

# INSPECTION REPORT

**OUR LADY AND ST.TERESA'S R.C PRIMARY  
SCHOOL**

**CUBBINGTON, LEAMINGTON SPA**

Warwickshire

Unique reference number: 125718

Headteacher: Mrs. K. North

Reporting inspector: Geoff Jones - 11816

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> November 2000

Inspection number: 224633

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Windmill Hill,  
Cublington,  
Leamington Spa,  
Warwickshire

Postcode: CV32 7LN

Telephone number: 01926 424420

Fax number: None

Appropriate authority: Governing Body

Name of chair of governors: Mr Graham Smith

Date of previous inspection: 9<sup>th</sup> – 12<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Jones	Registered inspector	Science; Physical education; Design and technology; History.	How high are standards? How well are pupils taught? How well is the school led and managed?
Elizabeth Fraser	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
John Sangster	Team inspector	English; Information communication technology; Art.	How good are the curricular and other opportunities? How well does the school care for its pupils?
Ann Shaw	Team inspector	Mathematics; Under fives; Geography; Music; Special educational needs; Equal opportunities.	

The inspection contractor was:

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The Office for Standards in Education  
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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>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady and St Teresa's is a Roman Catholic primary school and has seven classes. It has a total of 163 boys and girls on roll and is smaller than most other primary schools. Pupils reside in a wide area around Cubbington and live in houses which range from owner occupied to local authority housing. The percentage of pupils eligible for free school meals is broadly in line with the national average. The proportion of pupils with special educational needs is above the national average. Twenty pupils are identified as needing the help of outside specialists, of which five have statements of special educational need. The proportion of children from minority ethnic families is below the national average and there are no pupils who speak English as a second language. When pupils are admitted to the school their levels of attainment vary but are usually below average. When children in the present reception class were admitted their overall level of attainment was above average.

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

Our Lady and St Teresa's R.C. Primary is a good school. Improvements in pupils' standards of attainment have been brought about through a rigorous introduction of a series of measures. The head teacher monitors teaching and offers advice on how to improve. The pupils' answers in the national tests are analysed to identify curriculum areas that need improvement. Although the overall attainments of the pupils in English, mathematics and science are below national averages at the end of the key stages, the pupils' progress is good. This good progress results from the good quality teaching provided for the pupils and the very good quality of teaching for children who are under five. The good teaching has also enabled pupils to develop positive attitudes towards school and their learning. The very good leadership and support of the head teacher have encouraged a strong sense of teamwork amongst the teachers and support staff and a strong commitment to improve the work of the school. The school provides good value for money.

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

- The leadership and management of the head teacher are very good;
- The quality of teaching in the school is good with very good teaching for children who are under five;
- Provision for pupils with special educational needs is very good;
- The school provides very effective social development for pupils;
- Procedures used to monitor and promote good behaviour are highly effective;
- The very good links with parents and their involvement with the school have a very positive impact on pupils' learning;
- The governing body is very effective and understands the strengths and weaknesses of the school and plays a useful role in shaping the direction of the school

### **What could be improved**

- Levels of attainment in information and communication technology throughout the school;
- Pupils' progress in design and technology in Key Stage 2;
- Pupils' progress in art throughout the school;

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

The school's strengths far outweigh the areas for improvement and this gives a good indication that the school is now effective.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 and has made considerable improvements since then. Occasions when pupils behave unsatisfactorily have now almost disappeared and their attitudes to learning, concentration and willingness to listen have all improved. Teaching has improved since the last inspection when over 20 per cent of the lessons were unsatisfactory. Only one observed lesson was unsatisfactory in the present inspection. All subjects are taught but information and communication technology still fails to meet National Curriculum requirements. Provision for design and technology still does not enable Key Stage 2 pupils to develop sufficient skills to become competent in design and technology. Music now enables pupils to make better progress. Teachers now plan according to a school framework in most subjects but there is still no scheme of work for design and technology and the one for information and communication technology has not yet been implemented. Pupils' records are now well maintained and enable teachers to track their progress accurately. The multi-cultural aspects of the school's curriculum are still underdeveloped. The governors have improved their role and are now aware of the school's strengths and weaknesses and fulfil their statutory duties very well.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	C	A
mathematics	B	E	B	A
science	D	E	B	A

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

The school has been improving its results in the annual national tests since the appointment of the present head teacher. These are now either close to, or above, the national average. In addition, children in the Foundation Stage make good progress in their learning. The proportions of pupils who gained the nationally expected levels in English, mathematics and science were all well above average for similar schools in 2000. Higher attaining pupils are being extended in their learning and of particular note is the high proportion of pupils attaining results that are at least two years above that expected for their age group compared with schools that serve pupils of a similar background. The school is on course to meet the targets set by the local education authority for 2001. Present standards in English, mathematics and science are below what are expected nationally but this is mainly due to the higher than normal number of pupils with special educational needs in Years 2 and 6. Most other pupils attain levels that equate with, or are above, national expectations. Pupils' levels of attainment in information and communication technology and art are below what is expected nationally at the end of both key stages. Pupils' attainments in physical education, music and geography are satisfactory at the end of both key stages. Their knowledge, skills and understanding in design and technology are satisfactory at the end of Key Stage 1 but unsatisfactory at the end of Key Stage 2. Religious education is the subject of a separate inspection.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in the work planned for them and have good attitudes towards school.
Behaviour, in and out of classrooms	Pupils behave well during lessons, in and around the school building and in the playground. Pupils are courteous and show respect for the school's and other people's property. There is no evidence of bullying.
Personal development and relationships	Pupils develop well in a personal sense. They accept responsibility readily and develop independence. Relationships are good between teachers and pupils and amongst the pupils themselves.
Attendance	Attendance is below the national average, and punctuality at the start of the day is sometimes adversely affected by the late arrival of pupils coming by public transport.

Pupils take on responsibility readily. They act as temporary replacements for the administrative officer and school secretary during the lunch break and are encouraged to use their own initiative when answering questions on the telephone. Relationships between pupils are particularly good in the playground. Older pupils look after younger pupils without being asked by an adult. While the attendance of the majority of pupils is very good, the high number of holidays taken in term time and the very poor attendance of a few individual pupils is adversely affecting the overall attendance figures.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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 for children who are under five is very good. The teaching of literacy is good overall. The good teaching, particularly of basic skills in reading and writing, contributes significantly to pupils' good progress and to the good attitudes they have to their work. Teachers are knowledgeable of the numeracy strategy and the quality of their teaching is also good. Teachers set specific goals for lower attaining pupils. Other pupils make appropriate progress resulting from careful planning of lessons so that the needs of pupils with differing levels of attainment are met. Thirty-four per cent of the lessons seen were very good or better and 28 per cent were good. Only one lesson seen during the inspection was less than satisfactory. The weaknesses in teaching were concerned with not ensuring all pupils are listening when teachers are talking to them or pupils spending far too long being inactive during lessons. Almost all pupils work hard, are interested in their lessons and concentrate well. Pupils with special educational needs make good progress in their learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum for children in the reception classes is well organised and it provides a very well balanced programme of activities. The curriculum for the rest of the school is sound and provides a satisfactory range of activities for pupils, except for control technology and monitoring in information and communication technology.
Provision for pupils with special educational needs	Provision is very good. Pupils are provided with carefully constructed individual educational plans. These are reviewed regularly and further targets set for pupils to improve. Pupils are well supported in the classrooms by classroom assistants and class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Teachers know the children in their class well and take appropriate steps with any problems that may occur. Pupils have good opportunities to undertake responsibility. Provision for pupils' social development is very good. Provision for their spiritual and moral development is good and provision for their cultural development is sound. There are insufficient opportunities for pupils to learn about the ways of life of the different ethnic communities in Great Britain.
How well the school cares for its pupils	The school takes good care of its pupils. Procedures for child protection and ensuring pupils' welfare are good. Monitoring of attendance is good. Procedures for assessing pupils' attainment and progress are very good.

Key Stage 2 pupils are taught in four classes, divided into year groups for English and mathematics every morning and geography, history and design and technology for one afternoon per week. They are taught in three mixed-age group classes for four afternoons of the week the rest of the curriculum. This is a satisfactory arrangement primarily to provide a more favourable teacher-pupil ratio for numeracy and literacy lessons. The links with parents are very effective. Termly information about what is to be covered in each class is sent to parents. There are regular and very informative letters and newsletters written in a friendly, accessible style. Home/school diaries establish a useful dialogue between parents and teachers. Many parents help within the school both in the classroom and in other roles. Parents are actively involved in their children's learning and are consulted about changes and developments. For example, parents and pupils were involved in drawing up a behaviour policy. A hard working Friends of the School Association organises a full programme of events. The quality of the school's curriculum is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership and has a very clear idea of the direction the school should take. As yet, the key stage co-ordinators are playing an emerging role in the development of the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They hold frequent meetings and play a very effective part in shaping the direction of the school. They monitor the school development plan, the budget and other important aspects of the school very efficiently.
The school's evaluation of its performance	The head teacher monitors teaching and the key co-ordinators analyse test results. Teachers evaluate the success pupils are having in meeting their targets. The school is clear about how well developments are going and assessment information is used to decide on priorities for improvement.
The strategic use of resources	Teachers are deployed well. The school administration officer and school secretary work very efficiently and provide a very good service for the school. The learning assistants are well-trained and work very closely with teachers to enable pupils to make good progress. The budget is used very wisely to provide impetus for continuing improvement and learning resources are used to further pupils' understanding.

The staffing of the school is sufficient in number and expertise. Teachers have good subject knowledge in the main areas of the curriculum and this contributes greatly towards the good progress pupils make. A small number of staff is insecure about teaching information and communication technology and design and technology. The accommodation of the school is good and is used well. The school's learning resources are sufficient in quantity and quality and are used effectively to enhance pupils' knowledge, skills and understanding. The school applies the principles of best value satisfactorily; it consults with parents for their views and ensures that, whenever appropriate, decisions on purchases are made with best value in mind.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects their children to work hard and achieve their best;</li> <li>• Children make good progress in school;</li> <li>• Children enjoy coming to school;</li> <li>• The school helps their children to become mature and responsible;</li> <li>• Behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children are asked to do at home;</li> <li>• The range of activities outside of lesson time provided by the school.</li> </ul>

The inspection team agrees with all the positive views of parents. It disagrees with the main negative points arising from an analysis of the parents' questionnaire. The inspection team considers that arrangements for homework are reasonable; tasks are linked with the work covered in lessons and pupils' progress is enhanced as a result. The school provides a good range of extra-curricular activities. These include a good mathematics club, a recorder group and a full range of sporting activities. Some activities, such as chess, take place at lunchtime, to allow pupils who cannot stay after school to participate; this is a good feature.

## **PART B: COMMENTARY**

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

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

1. When the previous inspection took place the school's results in the annual national tests were close to the national average at the time pupils were due to move on to secondary education. The measures introduced and implemented since that time by the head teacher have resulted in improved attainments and good progress. The school's results in the annual national tests taken in 2000 show that eleven year old pupils achieved well above average in English, mathematics and science compared with similar schools. Compared with all schools the pupils' attainments were close to the national average for English and above average for mathematics and science. However, in the present academic year, the proportion of seven and eleven year old pupils with special educational needs is very high and current standards at the end of both key stages are likely to be affected adversely at the end of the school year. Standards have been rising since the previous inspection and, in the opinion of the inspection team, are on course to continue improving. Improvements in the provision for pupils with special educational needs have also improved considerably and they now make good progress in their learning.

2. When children are first admitted to the school, initial assessments show that their overall attainment varies but is generally below average for their age. Children in the reception class make good progress in their learning as a result of very effective teaching. When they leave the reception class almost all children are ready to move on to the National Curriculum. By this time, they attain standards above those expected nationally. The Reception class teachers and learning support assistants work closely together in planning and assessing pupils' achievements and this ensures the good progress that the children make.

3. The school's results in the 2000 annual national tests at the end of Key Stage 1 were close to the national average for seven-year-olds in writing and below average in reading and mathematics. The proportions of pupils achieving higher levels were close to the national average in reading, writing and mathematics. This reflects the teachers' lesson planning that is sufficiently challenging to meet the needs of pupils with differing levels of attainment and enables these pupils to make the best possible progress. Teacher assessments of the pupils' achievements in science show that their knowledge and understanding were broadly average compared with the national statistics in 2000. In comparison with similar schools Our Lady and St Teresa's results for seven-year-olds were close to the average in reading and mathematics and just below average in writing.

4. Results in the 2000 national tests at the end of Key Stage 2 show that the proportion of the school's pupils achieving higher levels was close to the average in English and mathematics and above average in science. In comparison with similar schools the results show that the proportion achieving higher levels in English and mathematics is well above average and in science above the average. These results show that the school has been very successful in raising pupils' levels of attainment in the three main subjects. Compared with the pupils' attainment level when they are first admitted to the school, they make good progress, enabling the school's results to be above average at the end of Key Stage 2. An analysis of the test results over the past few years shows that there is no definite trend when boys' and girls' results are compared.

5. The findings of the inspection show that pupils' achievements in speaking and listening are in line with national expectations but below average in reading and writing at the end of Key Stage 1. National test results show that standards have risen since the previous inspection, particularly in reading and steady progress has been made in improving English standards overall in Key Stage 1. Listening skills are satisfactory and pupils listen well to instructions and contribute well to whole class discussions during the literacy hour. Year 6 pupils answer questions well and are encouraged

effectively to develop their speaking skills. Younger Key Stage 1 pupils are able to recognise key words from their context. Higher attaining Year 2 pupils read fluently but most others read slowly and quite hesitantly. At the end of Year 2, pupils find information from books quickly, using the contents and index. They read aloud with appropriate expression and have a good understanding. Standards of handwriting and presentation are below those expected. Some Year 2 pupils find it difficult to write. Higher attaining pupils write competently but sometimes do not use full stops and capital letters. Year 6 pupils write fluently but often make errors in punctuation. Their current standards are below those expected in writing but are in line with expectations in reading, speaking and listening.

6. In mathematics many Key Stage 1 pupils order numbers to 1000 successfully and find the difference between numbers up to 100 using a number line. At the end of Key Stage 2, pupils can convert percentages to equivalent fractions and add and subtract decimals to two places. Most pupils achieve what is expected for their age groups at the end of both key stages and some achieve even higher. The higher than usual number of pupils with special educational needs decreases the proportion of pupils attaining what would be expected. It is this below average proportion that makes the overall standard below national expectations at the end of both key stages. Nevertheless pupils are achieving well according to their prior attainments in mathematics.

7. Levels of attainment at the end of Key Stage 1 are satisfactory in science. Pupils have a sound knowledge of life and living processes and know about the life cycles of spiders and butterflies as well as the differences between living and non-living things. At the end of Key Stage 2 standards are below national expectations because of the high number of pupils with special educational needs. Most pupils understand that living things need to carry out a number of processes in order to stay alive. They know how to construct an electrical circuit and a number of higher attaining pupils understand how to vary the current to alter the brightness of the bulbs.

8. Pupils' levels of attainments in information and communication technology are below national standards at the end of both key stages. Since the last inspection, the school has still not been able to implement the full programme of study for the subject. As a result, pupils have limited experience of the full range of information communication technology applications. However, now that the school has developed its strategies successfully for teaching literacy and numeracy, it has made good plans to cover this aspect of the curriculum which are due to be implemented during the next school year.

9. Pupils' achievements in physical education, music, history and geography are satisfactory throughout the school. Their progress in design and technology is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Pupils do not have sufficient opportunity to work with a wide enough range of materials and have little experience of designing and making products with complex moving parts. Pupils' progress in art is unsatisfactory in both key stages. Pupils do not have enough experience of three-dimensional work and their skills are not developed systematically in order for them to make satisfactory progress.

10. The school has made good progress in improving standards in mathematics throughout the school. The national numeracy strategy has been adopted successfully by the school and as a result pupils' knowledge and understanding have improved. Pupils' progress in English has also been good overall, particularly in pupils' reading standards in Key Stage 2.

11. The school has an above average percentage of pupils with special educational needs compared to schools nationally. Their progress is good, and the provision is very good. Pupils' needs are identified and met very well. Recent developments in teaching at the school, introduced by the

head teacher, together with the literacy and numeracy strategies, have led to a rise in the standards achieved by these pupils in the annual national tests. Learning assistants in the classrooms support these pupils very effectively, adding to the provision and enabling pupils to make good progress. Higher attaining pupils are now being extended much more effectively than in previous years and their progress is improving very quickly.

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

12. Pupils' attitudes, values and behaviour make a positive contribution to their learning and social development. The attitudes and behaviour of pupils are good. This is an improvement on the last report when it was stated that, although pupils' attitudes and behaviour were generally satisfactory, they were subject to considerable variation.

13. Pupils in the reception class learn to socialise and share very well. They respond very positively to the many varied and interesting learning opportunities offered to them. For example, they share in the story of 'Teddy's Secret' and follow this up by making relevant preparations for Teddy bear's birthday party. The children play and work well together and pay careful attention to their two teachers' instructions. There are occasional unco-operative displays of behaviour from one or two children but these are quickly and successfully dealt with by members of staff who have established good strategies that help children to understand correct modes of conduct.

14. Key Stage 1 pupils enter the hall sensibly, sit quietly and are very attentive during collective acts of worship. When the worship has finished they leave in an orderly manner. They respond very positively to the school's behaviour philosophy and learn to help one another and value others. Pupils respond especially well to pupils with physical difficulties, treating them with respect and helpfulness. They behave very sensibly during class lessons and settle down to work quickly.

15. Pupils in Key Stage 2 continue with the good behaviour habits established earlier. Year 6 pupils accept responsibilities very readily. For example, they help in the school office during the lunch break when there are no adults available and behave in a very responsible manner. Pupils also distribute attendance registers to classrooms. Older pupils very happily accept the task of becoming "buddies" to younger pupils. They take on this task very willingly and many form very firm friendships with each other. During class lessons pupils behave well. There are very few incidents of poor or over-boisterous behaviour in the playground. One pupil was excluded from school for a fixed-period during the last year and there have been no incidents of racial disharmony.

16. Pupils are very keen to be elected to the school council which is made up of pupils in Key Stages 1 and 2. They work closely and co-operatively together to discuss issues of importance to the smooth running of the school. They respond very positively to the responsibility involved and take the position very seriously.

17. While the attendance of the majority of pupils is very good, the high number of holidays taken in term time and the very poor attendance of a few individual pupils is adversely affecting the overall attendance figures. Attendance is below national average, and punctuality at the start of the day can be adversely affected by the late arrival of pupils coming by public transport.

## HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good throughout the school. The teaching observed was satisfactory in 36 percent of lessons, good in 28 per cent, very good in 20 per cent and excellent in 14 per cent. Only one unsatisfactory lesson was seen during the week of the inspection. Good and very good teaching was seen in both key stages and in the reception classes. Excellent teaching was seen in the reception class and in lessons taken by the peripatetic music teacher. Since the last inspection the quality of the teaching has improved significantly. During the previous inspection over 20 per cent of the teaching was unsatisfactory with some lessons poor. The teaching is now much more focused on the needs of different groups of pupils and the management of pupils' behaviour is consistently successful.

19. The quality of learning is good in both key stages. In the lessons observed, the quality of learning was closely related to the quality of teaching. Pupils are attentive and enthusiastic and respond well to the challenges presented by the teachers. The pupils' good attitudes and behaviour throughout the school are used to contribute to a positive learning environment.

20. It was not possible to make a judgement on the quality of teaching in history and design and technology because neither of these subjects was on the timetable during the week of the inspection. Teaching is very good for children who are under five and is good in all other areas of the curriculum except for art, information and communication technology and physical education in which it is sound. The National Literacy and Numeracy Strategies have been implemented effectively and the well-planned structure of English and mathematics lessons is having a positive impact on standards. Very good planning, management and assessment contribute to the overall good standard of teaching with the exception of information and communication technology. In this subject teachers' knowledge is much less secure, nevertheless they teach the subject competently.

21. The individual education plans for pupils with special educational needs are of good quality and set appropriate targets for improvement. Members of staff have a positive approach with pupils that leads to good relationships and mutual respect. Educational and special needs support assistants work very effectively with pupils, especially in numeracy and literacy. Pupils with special educational needs are taught well. The special educational support assistants have been trained to use a range of additional literacy support materials which have a very good impact on the pupils' progress.

22. One in every five lessons was very good or better. There were three main factors that contributed to this high quality teaching. Firstly, the teacher has very high expectations of the pupils and they respond very positively. For example, during a very good swimming lesson, the teacher expected pupils to swim with a good style and, following a clear demonstration of arm and leg movements, pupils responded successfully. Secondly, they use a variety of well thought out strategies to enable pupils to gain understanding. For instance, in an interesting Year 2 mathematics lesson, the class teacher taught pupils how to subtract successfully by using number lines to count back from the larger to the smaller number. She encouraged pupils to use their fingers for counting back from one number to the other and an abacus was used in the same lesson. The variety of approaches resulted in pupils consolidating their understanding and making very good progress in their learning. Thirdly, teachers have such an infectious enthusiasm for the lesson that pupils genuinely enjoy them. For example, in a high quality Key Stage 1 singing lesson, the teacher's use of voice and facial expressions conveyed a love of music to the pupils. During the lesson pupils learned eagerly to recognise pitch, dynamics and different rhythms. They gained confidence and experience by singing along with the teacher, distinguishing different pitches of note and making very good progress in their understanding of music.

23. A number of other important factors contribute to the good quality teaching seen throughout the school. Among the most frequently observed were good planning, questioning and pupil management. Teachers' plans are detailed and thorough. They include precise learning objectives which are shared with pupils so that they know exactly what they are trying to achieve. Daily plans relate very well to the longer-term objectives. In the best lessons a wide range of activities is planned so that interest is maintained and learning takes place at a rapid rate. Such lessons were observed in both Key Stages and in the reception class. In a number of lessons teachers set deadlines for completion of tasks and this resulted in a brisk pace.

24. The unsatisfactory lesson and specific elements of a minority of other lessons had a number of factors that needed improvement. Teachers did not recognise when pupils had been listening for too long. As a result the children became bored, restless and inattentive, not because they were misbehaving, but because they had reached the end of their attention span. This lost valuable time which pupils could have used to carry out activities that strengthened and consolidated their learning. Occasionally teachers provide instructions for the class without making sure that all pupils are listening. This often results in confusion and time being wasted because pupils are inactive and unsure what they should be doing. This slows their progress in acquiring knowledge, skills and understanding in the lesson.

25. Teachers successfully meet the needs of higher attaining pupils during lessons. Literacy and numeracy lessons, in particular, have a number of different activities that challenge pupils of different abilities in the class. This enables them to make suitable progress.

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

26. The school offers its pupils a sound range of learning opportunities. Overall the curriculum is broad and balanced. This is an improvement on the previous inspection, when the curriculum lacked breadth and there were deficiencies in the balance of the time offered to different subjects. The school now meets all statutory requirements for the National Curriculum, with the exception of some aspects of information and communication technology concerned with monitoring and control technology. There is also insufficient planning for the development of pupils' skills in art and design and in design and technology. This has slowed pupils' progress in these subjects.

27. The school is implementing the National Numeracy and Literacy Strategies well, and this is having a positive effect on pupils' achievements. As an additional element to the National Curriculum, all pupils in the school learn Italian. This makes a valuable contribution to their cultural and language development. The school provides personal, social and health education, including teaching about the misuse of drugs, mainly through the denominational 'Here I am' religious education programme, where matters are dealt with in the context of family life, as well as through aspects of the science curriculum. As yet, the governors have not produced a sex education policy for the school.

28. There is equality of access to the curriculum for all pupils. The provision for pupils with special educational needs is very good. They have very good individual educational plans and pupils of average ability have good extra support. Higher attaining pupils are provided with work that matches their needs. Overall, these strategies are very successful in raising standards. There is very good caring and considerate support from both the special educational needs co-ordinator and the learning assistants.

29. The school provides a good range of extra-curricular activities that enriches the curriculum. These include a successful mathematics club, a recorder group and a full range of sporting activities. Some activities, such as chess, take place at lunchtime, to enable pupils who cannot stay after school to take part; this is a good feature. The school participates successfully in sporting competitions with other schools, including cross country running, swimming, netball and football. There is a range of visits to extend pupils' learning, both in the immediate locality of Cubbington and further afield in Leamington Spa and Warwick. As well as these, a residential visit for pupils in Years 5 and 6 is arranged to provide good opportunities to extend their knowledge of information and communication technology, as well as participating in outdoor activities.

30. The school has established very good links with the church and the local community, which make a good contribution to pupils' learning. Links with the village of Cubbington are very good. For instance, Year 4 pupils have been involved in an imaginative project to raise funds to establish a youth club by digging and planting an allotment. The school has helped the parish council in planting trees and also taken part in the village fete. There is also a good link with a local supermarket, which has agreed to provide funds for a conservation area in the school. Very good links have also been established with Trinity School and North Leamington School, which have technology and arts college status, and these provide expertise in these areas to support teachers. The school currently has no links with initial teacher training institutions.

31. The provision for pupils' personal development is good. All areas of provision for pupils' spiritual, moral, social and cultural development have improved since the previous inspection.

32. Opportunities for spiritual development are now good. This is an improvement on the previous inspection, when it was felt that many opportunities to evoke awe and wonder in pupils were missed. All adults in the school, following the very good example of the head teacher, value and respect pupils and the contribution they make to the school. Regular prayers at different times of the



day, often led by the pupils themselves, are a good reminder of this element of the school's provision, and religious education also makes pupils aware of the range of religious belief. Assemblies make a good contribution to this aspect of pupils' development. Opportunities are also created across the curriculum to evoke a feeling of wonder, for instance when pupils respond to the effects the teacher creates in producing a range of changing shapes on a computer.

33. The school promotes pupils' moral development well. Teachers expect high standards of pupils' behaviour and positively encourage good behaviour. The pupils help to devise classroom codes of conduct. The school has recently introduced 'circle time', in which pupils are able to raise matters of concern to them and discuss them with the teacher and other pupils. Adults in the school set a good example and positively encourage an unselfish attitude in pupils.

34. Opportunities for pupils' social development are very good. Opportunities for pupils to sit in a circle and discuss their feelings provide a good forum in which all pupils can raise issues of concern. Pupils of all ages also have the opportunity to take responsibility by representing their class on the school council. Older pupils take responsibility for younger pupils as 'playground buddies'. Pupils are made aware of issues in the wider world by the raising of money for local and national charities, in which they often take the initiative themselves, for instance by organising a 'Blue Peter' sale. The residential visit helps to widen their social development.

35. Provision for pupils' cultural development is satisfactory. At the time of the previous inspection, it was felt that pupils had little opportunity to study the work of musicians and artists and that the school lacked sufficient resources to enable pupils to understand the multi-cultural nature of modern society. Pupils now have the opportunity to appreciate the work of a range of artists, both in lessons and from displays of reproductions around the school, although these are mostly of western artists. Pupils' appreciation of music has been extended by the school's participation in the 'choral initiative'. The school provides an annual multi-cultural workshop in which non-western art is explored. There are limited opportunities to explore world faiths through religious education, other than Christianity and there is no regular programme of visitors to the school or visits which would increase pupils' awareness of the richness and diversity of society.

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

36. The school takes good care of its pupils. All members of staff know children very well as individuals and show great concern for their well-being. This is appreciated and valued by parents. Members of staff are very responsive to pupils' needs. From discussions with pupils it is very evident that they appreciate that staff help them to do their best in lessons and deal effectively with any concerns they might have. Parents are confident that members of staff are approachable. They value how effectively the school promotes good manners, politeness, and care and consideration for others, and how older pupils are encouraged to look after younger ones. Parents are positive about the induction programme, and are pleased with the way that the youngest children settle into school. Teachers show a high level of sensitivity in the support and encouragement given to pupils with physical disabilities and other special education needs and the success of their inclusion is a strength of the school. The school has introduced a support group, the Rainbow Group, for children suffering from family loss of any kind, and this provides most effectively for pupils' emotional development and well-being at a vulnerable time.

37. The school has effective and appropriate arrangements for child protection and liaises closely with other agencies where there are concerns.

38. The school has given high priority to promoting positive attitudes to learning, good behaviour, politeness and good manners. Teachers have received training in behaviour management and the link between good teaching and good behaviour has been made explicit in lesson planning. Procedures for monitoring and promoting good behaviour are now very good and this has had a major impact on improving pupils' behaviour and attitudes to learning which were concerns in the last inspection. Pupils have been involved in drawing up class rules which are linked to the school's Golden Rules. Adults are consistent in their expectation and promotion of high standards of behaviour and politeness in lessons and around the school. Throughout the school there is an effective use of good strategies for promoting positive attitudes and behaviour. Individual examples of good behaviour and effort are praised and rewards such as team points, stickers, certificates, inclusion in the golden book are all used to good effect. However, the use of sweets as a reward does not sit comfortably with the school's commitment to healthy eating.

39. A small number of pupils with behavioural difficulties are supported through individually negotiated and progressive programmes agreed with both pupils and parents. The school promotes successfully an awareness of care and concern for others and there is a very effective anti-bullying climate. Assemblies and circle time are used effectively to promote and celebrate positive attitudes and good behaviour and to deal with any particular incidents as they arise or concerns that the children might have.

40. The school has recently introduced effective procedures for monitoring and promoting good attendance and punctuality. The administrative staff has established a very good system for ensuring all the reasons for absences are noted and all unexplained absences are followed up with a letter home requesting an explanation. Parents are reminded of their responsibilities and the attendance procedures in newsletters and letters home. Holidays in term time are discouraged and the school continues to be very concerned at the adverse effect this has on individual pupils.

41. Procedures for dealing with accidents and emergencies are well documented and members of staff are kept well aware of the particular medical needs of individual pupils. The school has an appropriate number of staff trained in first-aid, and all treatments and incidents are carefully recorded and skilfully dealt with by responsible staff. However, the school does not have a designated medical room.

42. Pupils are well supervised at work, at play and on school trips. The committed team of mid-day assistants works together very effectively to ensure break-time is a safe, as well as a pleasurable time. They meet regularly with the head teacher to discuss how lunchtime is managed, and have recently received training in promoting playground games. Mid-day assistants support the behaviour policy by awarding team points for good behaviour and helpfulness in the playground and they are positive about the improvement in pupils' behaviour and manners since the last inspection. The delightful school grounds provide a good variety of areas for active and for quieter play activities, and there is plenty of space for pupils to play safely. Pupils enjoy the new playground equipment, although older pupils would like more challenging climbing frames. The school has regularly received an award from the local education authority for the tidiness of its grounds, and pupil teams take it in turns to clear up any litter, supported by the School Council.

43. The school has addressed the few concerns raised in the recent health and safety audit by the local education authority. There is a very good awareness of health and safety issues and the high standard of cleanliness around the school reflects the commitment and hard work of the caretaker and the cleaning staff.

44. The school has good procedures for monitoring pupils' attainment and progress. It has made very good progress since the previous inspection, when this was a key issue. Apart from national tests, the school uses a wide range of standardised tests to assess pupils' levels of achievement in English, mathematics and science. Information from these is analysed well by teachers to set targets both for groups and individual pupils, as well as to make adjustments to teaching and planning where it is necessary. This is having a positive effect on pupils' achievement. Teachers are also beginning to compile portfolios of pupils' work in these subjects, which will provide a level against which future work can be judged.

45. There is not yet a system of regular assessment in information and communication technology, but the recently appointed subject manager has already devised a scheme for infant pupils, which has yet to be put into practice. Assessment is less formal but effective in the other subjects of the curriculum, except where the development of skills has not been clearly identified, as for instance in art and design and technology. Teachers generally know their pupils' well and have a good understanding of their capability.

46. Assessment has been built well into teachers' planning, and at the end of a lesson both teachers and classroom assistants make detailed notes on the achievement of groups of pupils with whom they have been working. Teachers use this information well in helping them plan the next stage of pupils' work, matching it to their needs. Teachers also set personal targets for pupils that may relate to social and behavioural matters as well as their work. These are included in annual reports to parents. Teachers also monitor and support pupils' personal development well during times when pupils sit in a circle to discuss feelings and issues of concern to them.

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

47. Parents and carers are very supportive of the school and the values it promotes. At the parents' meeting they commented on a number of key improvements made since the last inspection. In particular, they felt that children's behaviour and attitudes to learning have improved, teaching is now much better and the pace of lessons is brisker. They felt that lesson objectives are now more clear and displays of work celebrate pupils' work. They also noted that following redecoration, new carpets and new furniture were introduced. They felt that the 'smart' school environment now allows children to take a pride in their school.

48. Parents are kept well informed about all areas of school life through well written documentation, such as the school prospectus, regular newsletters, letters sent home including termly information on areas to be covered in each class, displays and notices around the school. The Parent Teachers' Association has funded a very generously sized notice board by the main entrance.

49. Parents are confident that members of staff are approachable and will deal with any concerns raised. They also appreciate that they are actively encouraged to be involved in the life and the work of the school. The school provides a very good range of informal and formal opportunities for parents to be involved with their children's learning and they are generally well consulted about changes and developments. For example, parents and pupils were involved in drawing up the behaviour policy.

50. Parents and staff make very good use of the home school diary to establish a useful dialogue which is particularly helpful for parents of pupils who come by public transport. Some concern was noted at the parent's meeting that homework in Key Stage 2 is not always consistently set. However, from lesson plans seen and from discussions with pupils it is evident that there is a regular planned programme of homework in both key stages.

51. The school makes very good use of the personal and professional skills of parents and other friends of the school to support a wide range of work and activities. The commitment and contribution of parents and friends of the school to many aspects of school life are much appreciated and valued by teachers. A committed band of parents and other friends of the school help regularly in school, both in class and in the library, while others help with clubs, visits and trips.

52. The annual pupil reports provide a good summary of the work undertaken by pupils, with some comments on pupils' strengths and areas for development both academically and personally, although in a number of subjects, reports do not give a clear indication of attainment. Pupils are involved in setting targets for improvement in areas such as literacy and numeracy and personal development, and these are discussed with parents at the consultation meetings.

53. The active and hard working Parent Teachers' Association organises a very full and varied programme of social events and activities. As a result of their work and the high level of support given by the parent body, significant and generous funds are raised to enrich the school curriculum, for example funding the provision of computers in the school, and the school environment.

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

54. The head teacher provides very good leadership and has a very clear idea of the direction the school should take. Following the previous inspection, when over twenty per cent of the teaching was judged to be unsatisfactory, she had very difficult decisions to take. She took courageous decisions and took decisive action to improve the quality of teaching. These have proved to be successful and the quality is now good overall. The previous unacceptable behaviour of some of the pupils was linked to the quality of teaching prevalent during the last inspection. As a result, a positive behaviour management programme was introduced and all teachers adopted this approach consistently in the classrooms. In addition, she has monitored teaching regularly and provided formal and informal 'feedbacks' for teachers, raised issues at staff meetings and arranged for skilful teachers to work alongside others. All of these initiatives have improved the quality of pupils' learning throughout the school.

55. Standards have been raised through the use of attainment tests and analysing the results. Interim annual assessment tests are used to judge every pupil's progress in Key Stage 2 and reading and spelling tests are arranged in October and June of every school year to identify the extent that each pupil has progressed. Each class and every pupil is set a target for overall and individual attainment respectively and class teachers are accountable for the outcomes of these. Pupils' answers in the annual national tests are analysed so that weak areas of the curriculum provided by the school can be identified and improved during the following school year.

56. All the above initiatives have been carried out sensibly by first securing the confidence and loyalty of both teachers and governors. Parents' questionnaire returns and interviews with governors and all staff show how much they appreciate the headteacher's care and commitment to raising standards in both behaviour and work. Staff morale has been raised very successfully since the last inspection and the shared commitment to improve the work of the school and the capacity to succeed are now very high indeed.

57. Most subject leaders work hard to raise overall levels of attainment in the subject for which they are responsible. However, there is an inconsistency in what they undertake and in their effectiveness at developing the curriculum. The English and mathematics co-ordinators identify weak areas in pupils' knowledge, skills and understanding and analyse trends in pupils' performances. In other areas of the curriculum, good quality schemes of work and policies have been written in collaboration with other members of staff. However, in design and technology and art and design the schemes of work do not identify a clear progression of skills that pupils should acquire as they get older in order that they can develop increasing competence. This makes it difficult for individual teachers to plan relevant activities that will meet the needs of pupils with varying levels of attainment.

58. The school development plan is a good working document that sets out clearly the school's priorities for improvement. These are appropriate for its present needs and the plan's initiatives are on target for completion by the end of the current school year. The plan has been successful in raising standards, particularly in literacy. However, the various initiatives are not costed and it is difficult to ensure that these are linked closely to the budget so that at all times there is adequate funding to cover the necessary expenditure. The success criteria are not linked sufficiently and overtly to improvements in pupils' attainments.

59. The governing body fulfils its statutory duties very well. Governors work very hard and meet regularly and frequently to discuss issues, to make decisions and consider strategies for the improvement of the school. They work very closely with the head teacher and are kept well informed of the strengths and weaknesses of the school. They are closely involved in deciding the priorities of the school development plan and in monitoring the outcomes of the various initiatives involved. Governors have a very clear idea of the educational direction the school should take and are committed to a continuously improving school. The finance committee monitors the budget regularly

and carefully with the assistance of the school's administrative officer. The chair of governors and the head teacher communicate regularly about the administration of the school and work very well together to ensure that problems are solved quickly. These procedures ensure that, even though meeting the stringent financial demands of the budget have sometimes been difficult, it has never been overdrawn.

60. The governors have taken the decision not to replace the previous deputy head teacher. The key stage co-ordinators have taken over the nominal role of joint deputy head teacher to assist the head teacher in raising standards throughout the school. They have been involved in monitoring of teaching but as yet they have not had sufficient time to make an impact on the work of the school.

61. The head teacher and governing body have established a very clear policy and structure for special educational needs. The special needs co-ordinator manages the support from external agencies very well and the element of the budget allocated to special educational needs is wisely used. The co-ordinator and individual class teachers manage the integration of physically impaired pupils into classes in an excellent manner. Pupils with special educational needs are provided with good quality individual education plans that have clear and measurable targets. These are reviewed regularly and further targets set when relevant. Support staff are used very well. The senior special needs support assistant has received training in the use of additional literacy and has used her expertise profitably to train other support assistants. There is very good liaison between support assistants and class teachers and this enhances the pupils' progress.

62. The school's finances and resources are well managed and very effectively deployed. The governors' finance committee monitors the school premises to ensure it remains a healthy and safe place for the pupils. The members are very involved in the review of the school's finances. The curriculum committee understands the importance of its role in monitoring the curriculum and educational standards and individual governors visit different classes on a frequent basis. The element of the school budget allocated to special educational needs is used wisely and the standards fund is used appropriately. Its good use has assisted the school's work in raising the standards of pupils' attainments.

63. The school's use of new technology is satisfactory. The school is not making enough use of all the facilities offered by information and communication technology. School budget transactions are recorded manually and details are kept in account books. This is time consuming and would be more efficiently maintained by computer. The school has the facility to use computerised attendance records but the optical element is not yet compatible with the office printer. However, the school is about to embark on the introduction of a computer assessment manager to manage and analyse records of every child in the school. The school's administrative officer and school secretary work closely together in a very effective manner to ensure the smooth day-to-day administration of the school.

64. The principles of best value are followed satisfactorily by the school. Parents are not regularly requested to complete questionnaires so that the school keeps abreast of the parents' views. However, parents were asked to complete a questionnaire about their perceptions of the pupils' behaviour. The resulting analysis was shared with the parents, pupils and governors and issues were addressed. Parents were also invited to comment on the effectiveness of the induction procedures for reception children and changes were made as a result. Where larger sums of money have to be used for the purchase of goods or services the school makes a point of obtaining three tenders so that decisions can be considered carefully.

65. The school's accommodation is good and enables the curriculum to be taught effectively. There is a useful withdrawal room for pupils with special educational needs that enables pupils to receive an appropriate curriculum. The teaching staff is adequately equipped to deliver the requirements of the National Curriculum and works hard to ensure that the pupils make the progress of which they are capable. An able caretaker maintains the buildings to a high standard of cleanliness. Although some of the teaching space is in outside classrooms, the space is used well by the two reception class teachers and the children who are under five receive a good quality education as a result. The extensive outside areas are well used by the school for physical education.

66. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum are sound overall. Resources for English and mathematics are good and are sufficient for the teaching of all other subjects. The level of resources available in information and communication technology has improved greatly since the new computer suite was opened but there are still deficiencies in software provision to cover the requirements of the National Curriculum adequately. Learning resources for physical education and geography are good but there are insufficient resources for history, art and design and design and technology.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

- (1) improve pupils' attainments and progress in information and communication technology throughout the school by:
  - providing more frequent opportunities for Key Stage 1 pupils to acquire and practise skills on computers; Paras. 115 and 116
  - providing software so that Key Stage 2 pupils can use information and communication technology to monitor external events, to use simulation packages to explore the effects of altering variables and to construct sequences of instructions for control; Paras. 117 and 120
  - providing in-service training in information and communication technology for those teachers whose skills are insecure in this area of the curriculum; Para.119
  - introducing a system for assessing pupils' attainment and progress. Paras 44 and 121
  - ensuring that pupils practise information and communication technology skills regularly in subjects across the curriculum. Para. 120
- (2) improve Key Stage 2 pupils' attainments and progress in design and technology by:
  - providing a wider range of materials for pupils to use; Para. 106
  - devising a scheme of work that provides a clear progression of skills for pupils to acquire as they get older; Paras. 44, 56 and 103
  - providing professional training in design and technology for those teachers who need it. Para 105
- (3) improve pupils' attainments and progress throughout the school in art, by:
  - devising a scheme of work that provides a clear progression of skills for pupils to acquire; Paras. 44, 56, 98, 100 and 101
  - providing more opportunities for pupils to produce three-dimensional work; Para. 98
  - encouraging pupils to evaluate and refine their work. Para. 99

The following minor points for improvement should be considered for inclusion in the action plan:

- The provision of a governors' policy for sex education within the school. Para. 26
- The development of the role of the senior management team so these teachers are more fully involved in improving standards and developing the school's work. Para. 59
- Make better use of technology to manage the school's administrative arrangements. Para 62
- Improve the quantity and range of learning resources for history, art and design and design and technology. Para. 65
- Improve pupils' standards of handwriting and presentation of work throughout the school. Paras. 78, 107 and 108
- Develop teachers' skills in framing open-ended questions in order to develop pupils' speaking and thinking skills. Para. 80



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	34

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	20	28	36	2		

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

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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	163
Number of full-time pupils eligible for free school meals	33

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	44

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### *Attendance*

<b>Authorised absence</b>	%
School data	6.0
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	1.0
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	00 [99]	11 [12]	16 [4]	27 [16]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	7	7	10
	Girls	15	15	13
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	81 (81)	81 (69)	85 (56)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	8	7	10
	Girls	15	15	13
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	86 (69)	86 (69)	93 (75)
	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	00 [99]	14 [12]	9 [12]	23 [24]

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	12	14	14
	Girls	7	5	7
	Total	19	19	21
Percentage of pupils at NC level 4 or above	School	78 (79)	83 (58)	91 (75)
	National	75 (70)	69 (69)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	13	14
	Girls	6	7	7
	Total	17	20	21
Percentage of pupils at NC level 4 or above	School	74 (75)	87 (56)	91 (58)
	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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	159
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	1	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.*

***Financial information******Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	22
Average class size	24

**Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	155

Financial year	2000
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	£
Total income	366,608
Total expenditure	390,008
Expenditure per pupil	2,294
Balance brought forward from previous year	37,765
Balance carried forward to next year	14,365

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	160
Number of questionnaires returned	42

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	5		2
My child is making good progress in school.	44	52	2		2
Behaviour in the school is good.	58	40	2		
My child gets the right amount of work to do at home.	40	40	5	7	7
The teaching is good.	45	45	5		5
I am kept well informed about how my child is getting on.	40	50	5	2	3
I would feel comfortable about approaching the school with questions or a problem.	69	26	5		
The school expects my child to work hard and achieve his or her best.	50	48			2
The school works closely with parents.	45	48	5		2
The school is well led and managed.	69	24	7		
The school is helping my child become mature and responsible.	62	38			
The school provides an interesting range of activities outside lessons.	43	38	10		10

## **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**

68. The school offers very good provision for children in the Foundation Stage. Assessment of ability is made on entry. Results show that the level of attainment is good and covers a range of abilities. Levels of attainment are very often below average when the children are admitted to the reception class. However, the present children in the reception class are untypical of the usual cohorts that are admitted to the youngest class. These children had above average levels of attainment when they were first admitted to the school. Work is planned carefully in order to provide a wide ranging and balanced curriculum within which all the recommended areas of learning are addressed. Children make good progress as a result of very good quality teaching.

69. Children are admitted into the Reception class in September in three groups with the summer born children starting first. This policy is successful and allows the younger children to settle into school routines in a smaller group before being joined by their peers. Induction arrangements are very good. Children may join a weekly story time two terms before starting school full time. Home visits are offered and almost 66 per cent of parents accept the invitation. This procedure allows for very good home/school links to be established and increases the teaching and learning opportunities for parents and children.

70. The quality of teaching in the Reception class is very good. Basic skills are taught in a structured and focussed way and provide very good assessment opportunities. The Early Learning Goals, a national requirements for young children's learning, are covered in full. Imaginative and exciting teaching takes place, which prepares children for the subjects of the National Curriculum. This very good provision enables children to move on in their learning quickly.

71. The children make very good progress in their social and emotional development and their attainments are very good in this aspect of their development. They learn to share, forming very good relationships with their peers and with the adults with whom they come into contact. Children concentrate well; they sit and listen very well to stories and explanations from their teacher for extended lengths of time in class and in smaller groups. They sit attentively in acts of collective worship and move about the school quietly and responsibly. Their behaviour is very good. The very good teaching and the high expectations of the two class teachers together with their praise and encouragement enhance the self-esteem of the children. This has built successfully the children's self-confidence in forming relationships and in tackling other activities in the classroom. Any anti-social behaviour is quickly curtailed and help is given to the child to restore positive relationships. Children learn to become independent, dressing and undressing for physical activities and helping to clear up activities. This caring, learning environment enables all children of all abilities to develop their personal and social skills well. The two teachers insist on politeness and good manners and their very good teaching has enabled pupils to make very good progress in their personal and social development.

72. Children make good progress in their communication, language and literacy skills and by the time they complete their reception year most read simple texts and recognise initial sounds. Children's attainments are good and they enjoy listening to stories and sit absorbed in those such as 'Henry's Happy Birthday'. Teachers plan lessons very thoroughly and provide a wide range of experiences to enable children to make progress in their speaking, listening, reading and writing skills. Children respond well to questions and offer readily facts learnt from previous lessons. For example, they eagerly offer the information that 'balloon starts with a b'. The children also enjoy listening to

stories using the headphones and start to recognise key words in the reading scheme. Opportunities for children to speak are frequent and they are developing good communication skills quickly. Their contributions during class discussions are valued and respected by the teachers. This gives the children a sense of security and a greater willingness to speak in front of the rest of the class. Very good teaching has enabled children to understand the need to speak individually and take turns during the times they sit in a circle to discuss their ideas. Reading and writing skills are taught very well. Children learn the sounds represented by letters and can apply their knowledge when writing initial sounds of words. They begin to associate written symbols with communication. A few children can join words to make short phrases. They make good progress in reading and writing by drawing pictures, recognisable letters and a number of phonetically plausible words. Lower attaining children, including those with special educational needs are supported well.

73. Children make good progress in building mathematical skills and by the end of the reception year their good attainments enable them to begin addressing many aspects of work from the National Curriculum. Very good, and in some cases excellent teaching enables children to understand the difference between two- and three-dimensional shapes. They can identify and name cuboids and spheres, and are encouraged to use a range of correct mathematical language. Children make good progress in number work and mental maths. They count forwards to 50 and backwards from 10, recognising single written numerals and ordering them. They identify the larger and smaller numbers in a set of four and understand the process of addition and subtraction. Children sing a wide variety of rhymes and songs such as 'Ten Candles on a Cake' which helps their understanding of subtraction. They use computer programs to practise counting and to recognise the patterns in groups of small numbers of objects and these activities have a good impact on their learning. Children are given opportunities to practise mathematical skills through building with bricks, modelling shapes with play dough and printing shapes with sponges. The teacher and the classroom assistant take every opportunity to assess and record the mathematical skills of the children in order to plan and set individual learning targets. The teachers provide further opportunities for children at the end of lessons when they go over the key points covered and draw together the children's learning. Such elements of mathematics lessons make the quality of teaching very good.

74. Children make satisfactory progress in developing knowledge and understanding of the world and attain standards expected for this age. This results from sound teaching and well-planned opportunities which the teachers provide in the classroom. As a result children develop a respectful awareness of the world around them. They develop a sense of self and their position in family and community life. They begin to understand the jobs people do and consolidate their understanding through role-play activities in, for example, the class post office taking turns to stamp and post letters and wrap parcels. As part of the activities involved in following the story of 'Teddy's Surprise Party' the children make preparations for a party for Teddy. The activities involve a variety of tasks such as writing lists, making play dough cakes and printing party invitations. This enables them to develop experience of cutting and folding and also gives them a good understanding of the organisation and planning required for events and functions. They learn to use information and communication technology, to access knowledge and to develop linguistic and mathematical skills and in the process start to develop good control of the computer mouse. Children make good use of the variety of construction apparatus that is available building houses and identifying bricks that will roll and those that make safe structures.

75. Good teaching enables children to make good progress and attain standards expected nationally in physical development. Teachers plan well-structured lessons in the school hall and children develop a good awareness of space and of others moving in the hall at the same time as themselves. They build body management skills and movements such as running, jumping, skipping and moving along the floor on 'all fours.' They develop co-ordination and a small range of skills resulting in an increasing ability to control the speed and force of a ball when kicking it ahead of

them. Children make good progress in the use of different items of climbing apparatus and move safely and confidently over, under and on them and learn to jump and land skilfully. Children are given many opportunities to strengthen their fingers so that they can use scissors, pencils, paintbrushes and a variety of construction toys and they make good progress in the control of fine movements such as those required in writing, painting and model making. Members of staff are diligent about keeping children safe during physical activities and when handling tools.

76. As a result of good teaching, the children are provided with stimulating activities for them to experience a range of creative activities. These include art, music and imaginative play. Children make very good progress in developing musical skills and by the end of the reception year their attainments are above what is expected for their age. They learn to recognise crotchets and quavers, clapping in time to the pulse and rhythm of songs. They sing in tune and respond to the mood of the music. Children enjoy listening and playing instruments, responding with fascination to the sounds made by the 'rain stick'. They learn to use their voices and to act out emotions. Children use colours boldly to produce effective prints of different shapes, arranging them in patterns. The wide range of books and equipment enables the children to make good progress in their creative development. Teachers and classroom assistants provide a motivating and caring environment in which good learning takes place and these enable pupils to achieve attainments that are above average for their age.

## **ENGLISH**

77. At the time of the last inspection in 1998 the standards achieved by seven and eleven year olds were as expected for their age. This was reflected in the national tests for that year. In the tests for seven-year-olds the performance in writing dropped in 1999 and was close to the average in 2000. Results of eleven year olds were average in 2000, but with a much greater number of pupils (30 per cent) achieving the higher level than the previous year. Compared with similar schools these results are above the average. The evidence of the inspection showed that the current standards of seven-year-old pupils are below those expected in reading and writing but are in line with expectations in speaking and listening. Eleven-year-old pupils are also achieving levels below those expected in writing but are in line with expectations in reading and speaking and listening. Both the current Year 2 and Year 6 groups have higher than usual numbers of pupils with special educational needs, which taken together with the small size of the groups explains the apparent drop in standards.

78. Standards of speaking and listening are satisfactory throughout the school. Pupils in Key Stage 1 (Years 1 and 2) listen well to instructions and contribute well to the shared sessions in the literacy hour, although the vocabulary of the majority of pupils is limited, for instance when they try to explain the context of what they are reading. Older pupils often give only one-word answers, for instance in a Year 4 lesson when they are responding to questions about a selection of newspapers. Higher attaining pupils in Year 5 showed good speaking skills when they were discussing ideas from the Diary of Anne Frank, reading the text with the teacher. In Year 6 pupils are given good encouragement when they answer questions well, which helps to develop their speaking skills.

79. In Year 1 pupils reading with the teacher are able to recognise key words from their context. Although a minority of higher attaining pupils in Year 2 read quite fluently, the majority read slowly and quite hesitantly. They recognise the title and author of a book, but are not able to use the contents and index pages of a non-fiction book readily. Eleven-year-old pupils have good reference skills; they are able to find books in the school library and locate information using the contents and index. The majority read fluently, with appropriate expression and understanding. They read a good range of fiction but are not as comfortable with non-fiction texts.

80. Standards of handwriting and presentation are below those expected, although the school has recently introduced a new handwriting scheme to deal with this. Pupils in Year 1 write single words unaided, but pupils in Year 2 find it difficult to write, for instance a series of instructions, without support. Higher attaining pupils do not use full stops and capital letters consistently. Pupils in Year 3 understand how to write a letter, but the majority of them find writing one a slow process. Extended writing sessions offer good opportunities for pupils to develop their writing skills. For instance, they retell the events in the life of a small creature in diary form in Year 5 or write in the style of Rudyard Kipling in Year 6. However, they still make errors in punctuation, for example in the use of apostrophes, and in simple spelling, for instance confusing 'bare' and 'bear' or 'there' and 'their'. Although they used personification effectively when writing a shared poem with the class teacher, they were less successful when doing this on their own.

81. The introduction of the National Literacy Strategy, together with the priority the school is placing on the presentation of work, is providing a framework for improvement. However, sometimes teachers allow themselves to be constrained by the format of the literacy hour and do not adapt it sufficiently to meet the needs of their pupils. For instance, there are not always clear links between the different parts of a lesson, or teachers move on to the next stage before they have fully consolidated the work they are doing. Occasionally in Key Stage 2, teachers' subject knowledge, for instance when dealing with prefixes of Greek or Latin origin, is not sufficient to promote good learning. However, the overall quality of teaching is good.

82. Teachers make the aims of the lesson clear to their pupils, which helps to focus pupils' learning, although they do not consistently return to these at the end of the session to see what has been achieved. Teachers check well on what pupils are doing during a lesson when they are working independently, and keep written records during guided group work which are a good tool in planning the next stage of pupils' learning. Generally teachers match tasks well to pupils' needs. They provide a good range of resources for lessons, including newspapers and diaries. They also make good links with other subjects, for instance with the history of the Second World War when pupils read from Anne Frank. Teachers also make use of information and communication technology, for instance by giving pupils opportunities to draft and redraft their writing in small groups with a classroom assistant or independently. Where teaching has a weakness, it is when teachers do not use sufficiently open-ended questions for pupils to develop their speaking skills when they answer. Pupils with special educational needs receive very good support both in class and when they are withdrawn for extra help. As a result they learn very well.

83. Pupils have good attitudes to the subject, which also contribute to their good learning. Younger pupils maintain their concentration well, but they occasionally lose it when they have to spend too long listening to the teacher. Older pupils behave well and are keen to contribute to lessons. They work well together, for instance when they are discussing the task they are doing in a group activity, or when they are working independently, as on their extended writing in Years 5 and 6.

84. The school has a new library that has a satisfactory range of fiction and non-fiction books, but it has not yet been used to develop pupils' reference skills. Teachers and classroom assistants have all received appropriate training in literacy, and the classroom assistants make a valuable contribution in group work with pupils. The school is also successfully targeting pupils who need further support through the additional literacy scheme. The subject manager has monitored the implementation of the literacy strategy well through lesson observation as well as the scrutiny of teachers' planning, and the school has made an appropriate priority of developing pupils' writing both through the introduction of a handwriting scheme and the use of extended writing sessions. Management of the subject is good. The school also has a good range of assessment procedures, which are being used well to identify weaknesses and set targets for pupils. The school is well set to make further improvement.



## MATHEMATICS

85. The school's results in the annual national tests in 1999 showed that the percentage of pupils in Key Stage 1 reaching the expected level of attainment was very low when compared to the national average. The 2000 results show that in Key Stage 1 the percentage of pupils attaining national expectations almost doubled. However, results were still below the national average. Compared to similar schools the results were also below average. At the end of Key Stage 2 the school's 1999 results in the annual national tests showed that the percentage of pupils reaching national expectations was well below average. However, in 2000 the results showed that the proportion of pupils achieving national expectations was above the national average. The results were also above average compared to the results achieved by similar schools. Considerable improvements in standards have occurred since the present head teacher was appointed.

86. Overall, the present levels of attainments do not reach national expectations for pupils' ages in both Year 2 and Year 6. This is due mainly to the high number of pupils with special educational needs. This has adversely affected the overall standards in mathematics in these year groups, although the higher attaining pupils are still reaching the levels of which they are capable and average attaining pupils are also achieving what is expected. Standards have risen noticeably overall during the past few years.

87. Pupils make good progress in Key Stage 1. They achieve well according to their prior attainment levels. By the time they are seven most can count to 100 and order numbers to 1000. With the visual assistance of a number line they can find the difference between numbers, for example what is 300 less than 500. Some of the seven-year-olds are able to count backwards and forwards in hundreds and can calculate differences between hundreds mentally. Many of these older pupils have a satisfactory understanding of place value. They use mathematical vocabulary well and use it with understanding as, for example, 'more than', 'less than.' Pupils use their knowledge of common and solid shapes to identify the properties and positions of two- and three-dimensional shapes. Almost all the pupils in Year 1 can count to ten and many pupils have appropriate methods for adding two numbers together. Younger pupils recognise patterns of number arrangements on dominoes, and some are able mentally to add simple numbers together quickly.

88. Pupils make good progress in Key Stage 2. They further develop their number skills and are able to apply them to other situations. Some Year 4 pupils are able to multiply three digit numbers by 4 or 8 by mentally doubling the numbers. Many pupils in Year 4 understand the relationship between division and multiplication and have knowledge and understanding of terms such as 'inverse' and know what it means to 'derive a mathematical statement.' In spite of the fact that half of a Year 5 class has learning difficulties, all of the pupils understand the properties of the different types of triangles. By the age of eleven some pupils are able to understand equivalence of percentages and fractions. Most of the older pupils are able to read and plot co-ordinates in four quadrants, and they understand the meaning of words such as axis, quadrant and origin.

89. Throughout the school pupils with special educational needs make very good progress overall. The special needs co-ordinator and the maths co-ordinators work well with the teachers and support staff to ensure that maths work is well matched to the needs of the pupils and is suitably challenging. This ensures that these pupils make good progress in the acquisition of mathematical knowledge, skills and concepts.

90. The mathematics co-ordinator has analysed assessment data carefully and has ensured that the numeracy hour is taught in a consistent and effective manner throughout the school. These strategies have contributed to the continuity and progression of mathematics throughout the school and have had a significant impact on pupil progress.

91. Since the last inspection there has been improvement in pupils' attitudes and behaviour during mathematics lessons. This is due to many factors. The subject co-ordinator, the special needs co-ordinator and members of staff have put into place effective and appropriate strategies to raise levels of attainment and behaviour. This has a very positive impact upon the attitudes and behaviour of pupils and raises performance. Behaviour, which in the past impeded learning, is now good and teacher's management of pupils is good. In all mathematics lessons pupils behave well and they listen attentively to the teacher. Pupils respond positively to lessons and are keen to make progress.

92. The co-ordinator analyses the end of year results and identifies areas of weakness. For instance volume and capacity in Key Stage 1 and ratio and proportion in Key Stage 2 are examples of difficulty that pupils experience. Guidance and modelling of good teaching is provided by the co-ordinator. Teaching is tightly focussed upon the areas of need and this has a positive impact upon learning. As a result pupils show and express a great enthusiasm for maths. Their attitudes are much improved since the last inspection. Pupils listen and concentrate, working well individually, in class, or in groups.

93. Teaching is good in both Key Stages. The thorough planning of the National Numeracy Strategy across the school ensures effective teaching. Teachers share the learning objectives for the lesson with the pupils. There is good use of resources. These are placed in each classroom, and centrally, allowing easy access to teachers and pupils. Teachers manage pupils' behaviour very well by encouraging pupils with positive comments and pointing out good role models. This results in pupils listening well and concentrating and working hard. Teachers make very good use of the classroom assistants by giving them a copy of the lesson plan and ensuring that they are aware of the learning objectives for specific pupils and the progression of teaching points. Teachers plan work carefully to meet the needs of pupils with differing levels of attainment within the class.

## SCIENCE

94. Teachers' assessments of Key Stage 1 pupils' knowledge and understanding of science in the spring term of 2000 shows that standards were meeting national expectations. The 2000 test results at the end of Key Stage 2 show that the proportion of pupils achieving national expectations was above the national average. The proportion of pupils achieving higher levels was also above the national average. In comparison with similar schools the above test results were well above average. There has been a very good improvement in the proportion of pupils achieving the level expected by the age of eleven. Until the most recent test results, the school's test results had been below the national average for the past four years at the end of Key Stage 2. Significant steps have been taken that have resulted in improvements to pupils' standards in science. For example, teaching has been monitored and suggestions for improvements in technique have been made. Pupils' answers in the national tests have been analysed to target weaker areas in pupils' understanding.

95. The inspection shows that pupils' current knowledge and understanding are in line to meet expected standards at the end of Key Stage 1. Year 2 pupils have a sound knowledge of living processes and know the difference between living things and those that have never been alive. They know the main details of the life cycles of spiders, butterflies and humans. Pupils have a good grasp of what the senses are and how humans use them. They classify items of food into fruit, vegetables, dairy products or other types of edible produce and sort them into man-made and natural products. They understand the simple principles of hygiene and know the reasons for washing their hands at appropriate times. They understand that electrical appliances need a complete circuit before they can work and that electricity can be dangerous.

96. The current cohort of Year 6 pupils is not expected to attain as well as the previous year's cohort. Whilst most of them are on course to gain the necessary knowledge, skills and understanding by the end of Key Stage 2, over a third of them have special educational needs and are unlikely to reach the expected standard. The previous Year 6 cohort of pupils had far fewer pupils with special

educational needs and this enabled the positive actions, referred to above, to come to fruition. Most pupils know that living things need to carry out a number of processes in order to stay alive. They identify different types of nutrient and understand how blood circulates round the body. Pupils know how to construct an electrical circuit and use the knowledge to make an intruder alarm system or to light a number of bulbs. Higher attaining pupils discover successfully ways of varying the current to alter the brightness of the bulbs.

97. Since the previous inspection the curriculum has been improved to ensure that all the required areas of knowledge are included. Pupils now participate in the essential experimental and investigative elements of the science curriculum in both key stages that were not being covered at the time of the last inspection. The quality of teaching has improved and there is now no unsatisfactory science teaching in either key stage. Pupils' behaviour has also improved very much. During the previous inspection there were frequent examples of lack of discipline resulting in noisy and disruptive behaviour that had a detrimental effect on pupils' learning. The introduction of a very positive approach to discipline where pupils are praised when they behave well has resulted in good behaviour and good attitudes towards learning. This has had a marked effect on pupils' progress.

98. The quality of teaching is good overall in both key stages. Teachers plan lessons thoroughly with clearly identified objectives for pupils' learning during the lesson. This provides a clear focus for pupils' learning and improves their interest and attitudes. Pupils' behaviour is managed well by teachers and arises from appropriate use of praise and very good relationships with them. Teachers value the contributions to class discussions made by pupils and this has the effect of creating mutual respect. Time targets for completing activities are set by teachers during lessons. This gives more urgency for pupils to learn and creates time for pupils to cover more content in the lesson. Teachers have good subject knowledge and are able to challenge and extend the learning of higher attaining pupils. For example, a good discussion on ways to vary the brightness of light bulbs took place in a Year 6 lesson and this enabled them to make good progress. The pace of some lessons slows when the class teacher expects pupils to sit on the floor for too long listening to a number of explanations. On these occasions pupils lose concentration, become restless and boredom sets in. During such lessons, teachers are not sufficiently aware of telling signs that indicate that pupils' attention span has been exceeded.

99. The present and past science co-ordinators have worked hard to ensure that the deficiencies highlighted in the previous inspection report have been addressed. The whole staff has had professional training to improve the experimental and investigative work in the science curriculum. Learning resources for science are satisfactory. The present wild area in the school grounds is being restored next year to form a conservation area. The pond is being renovated and separate stone and log piles are being provided so that centipedes and other mini-beasts can set up home there. These will provide useful areas to demonstrate that habitats suit specific types of animal.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100. The standards achieved by pupils aged 7 and 11 in information and communication technology are below those expected for their age. There has, however, been an improvement since the last inspection, when there was insufficient emphasis on information technology in the curriculum and no suitable guidance for teachers, whose knowledge of the subject was often unsatisfactory. All pupils now receive teaching on the skills required, as well as opportunities to practise these skills in small groups. Some attempt has been made to provide opportunities to reinforce these skills across the curriculum. However, there are still gaps in the curriculum. For instance, all junior pupils are not provided with opportunities to use information and communication technology to monitor events, such as changes in temperature, creating instructions for controlling, exploring the effects of different variables in simulation packages or to use the internet to research information. Although the number of computers has increased, there is still only one in most classrooms and not sufficient outside the

classrooms to make it easy to teach a whole class. As a result the progress made by the majority of pupils and their achievements are below expectations.

101. Pupils' progress in the infants is limited by their lack of opportunity for 'hands on' practice with the computers. In the classroom, teachers show a good understanding of the subject. For instance, they demonstrate how to rotate shapes or use a program to simulate the effect of fireworks, but the length of time between these demonstrations and the opportunity for pupils to practise these skills is too great. However, there are some good examples of graphics work in the style of Nick Carter. Pupils in Years 1 and 2 show confidence in using the mouse, and small groups of pupils use a graphics program to create the effect of fireworks, to complement their work with paint in art. Pupils in Year 1 also develop listening and reading skills by listening to their books on a CD-Rom. They do not, however, have the opportunity to gather information from a range of sources or develop different ways in which it can be presented.

102. In Key Stage 2, the school does not as yet have the software for pupils to carry out the full curriculum. Some pupils can sequence instructions, for instance for a robot, and create their own web site when they attend a residential course, but these opportunities are not available to all the pupils. Because of technical problems, pupils have not yet had the opportunity to use e-mail or access the Internet in school, although they have learned how to do this. Pupils in Year 3 have combined text and graphics, using different size fonts, to present their work. They develop good word-processing skills, for instance in Year 4 to present their allotment project using different colours, and in Year 5 to produce a newspaper. Year 6 pupils are confident in using the computer to present their creative writing. Pupils are learning to use information and communication technology in a range of curriculum subjects, for instance using a program about the water cycle in geography or creating a range of quadrilaterals in mathematics.

103. Pupils have positive attitudes to the subject and enjoy computer work. Pupils in Key Stage 1 work well independently at the tasks they are set. In Key Stage 2 pupils are very interested but a minority find it difficult to maintain concentration when they watch the teacher demonstrating and do not immediately have the opportunity to practise what they have learned. They show genuine amazement at what computers can do, as for example when pupils from Years 4 and 5 watched the teacher produce and enlarge different shapes. Year 6 pupils are happy with the regular access to the computers at school, but they say that they have greater opportunities, for instance to use the Internet, at home.

104. Some teachers have a sound understanding of information and communication technology but do not always use the limited resources to the best effect. Others feel insecure in their knowledge, understanding and skills in information and communication technology. In a Year 3 class the teacher demonstrated cutting and pasting text with the whole class gathered round one computer. However, the teacher did not use a large enough font for all pupils to see, or provide a printout of the layout of the screen so that they could identify the necessary icons. Teachers use classroom assistants well to work with groups in the small work area, but sometimes the focus of this work is not made sufficiently clear, for instance when Year 6 pupils search for information from a CD-Rom without a specific focus.

105. There are some good applications of information and communication technology in other areas of the curriculum but insufficient overall. There is no planning that links what they have learned in information and communication technology lessons to other areas of the curriculum. Furthermore, insufficient emphasis is given to the role of computers in everyday life.

106. The recently appointed subject manager has a good understanding of the needs of the subject and the shortcomings of the present provision, although she has not yet had the opportunity to monitor in lessons. She has drawn up good plans to improve matters, but at present all the required software is not in place to enable teachers to teach the full curriculum. The school has not yet devised fully a system to assess pupils' levels of skill, to help teachers plan future work.

## ART AND DESIGN

107. The standards achieved by both seven and eleven-year-olds are below those expected for their age. This shows a decline since the previous inspection, when standards were as expected in Key Stage 1 but below expectations at the end of Key Stage 2. There is now a scheme of work in place to aid teachers in their planning, but this has only recently been introduced. It suggests that teachers follow themes, such as 'Journeys', and does not give teachers any indication how skills can be developed and refined as pupils progress through the school. This has resulted in pupils acquiring an insufficient range of skills in art and design. There are also still too few opportunities for pupils to work in three dimensions. Some work has been done to introduce pupils to the art of other cultures, mainly through multi-cultural workshops, in which pupils have produced, for instance, a good example of batik work, but an awareness of art of other cultures is not a regular feature of lessons.

108. Year 1 pupils have created effective charcoal drawings based on photographs. They have also used clay and pipe cleaners to make three-dimensional 'eyes'. Year 2 pupils have produced computer graphics after the work of Nick Carter, as well as pencil portraits of each other. They have also made paper collages based on the architecture of Gaudi, with the comment by one pupil that 'Gaudi used mosaics to decorate buildings'. During the inspection pupils in both Years 1 and 2 were working with paint and paper to produce collage work on the theme of fireworks. In the Year 2 lesson greater emphasis was placed on the development of skills, and there was more opportunity for pupils to choose their own materials. Overall, however, there is little evidence of pupils evaluating and refining their work, and achievement at this stage is unsatisfactory.

109. In Key Stage 2 pupils have used art to support their work in other subjects, such as religious education in Year 3, where they depict signs and symbols of different faiths. In Year 5 pupils were observed sketching an imaginary journey, but there was no opportunity in this for them to develop, for instance, drawing skills, and most pupils found the link with abstract art which the teacher promoted difficult to understand. Pupils in Year 6 worked with a range of techniques, including collage, sketching and work with pipe cleaners, to illustrate their theme of 'people in action'. In this particular lesson pupils made sound progress in developing the skill on which they were working because of the good range of pictorial resources produced by the teacher and the intrinsic interest of up-to-date images from the Olympic Games and other sporting activities. However, opportunities for pupils to build on the skills they have previously learned are limited.

110. The overall quality of teaching is satisfactory. Teachers use classroom assistants well to support groups. Teachers' subject knowledge is sound. In a Year 2 lesson the teacher provided a very satisfactory demonstration of how to use paint splashes to create a firework effect, and as a result most pupils achieved effective results. Teachers make sound use of resources, as in the lesson in Year 6 described above. In this lesson the teacher also encouraged pupils to use vocabulary, such as vertical and horizontal, correctly and evaluated pupils' work well, thereby promoting good learning. The main weakness in teaching is the lack of planning for the development of skills, which restricts pupils' learning.

111. Pupils' attitudes are good. They are fully involved in their tasks and make good use of the time they have. They share resources well. The subject manager has a good knowledge of the subject, but has not had the opportunity actively to monitor teaching and learning in the classroom. The overall subject planning does not provide for the development of skills, and there is no regular assessment by teachers to see whether these skills are being developed. Sketchbooks are not used regularly in Key Stage 2, and although the school has a pottery kiln, it has not been used for some time. Both these factors limit the learning opportunities available to pupils. However, teachers use art well to support other subjects of the curriculum, including geography and mathematics, and they also make good use of information and communication technology to support pupils' learning in art.

## **DESIGN AND TECHNOLOGY**

112. Design and technology is taught during the summer terms so pupils can experience designing and making items during a more concentrated period of time. Therefore, it was not possible to observe any design and technology lessons during the period of the inspection. No pupils' work from the previous year was available for scrutiny. However, interviews with small groups of pupils in Key Stage 1 and Key Stage 2 show that pupils make satisfactory progress in Key Stage 1 but it is unsatisfactory in Key Stage 2. Pupils in Key Stage 1 develop skills in assembling and joining materials. They construct walls using pliable materials, make puppets, design gardens and make a variety of objects with commercial construction kits. When their products are finished they make suggestions about how to improve them. Key Stage 2 pupils make volcanoes from their own designs using clay or papier mâché. When finished they discuss what improvements can be made to their efforts. They have made items connected with work on India and South America, producing masks and jackals made from newspaper and glue. They have had some experience of making products with moving parts when they manufactured a 'Father Christmas' made from card. The limbs were separate and joined to the body with paper fasteners so that they were movable. However, pupils have had insufficient experiences such as disassembling items to see how they are constructed, designing and making products using resistant materials, food technology and items with moving parts using components such as wheels, axles and plastic syringes.

113. Since the previous inspection in 1998 the school has, quite rightly, concentrated on improving standards in English and mathematics. There has been insufficient time to make improvements in design and technology and this is planned for the near future. Key Stage 2 pupils, therefore, continue to make the unsatisfactory progress highlighted in the previous report.

114. It was not possible to judge the quality of teaching because no lessons were observed during the inspection. However, the school recognises that a number of teachers need support in teaching the subject.

115. The co-ordinator intends to adapt the national guidance for design and technology. As yet, the co-ordinator has not monitored teachers' lesson plans and does not have a clear idea how pupils are progressing or whether they are making progress in developing relevant skills. The resources available to pupils are limited in range and the tools owned by the school are not used sufficiently for pupils to build up their skills.

## **GEOGRAPHY**

116. By the end of Key Stage 1 pupils' attainment meets the expectations for seven-year-olds. They make satisfactory progress in their studies of the local area compared with a contrasting environment. In Year 1 the pupils use satisfactory mapping skills when locating places in the immediate vicinity. Their findings are recorded in a variety of ways, including work sheets and free writing. Pupils' presentation is satisfactory but in some cases it is untidy. Year 2 pupils make very good progress in their knowledge and understanding of the distinction between physical and human features. For example, they understand that a jetty is man made but a tree is not. All pupils respond to very good teaching in the lesson observed, learning to use a key, how to sort, select and classify information. Pupils make good progress and pupils with special needs make very good progress. They answer questions with confidence and enthusiasm.

117. In Key Stage 2 pupils' attainment is satisfactory. Year 3 pupils consolidate their knowledge about the immediate locality, making visits to Cubbington. They record their discoveries and these form an attractive wall display. Pupils make satisfactory progress in developing skills of enquiry and, for example, read and record facts about mountains. They make satisfactory progress in using maps to locate mountains and in finding out about their characteristics. They learn that caves can be found in mountainous regions but generally there are no roads or shops at the summit. Year 4 pupils study a

locality in India and develop a good understanding of the differences that exist between their own locality and India. They make good progress in understanding about conservation of energy and the preservation of the environment by studying the effects of flooding and the power of water. They make a useful visit to an allotment to plant trees and make compost, learning about its use and value. One pupil wrote to a local company to request a compost bin for school and another pupil used the computer to write a letter to the council requesting a paper bank. All pupils, including those with special educational needs, make good progress in communicating their findings. They work well individually and as a class to plan a public meeting to alert the school community to the importance of keeping the environment tidy and free of litter. Year 5 pupils study their town in some depth. They make satisfactory progress but their written work is poorly presented. Year 6 pupils investigate water, making good use of photographs of the local area and a video newsreel clip to see the damaging effects of flooding. All pupils make good and thoughtful observations, noticing the disruption to services, effects upon people and the damage to homes and farmland. The investigation is linked to the field trip undertaken by Year 6 to Finham Brook where pupils learn to filter water and make observations of its quality and content.

118. The quality of teaching in both key stages is good. Teachers plan well and make good use of resources to enhance learning. Work is well matched to pupils' prior attainments, especially those with special educational needs. The quality of marking is good and serves to challenge pupils' thinking. For example, the teacher asks questions such as 'Can you think of a reason why?' The pupil writes his reasons appropriately underneath the question. Key Stage 1 teachers make good use of the abilities of the classroom assistants. They are well briefed and enable pupils with special needs to integrate and make very good progress both socially and academically.

119. There have been many improvements in geography since the last inspection, and the quality of provision is now good. The behaviour of pupils is well-managed allowing field trips and visits to take place. The co-ordinator has good subject knowledge and ably supports the teachers and closely monitors the content and lesson planning for each class. As a result of this monitoring there has been an improvement in pupils' progress, and this has had a positive impact on the acquisition of their geographical knowledge, skills and understanding. The school has adopted a scheme of work, devised by the co-ordinator, that covers the content and skills recommended in the National Curriculum. Many new resources have been introduced, including maps and globes. There are plans to build up an assessment portfolio that will inform future planning and learning. Work is linked to many other curriculum areas such as information and communication technology, science, mathematics, English and art.

## **HISTORY**

120. All history lessons take place during the spring term and none were available for observation during the inspection. Work from Year 3 pupils completed during the previous school year was available for scrutiny but no other was available. This demonstrated that pupils' knowledge and understanding of the history of the Romans is satisfactory. Pupils have a sound knowledge of everyday life in Roman times and of Roman religion and their various gods. An examination of the scheme of work for history throughout the school and interviews with small groups of pupils representing both key stages showed that their progress is sound. Key Stage 1 pupils have a satisfactory knowledge of differences between present day life and that of the past. They have studied the changes in their own lives and visited a museum in Warwick to experience the differences in washing clothes in Victorian times compared with nowadays. Although all Key Stage 2 pupils covered the Romans last year, they have a sound understanding of the Tudors, Victorian Britain as well as the Romans. The history curriculum is enriched by visits to historical places of interest such as St John's museum in Warwick and Warwick Heritage.

121. Key Stage 1 pupils' satisfactory progress has been maintained since the last inspection. Key Stage 2 pupils' progress has improved since the inspection in 1998. Pupils' knowledge and understanding of chronology has improved and during discussions it was evident that pupils were able to place the Roman, Tudor and Victorian eras in the correct order.

122. It was not possible to make judgements on the quality of history teaching because no lessons were available for observation during the inspection.

123. The history co-ordinator is very keen to develop the history provision in the school and has attended a meeting of the governors' curriculum committee to explain and answer questions on the history scheme of work. She monitors teachers' planning to ensure that there is coverage of the agreed historical themes in both key stages. She has attended a number of professional history courses for teachers and has diligently reported the contents to the rest of the teachers on her return. Resources for teaching and learning history are limited. There are insufficient reference books and few information and communication technology resources for pupils to find out historical information.

## MUSIC

124. Pupils make satisfactory progress in music at Key Stage 1 and by the age of seven they attain a level that is in line with national expectations. Pupils in Key Stage 1 enjoy music, especially singing. The standard of singing is good. Pupils in Year 1 learn to control and pitch their voices whilst changing the dynamics. They move well to the pulse and rhythm of a song understanding the mood of the music and its structure. They learn to clap a two beat rhythm in crotchets and quavers. Pupils attempt to stamp their feet beating in crotchets and at the same time clap their hands beating in quavers. They work very hard and approximately half the class manages to accomplish the task successfully. Pupils in Year 2 consolidate their musical knowledge learning to distinguish the pitch of sounds indicating if they are in the top, middle or low register.

125. The level of attainment in Key Stage 2 is satisfactory overall. Key Stage 2 pupils learn to sing complicated songs and hymns and perform these very well in assembly and in church. Pupils practise the 'Jubilee Song' learning to sing tunefully and enthusiastically against a difficult accompaniment. Their intonation and diction are clear and musical. By the time pupils are eleven they are accomplished singers and performers. They sing an African song in two parts very well, keeping to their own part and producing a harmonious sound. Pupils in Key Stage 2 take part in events such as the 'African experience', a combination of music, drama and art. Similar events involving music and art from India help pupils in Years 3 and 4 to understand and appreciate music from other cultures. As yet pupils do not make sufficient use of computer programmes to support them with their musical compositions and they only have limited experience of composing and playing simple two and four bar patterns on instruments during class lessons. Opportunities to listen to orchestral music are limited and when opportunities arise they are not used to extend pupils' musical knowledge. For example, when music was played in assembly, pupils were given no information about the music, neither the name of the composer nor the name of the composition.

126. However, since the last inspection a number of improvements have taken place that have enabled pupils to make good progress in some aspects of music particularly through singing. The co-ordinator has addressed the issues raised in the last inspection report and has put into place initiatives to develop the subject. A policy has been written and agreed by the staff. New resources are in use both in the classroom and for peripatetic teaching.

127. The school has purchased the services of a county project called 'Choral Initiative'. This has raised the standards of music teaching throughout the school. It places a good emphasis on developing the skills and confidence of teachers through staff training and workshops with pupils and teachers together. Teachers are also able to access and observe excellent practice on a fortnightly basis from a



music specialist teacher. Class teachers then repeat the practice with their own class. The quality of teaching from the visiting music specialist is outstanding and all pupils make excellent progress in their musical knowledge and understanding during the lessons. The teacher has great energy, vitality and professional expertise and this, together with the way in which she praises and encourages the pupils, makes the music lesson a most enjoyable learning experience in which all pupils participate with great enthusiasm and much is accomplished. This is a significant improvement since the last inspection report that stated that teacher's musical knowledge was limited. The behaviour of the pupils has also improved and is now very good thus allowing good learning to take place.

128. Members of the teaching staff receive regular advice and help from the co-ordinator. The school is now in a good position to develop further the subject and to improve standards. The parent's association has purchased four keyboards allowing more pupils to participate in music making. Pupils play recorders, violins and a variety of wind instruments competently. As yet, these are not drawn together to enable pupils to play simple pieces of music as an ensemble.

## **PHYSICAL EDUCATION**

129. During the inspection it was possible to observe games lessons in Key Stage 1 and swimming, dance and games in Key Stage 2. No gymnastics or athletics lessons were available for observation. However, from discussions with staff and an examination of documents it is clear that the physical education curriculum is broad and balanced.

130. Pupils make satisfactory progress in games in Key Stage 1. Pupils throw underarm style with reasonable accuracy and enable a beanbag to land in a hoop at a distance of approximately five metres. They roll quoits between two markers accurately but a number have difficulty in catching because their hand-eye co-ordination has not yet developed sufficiently. By the time they leave the school the quality of their knowledge and skills in swimming is very good and in other areas of physical education is at a level expected for pupils of this age. Most of the Year 3 pupils can swim a distance of 25 metres unaided and all others have sufficient confidence to take their feet off the bottom of the swimming pool and move through the water with the aid of inflated arm bands. Over three-quarters of Year 3 pupils attain at a level that is at least two years ahead of their own age group. Older Key Stage 2 pupils throw and catch a rugby ball successfully over short distances and pass the ball whilst running. Pupils perform traditional dances satisfactorily. Teachers highlight the need for safety with due care for themselves and others. Pupils know the importance of warming-up before energetic physical activities and wearing suitable clothing.

131. The quality of teaching is sound overall but very good in swimming. Activities are well structured and designed to improve pupils' skills. The teachers have satisfactory subject knowledge, making useful teaching points, for example, on how to pass a rugby ball whilst on the move. They give clear explanations of the task, which means that pupils know exactly what is expected of them. Insufficient attention is given by some teachers to ensuring that all pupils are listening when instructions are given to the class. This slows the pace of their learning because they do not know what to do when the rest of the class commences an activity. There was one unsatisfactory physical education lesson during the inspection. The pace of the lesson was very slow and the pupils spent far too much time listening to repetitive instructions. The organisation of the lesson was also unsatisfactory because pairs of pupils collected the resources they needed one at a time, wasting too much time that could have been used for physical activities. Teachers have very high expectations of pupils during swimming lessons and lessons are planned so that higher attaining Year 3 pupils are challenged well by teaching them to swim in deep water, using a good style. Lower attaining pupils are supported very well through relevant use of praise and firm encouragement. Overall, teachers are confident at teaching physical education but some members of staff are apprehensive about teaching gymnastics and this is an area the school intends to develop in the near future.

132. Levels of attainment have been maintained at a satisfactory level since the previous inspection. The quality of teaching also remains at a sound level that has enabled pupils to make satisfactory progress. Swimming remains strength of the provision of physical education and as a result pupils' swimming skills are at a very good level for their age.

133. The present co-ordinator has been leading the subject for one year and has concentrated on ensuring a balance in the provision of dance, gymnastics, games, athletics and swimming for the pupils. Competitive sport is arranged for older Key Stage 2 pupils. For example, the school participates in football and netball leagues for small schools. Pupils also have the opportunity to take part in the county athletics competition that occurs annually. There is a good range of resources for physical education lessons. Gymnastic apparatus is of good quality and the quantity of smaller resources, such as large and small balls, bats, quoits, beanbags and hoops, is plentiful.