a baby', 'not long a go' and 'when I got older' to show their understanding of time. Pupils are making good progress in developing an understanding of chronology, mainly focused on their own lives. Pupils can sort pictures of different homes, telling what kind of people might live in them. They have studied the life of Florence Nightingale and more able pupils show a good sense of chronology, placing events in her life in the correct sequence. Pupils recognise differences between her time and their own, correctly identifying an oil lamp as a major difference from the electric light used today. Pupils use everyday words to describe past events and can recount episodes from historical stories.
97. At Key Stage 2, pupils have a good grasp of chronology. They can correctly identify the terms 'Anno Domini' for 'AD' and 'Before Christ' for 'BC'. Pupils realise that the past can be divided into different periods. For example, in one lesson in Year 3, pupils understood the difference between the Celtic period of British history and the time of the Roman invasion. They also could remember that Romans came to Britain in 43 AD. More able pupils are able to give several reasons why the Romans invaded Britain. They also understand ways in which the past can be presented. Older pupils recognise there are major differences between the present and early British history. They can explain why people behaved like they did in the past. For example, pupils in Year 4 gave several good reasons why their grandparents moved from one place to another, citing change of work, marriage and change of scene as possible explanations. They also were able to give several good reasons why people might invade the country. In some classes at the beginning of the key stage, pupils' poor literacy skills mean that they are making only a moderate progress in the subject, especially when attempting extended historical writing.
98. Pupils generally have positive attitudes to the subject and enjoy taking part in discussions about past events. In all lessons, pupils behave well, make positive comments to support one another, and listen attentively to instructions from the teacher. When given the opportunity, they work well independently, concentrating on the task in hand and make good use of available resources. Pupils who have special

educational needs are supported well in lessons and as a consequence are making similar progress to their peers.

99. Teaching is satisfactory throughout the school. Three lessons were observed during the inspection, one at Key Stage 1 and two at Key Stage 2. In the lesson seen at Key Stage 1, the quality of teaching was very good and pupils made good progress in their learning. At Key Stage 2, one lesson seen was good and the other satisfactory. Pupils' progress and learning is satisfactory overall. Generally, teachers have sufficient subject knowledge and understanding to ensure that pupils' rate of learning is satisfactory. Appropriate use is made of questioning to extend pupils' understanding of subject. Although teachers' planning of individual lessons is satisfactory overall, medium and long-term planning does not ensure the progressive development of pupils' historical skills as they move through the school. As a consequence, aspects of pupils' understanding are unsatisfactory. Teachers' expectations are generally appropriate and they employ satisfactory teaching methods. The management of pupils is almost always good. Most lessons move at a satisfactory pace. Informal assessment is generally appropriate and the ongoing adjustment of pupils' learning ensures progress in lessons is satisfactory. Teachers evaluate lessons effectively and use these evaluations to adjust their future planning with varying degrees of success.
100. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development Opportunities are provided for pupils to reflect on feelings of those in historical situations. This improves the quality of pupils' writing when describing past events. The subject also makes a valuable contribution to pupils' understanding of their own culture and important cultures of the past, such as the Egyptian civilisation and ancient Greece.
101. The co-ordinator provides satisfactory leadership for the subject, although he has only recently taken over this area of curriculum management. So far opportunities for monitoring standards, teaching and learning in the subject had been limited, but he has drawn up a good action plan to deal with some identified weaknesses. As it stands, the scheme of work is unsatisfactory overall. The four-year cycle, which is blocked with geography, does not ensure continuity and progression in key historical skills and there is significant evidence that pupils do not retain sufficient knowledge during breaks the programme of study. Procedures for assessing pupils' attainment and progress are satisfactory overall, but the use of the information gathered to guide curricular planning is unsatisfactory. Insufficient use is made of ICT to support learning in the subject, but this has been identified in the action plan and steps are being taken to improve the situation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

102. There has been a considerable improvement in the subject since the last inspection. On that occasion standards were found to be generally poor, but are now at least satisfactory throughout the school.
103. At Key Stage 1, standards are good in communications and satisfactory in other areas of the curriculum. Pupils make appropriate use of computers to organise and classify information, presenting their findings attractively. They use computers to create different forms of tables, maps and graphs. The youngest pupils manipulate text and images well using an interesting variety of colours and shapes. Opportunities for pupils to use control technology are less frequent and consequently pupils' skills in this area are not as well developed. In addition, pupils have insufficient opportunities to export what happens in real and imaginary situations. Their skills in this area of the curriculum are currently below the expected level.



104. At Key Stage 2, standards are also good in communications. Older pupils have produced animated presentations of a good quality. For example, pupils in Year 6 have produced effective travel adverts for St Lucia as part of their geographical studies. They use a word processing program effectively to produce information sheets, combining text and graphics in an attractive manner. Younger pupils in the key stage use the Internet and CD-ROMs to find and save information, following straightforward lines of inquiry. Older pupils have produced interesting information sheets in connection with their Egyptian project, which shows they have an adequate ability to add to and emend different forms of information from a variety of sources. These sheets show that pupils have an understanding of their intended audience. Again, as at Key Stage 1, pupils' use of control technology is limited and their level of achievement is below the expected level. Pupils have had insufficient opportunities to monitor external events, such as temperature or to collect data. However, older pupils are making good progress in using a digital camera to record events. Standards in data handling are satisfactory overall and pupils produce an appropriate range of graphs to support their work in mathematics and science.
105. All pupils have positive attitudes towards the subject and are enthusiastic when using computers to develop their ideas. Behaviour is always good and pupils work well together individually and in pairs. This has a positive effect on the progress made in the subject. Relationships between pupils and their teachers, and between pupils themselves are also good. People support one another well, offering suggestions and constructive criticism to each other. All pupils irrespective of their prior attainment make satisfactory progress in their learning. Pupils treat equipment with care and observe appropriate health and safety requirements.
106. The teaching of the subject is satisfactory throughout the school. No teaching was seen at Key Stage 1. Two lessons were observed at Key Stage 2, and in one lesson, the teaching was good. In the other, teaching was satisfactory. Overall, teachers have satisfactory knowledge and understanding of the subject and sufficient expertise to ensure that pupils make at least satisfactory progress. Appropriate questioning is used to extend pupils' basic skills. As a result, pupils are making satisfactory progress in their skills, knowledge and understanding. Teachers' planning is generally appropriate, identifying suitable learning objectives, and tasks are generally well matched to the needs of pupils. Throughout the school, teachers have high expectations of pupils' achievement and behaviour. As a result pupils showed interest in lessons, concentrate well and show an appropriate degree of independence when working alone. Teachers' methods are generally effective, showing a good balance between group work, class teaching and individual tuition. Appropriate use is made of time, support staff and the resources available. The ongoing assessment of pupils' work is unsatisfactory and generally there is insufficient information gathered to enable teachers to adjust planning or set targets for individual pupils where needed.
107. The leadership and management of the subject is satisfactory overall. There is an appropriate policy and action plan, which has correctly identified appropriate areas for further development. The co-ordinator has various opportunities to monitor standards, teaching and learning by observing colleagues and scrutinising work and planning. Although only recently appointed, the co-ordinator is building effectively on the good foundation laid by her predecessor, whose efforts have contributed significantly to the raising of standards. Most of the issues raised by the last report in respect of the subject have been addressed well, although procedures for assessing pupils' attainment and progress remain unsatisfactory. They do not identify effectively the strengths and weaknesses of pupils' performance or their prior attainment in the subject. The new ICT suite is well equipped and is beginning to have a positive impact on the standards pupils achieve. Insufficient use is made of information and communications technology to support learning in some subjects, notably mathematics, history and art. The current co-ordinator is aware of these deficiencies and has plans to

address the issue in the near future by acquiring appropriate software and additional computers.

## MUSIC

108. At the end of Key Stage 1, standards are above the expected level, but at Key Stage 2, standards are below those expected nationally. The current situation in the school presents a similar picture to that seen in the previous inspection. No judgement was made in the previous report since there was insufficient evidence.
109. Pupils at Key Stage 1 increase their musical skills and understanding through good opportunities in singing, playing and composing. They are able to listen carefully and recognise different patterns of rhythm and the pace of the music. Pupils select their own instruments to produce a range of louder and quieter sounds, and match patterns of the rhythm of rain to a picture. Individuals maintain a steady beat for the class to sing. They respond well and use body movements in response to music. Throughout the key stage, pupils sing with a good attention to pitch and rhythmic accuracy.
110. During Key Stage 2, there is a lack of continuity for pupils to enhance their performing, composing and appraising skills. Pupils at the end of the key stage maintain a steady beat with untuned instruments to music at a level similar to pupils under seven. There is a continuing focus on listening and recognising the feelings that music arouses, but little opportunity for pupils' direct involvement in composing music or in using a wide range of instruments. Satisfactory singing was heard in assembly but there is too little emphasis on clarity, posture and breathing when singing. From the scrutiny of work, pupils in Year 4 worked well in small groups to create their own sounds to a given rhythm and created a dance routine.
111. All pupils enjoy music and listen well. Behaviour in lessons is generally good, but where teaching is unsatisfactory, pupils lose concentration and become restive. In individual music lessons, pupils concentrate well, and this has a positive impact on the progress they make. When performing in assembly, pupils take their responsibilities seriously and pay close attention to their teacher. The subject makes a good contribution to pupils' cultural development. For example, teachers used the Caribbean theme to lead to greater understanding and respect for peoples whose beliefs, differs from the pupils' own.
112. The quality of teaching and learning of seven year olds is at least good and in the one lesson seen it was excellent. Because standards are below national expectations teaching and learning in Key Stage 2 is unsatisfactory. In the one lesson observed at Key Stage 2, teaching was unsatisfactory. There is inconsistency in planning and progression of skills. In the excellent lesson seen at Key Stage 1, the teacher had very high expectations and discussed the rhythm, loudness and pace of the music carefully with the pupils, who responded positively to the opportunities to get involved practically. Where teaching was unsatisfactory, pupils made very little progress in their understanding or recognition of musical elements and opportunities for pupils to respond were limited.
113. Improvement since the last inspection has been unsatisfactory. The leadership of the subject is unsatisfactory, although the professional development of staff is planned in order to help move the subject forward. Assessment is under developed as it was at the time of the last inspection, and the monitoring and evaluation of teaching and standards are unsatisfactory.

## PHYSICAL EDUCATION

114. Standards in physical education are above standards nationally at both key stages. This indicates an improvement on the previous inspection when standards were judged to be in line. Pupils at Key Stage 1 work enthusiastically in gymnastics and dance movements in their warm up activities and use space effectively. In a dance lesson, they listen carefully to instructions and respond to changing pace and direction whilst moving in time with the music and responding well to the rhythm.
115. At Key Stage 2, pupils continue to use their previously acquired skills displaying energy, enthusiasm and enjoyment. At both key stages, pupils use their bodies well. They are aware of the movements their bodies can perform and display good control over their movements. Standards in swimming are good. Progression can be seen from the less experienced pupils developing confidence to the more able group showing improved co-ordinated stroke and breathing techniques. In games lessons pupils improve their individual skills using a hockey stick, displaying good footwork and general all round control and awareness of space. They 'dribble' the ball well, pass accurately and abide by the rules of the game.
116. Teaching is good overall. Teachers have high expectations of pupils in both behaviour and skill development. They encourage pupils to evaluate their performance in order that they become accessory to their own development. Planning is good overall and a deficiency of a scheme of work identified in the previous inspection has now been remedied. Teachers teach all the required disciplines and the wide range of extra-curricular activities supports and enhances skill development as well as competition experience. Year 6 pupils enjoy a residential visit where their normal physical education programme is extended by such activities as abseiling and archery. Pupils enjoy their physical activities and both teachers and pupils dress appropriately. Pupils have a positive attitude towards the subject, are self-disciplined and are aware of safety aspects required in this area.
117. The recently appointed co-ordinator is enthusiastic about the subject and is providing appropriate support and guidance to move the subject forward by establishing and identifying assessment procedures to aid future planning. Resources are good overall. The hall and extensive grounds, with a games field, running track and jumping facilities, all assist in raising standards in this area.

## RELIGIOUS EDUCATION

118. There is an improvement in pupils' attainment at the age of 7 years, which is above expectations. By the age of eleven, standards are in line with the expectations of the locally agreed syllabus and this is the same as at the time of the last inspection.
119. At the age of seven pupils have a well develop sense of awe about the natural world and a clear idea of how the beauty of the world can be changed by man. They explain that 'God relies on us to look after the world'. They write their own prayers of thanks and retell Bible stories in detail and draw pictures to illustrate parables. They write about Hebrew festivals and events. In a class discussion about 'belonging' Year 6 pupils demonstrated a very good sense of responsibility and clearly described their feelings. They accept the lifestyles of other faith traditions and respectfully explain what Hebrew symbols represent and how they are used. Pupils in Year 4 recognise that Sikh people wear different symbols, but are uncertain about what the symbols represent. They describe different ways in which people pray in the Hindu and Christian religions and understand that prayer is talking to God to ask for forgiveness or to give thanks. Pupils at the beginning of the key stage recognise that the school and class rules are based upon religious belief.

120. Teaching is very good in Key Stage 1 and overall satisfactory in Key Stage 2. Teachers in Key Stage 1 create a sense of wonder and pupils are excited by the prospect of discovery for example about what is inside tropical fruit and wonder about trees growing from small seeds. They are given time to reflect on what is in their school surroundings and teachers provide informal prayers of praise to God. Teaching in Key Stage 2 is variable. Good features are an effective use of artefacts that engages pupils' attention and the creation of a secure atmosphere such that pupils could express their feelings. One lesson seen was unsatisfactory because pupils gained inaccurate knowledge about a key religious figure.
121. Class assemblies contribute well to religious education. During the inspection an assembly led by the Vicar, effectively expressed and reflected on the application of the religious concept of the equality of all to God. Provision in the school has improved and the school is now well resourced with artefacts for each of the six world faiths and traditions required by the locally agreed syllabus. The subject manager from monitoring lessons has noted that pupils have become more attentive with the introduction of artefacts and that teachers have higher expectations. The subject manager has a considerable input into class teachers' termly plans since there is no overall curriculum map for planning. Long-term planning is in the process of change and currently forms part of the school action plan. The absence of a long-term plan has a negative impact upon continuity of teaching in the school. Similarly the lack of assessment procedures hinders pupils' progression in learning in Key Stage 2. Pupils are given too few opportunities to visit places of other faiths and people of other faiths are not invited to talk to pupils. ICT is not used to extend pupils learning opportunities for research about world faiths and experiencing the virtual reality of places of worship.