

INSPECTION REPORT

SHIPSTON-ON-STOUR PRIMARY SCHOOL

Shipston-on-Stour

LEA area: Warwickshire

Unique reference number: 125520

Headteacher: Michael Parkhouse

Reporting inspector: Peter Nickoll
22033

Dates of inspection: 25.09.00 to 28.09.00

Inspection number: 224648

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

School category: Foundation

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road
Shipston-on-Stour
Warwickshire

Postcode: CV36 4BT

Telephone number: 01608 661266

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Appropriate authority: The Governing Body

Name of chair of governors: David Hudson

Date of previous inspection: 14.10.1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Nickoll	Registered inspector	Physical Education	<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are the pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
Catherine Stormonth	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
Christopher Corps	Team Inspector	<p>English</p> <p>Art and Design</p> <p>English as an Additional Language</p>	
Esther Digby	Team Inspector	<p>Design and Technology</p> <p>Music</p> <p>Religious Education</p>	
Mary Kay	Team inspector	<p>Geography</p> <p>History</p> <p>Equal Opportunities</p>	
Ingrid Lemon		<p>Mathematics</p> <p>Under Fives</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
Ian Thompson	Team Inspector	<p>Science</p> <p>Information Technology</p> <p>Special Educational Needs</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shipston-on-Stour Primary School is situated in the small town of Shipston-on-Stour in south Warwickshire. It is a Foundation School with 394 pupils on roll, 192 boys and 202 girls, aged from four to eleven years. Just over seven per cent of pupils are entitled to free school meals. There are one hundred and eighteen pupils (29.9%) on the school's register of special educational needs of whom sixty three (16%) are on stages 2-5. Both of these figures are above the national averages. There are five pupils (1.3%) with a statement of special need which is just below the national average proportion for primary schools (1.5%) and matches the proportion in Warwickshire primary schools. Children from the usual range of socio-economic circumstances enter the school with attainment judged to be broadly average. Most pupils who attend the school live in or near to the town.

HOW GOOD THE SCHOOL IS

Shipston-on-Stour Primary School is a good school. It has many significant strengths and has improved since the last inspection. The attitudes of the pupils to their school and the emphasis the school gives to pupils' personal development are excellent. The leadership of the head teacher in establishing such a caring school is very good. The headteacher and governors are aware of the school's strengths and areas for development and have effective plans to bring about the required improvements. Financial matters are handled efficiently taking due regard of cost effectiveness. The quality of the teaching is good; all lessons are at least satisfactory with two out of every three lessons taught being good or better. As a result of effective leadership and management and effective teaching, standards are improving. In the national tests in 1999, standards at age seven, were well above average in reading and mathematics and were very high for writing. At age eleven standards are broadly average for English and mathematics and well below average in science. Since 1999, standards have improved at both ages in reading, writing and science. In mathematics, standards are rising for the younger pupils whilst improvements have yet to be reflected in the national test scores for eleven year olds. The school has a curriculum that meets the needs of all pupils and provides suitable opportunities that benefit all pupils. The arrangements for caring for its pupils are very good. The school keeps parents and carers well informed about their children's progress and encourages their support. Taking into account the effective leadership, good teaching, the excellent attitudes of pupils, improving standards and the cost effectiveness of the school, the school provides good value for money.

What the school does well

- Enjoys effective leadership whereby all children are listened to and valued.
- Promotes excellent relationships so that children are sensitive to the feelings and needs of others.
- Teaching is good.
- Standards in English and information and communication technology are good.
- Makes good provision for pupils with special educational needs.
- Promotes very good behaviour.
- Provides a wide range of clubs and activities; opportunities for music and sport are very good.

What could be improved

- Children's awareness of how well they are doing and what they need to do to improve.
- The implementation and resourcing of the new curriculum for the youngest children.
- The consistency of teachers' planning, assessment and marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made many very significant improvements since the last inspection. The head teacher and governing body have established effective systems that allow them to have a good understanding of what the school does well and what it needs to do to improve further. Monitoring of teaching and learning has resulted in an improvement in the quality of teaching throughout the school. All teaching is now satisfactory or better, with two out of three lessons being good or better. Standards are improving

in reading, writing and mathematics at Key Stage 1 and in English and science at Key Stage 2. Improvements in mathematics have yet to be reflected in the national test scores at Key Stage 2. Standards have improved significantly in information and communication technology and they are now above those expected. Raising teachers' expertise, coherent curricular planning and an increase in computer hardware have brought about this improvement. Standards in art have also improved as a result of significant professional development. A greater number of pupils are now achieving the higher level 3 at age seven, in the national tests in reading, writing and mathematics. More eleven-year-olds are achieving the higher level 5 in English, mathematics and science.

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
	1997	1998	1999	1999
English	C	B	C	D
mathematics	B	D	C	C
science	C	C	E	E

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

In the national tests in 1999, standards at age seven, are well above average in reading and mathematics and are very high for writing. When compared with similar schools, that is those schools with a similar proportion of pupils who are eligible for free schools meals, standards are well above average in reading and mathematics and are very high for writing. At age eleven, standards are broadly average for English, and mathematics and well below average in science. When compared with similar schools, standards are below average in English, average in mathematics and well below average in science. In the 2000 national tests, standards have improved for both ages in reading, writing and science. In mathematics, standards are rising for the younger pupils whilst improvements have yet to be reflected in the national test scores for 11 year olds. Standards have been generally rising since 1996 in English and mathematics though standards fell in English in 1999. Standards have been falling in science for the oldest pupils since 1996. However the school has arrested this decline in the 2000 national tests. The school has set itself challenging targets for improvement in English, mathematics and science. It has appropriate plans in place to enable these targets to be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent. Pupils really enjoy coming to school; they try hard to succeed and relish participating in all school activities.
Behaviour, in and out of classrooms	Behaviour throughout is very good.
Personal development and relationships	Personal development is very good. Pupils are polite, friendly and helpful. They are very thoughtful towards others and relationships between all members of the school community are excellent.
Attendance	Attendance is good. Pupils attend regularly and arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is good throughout the school. All lessons observed were at least satisfactory. For the children who are under five, seven lessons out of ten were good with one lesson in five being very good. For those pupils aged five to seven, over half of all lessons were good, with one in ten being very good. One lesson observed was excellent. For the pupils aged seven to eleven, seven lessons out of ten were good, with one lesson in five being very good. One lesson observed was excellent. The basic skills of literacy and numeracy were generally well taught. Standards of teaching have improved considerably since the last inspection. Teachers have positive relationships with their pupils and display good class control. Teachers do not always make sufficiently clear to their pupils the learning intentions of the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects of the National Curriculum and religious education are taught. The range and resourcing of learning experiences for the youngest children need to be improved. Educational visits and a very good range of extra-curricular activities particularly in sport and music enrich the curriculum.
Provision for pupils with special educational needs	Provision is good and promotes very good group harmony.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school and makes a major contribution to pupils' personal development and very good behaviour. Provision for pupils' moral and social development is excellent. Pupils from an early age know right from wrong, they listen to, value and respect each other. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	The school offers very good levels of care and concern for pupils' welfare, health and safety. Support and guidance for pupils' personal development is very good helping to extend and enhance pupils' drive to succeed and achieve higher standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership. He has established a school where all are valued and cared for. The aims of the school are very well reflected in all its work; this results in a very well ordered community where pupils can learn and play with confidence. He is ably assisted in this by a supportive and caring staff.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the school and provide effective challenge and support for continued school improvement.
The school's evaluation of	The headteacher and governors have a clear view of the school's strengths and areas for further improvement, and have detailed plans to

its performance	achieve their goals.
The strategic use of resources	Effective use is made of the staff, building and resources for learning. Considering the socio-economic background of the school, the quality of the education and the unit costs of the school, the school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like coming to school. • That their children make good progress. • That teaching is good. • That behaviour in the school is good. • That they would feel comfortable about approaching the school with questions or problems. • That the school expects their children to work hard and achieve their best. • That the school is led and managed well. • That the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work their children receive to do at home. • The range of activities offered outside lessons. • The school does not work always closely enough with parents. • The information parents receive about how their children are getting on.

The inspection team agrees with the largely positive response towards the school given by parents. They examined the amount of homework set and found it to be appropriate and in accordance with the school's clear policy on homework. They also looked at the extra curricular activities provided by the school and considered the range suitably wide and the large numbers of pupils attending these was a real strength of the school.

There is strong evidence that the school does work closely with parents. The open door policy is available and there are clear communications channels open on a daily basis. There are many additional opportunities for parents to become involved in school life and in their children's education. The quality of information about progress contained in school reports is good but there is a big gap in time between the November consultation and the Summer annual school report and open day. This reduces parents views on how well parents are kept informed about the progress children are making. Further additional comments by parents indicate the frustrations they feel about having to find out about their children's progress by their own various methods instead of another formal consultation opportunity.

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Children enter the school at four years of age with a wide range of attainment. Baseline assessment indicates that attainment is just above that usually expected for other schools in the county of Warwickshire. Children make good progress in all areas of learning so that by the end of the reception year they reach the expected learning outcomes for their age. In personal, social and emotional development, some aspects of communication language and literacy and mathematical development they exceed the expected outcomes. Higher attaining children are well challenged, working appropriately within the first stages of the Key Stage 1 National Curriculum.
- 2 In the 1999 national tests and tasks for seven year olds, pupils attained standards that were well above the national average in reading and very high in comparison with the national average in writing. Standards in mathematics were well above the national average. Pupils' attainment in reading was well above those in similar schools, whilst the standards attained in writing were very high. Standards in mathematics were well above those attained in similar schools.
- 3 The percentage of pupils who attained Level 3 (above average) was well above the national average in reading and very high in comparison with the national average in writing. In mathematics the percentage of pupils achieving Level 3 was well above the national average. When compared with similar schools, those attaining the higher Level 3 were well above the national average in reading and mathematics and very high in writing. Overall, teacher assessments were very close to the test results in reading, writing and mathematics, indicating a very good understanding by the teachers of pupil achievement. There was no significant difference between the performance of the boys and girls in science and mathematics. However, in the 1999 tests in reading girls performed better than boys.
- 4 Teacher assessment of pupils aged seven in 1999 in science showed that attainment was average. Although the proportion attaining the standard expected at this age was below average, the proportion reaching higher standards was well above average.
- 5 Trends for the last four years indicate that standards in reading and writing continue to rise. In mathematics the school has made improvements for the last two years. Unofficial test results for pupils who took the test in 2000 show that standards in reading, writing and mathematics and science have improved further. Current performance indicates that standards at age seven remain high for reading, writing, mathematics and science.
- 6 In the 1999 national tests for eleven year olds, pupils attained standards which were broadly average in English and mathematics. In comparison with similar schools pupils' attainment was below the national average in English. Standards in mathematics were in line with those schools with a similar intake. Standards in science were well below the national average and in comparison with similar schools. The comparison with schools of similar intake is based on the proportion of pupils eligible for free schools meals.

- 7 The percentage of pupils who attained level 5 (above average) was above the national average in English and mathematics and well below the national average in science. When compared with similar schools, those attaining the higher Level 5 were in line with the national average in English, above average in mathematics and well below in science. Overall, teacher assessments were close to the test results in English and mathematics, indicating a good understanding by the teachers of pupil achievement. However in science, the actual test results were significantly lower than the teacher assessments. There was no significant difference between the performance of boys and girls in science and mathematics. However, in the 1999 tests in English girls performed better than boys.
- 8 Trends for the last four years indicate that standards in English have risen. In mathematics the school has made improvements for the last two years. In science in 2000, the school has arrested the gradual fall in standards that had occurred. Unofficial test results for pupils who took the test in 2000 show that standards in English and science have improved further whilst those in mathematics have remained static. Current performance indicates that standards at age eleven remain high for reading and science whilst standards in writing and mathematics are as expected.
- 9 In reading, pupils make good progress and by the age of seven, most pupils are fluent readers, enjoying a range of books that is appropriate for their age. All pupils are enthusiastic about reading, and many read with expression. They are able to re-tell stories, and can talk with confidence about plot and character. Higher attaining pupils read with confidence. At seven, pupils write effectively. Pupils' handwriting and presentation is generally good, with some pupils writing in a neat, cursive script. Pupils can write in sentences that are well structured. Most pupils understand and can use full stops and capital letters to mark sentence boundaries, while some higher attaining pupils are able to write in different styles. Spelling standards are generally good, with most pupils able to spell simple monosyllabic words appropriate to their age.
- 10 Pupils make good progress and by the age of seven; the quality of their speaking and listening is good, and occasionally very good. Pupils are attentive to their teachers, and listen well to instructions and explanations.
- 11 In mathematics, pupils make good progress and by the time they are seven, they have good skills in calculating, using simple addition and subtraction with numbers up to 100. They understand the significance of the position of a digit in a number to its value and are beginning to develop good strategies for calculating mentally. They have good recall of those multiplication tables that they have learnt. They are able to exchange coins up to £1 for their equivalent value, and name and describe common two dimensional and three dimensional shapes.
- 12 In science the pupils make good progress through the key stage. They are given good opportunities to develop their investigative skills and, as a result, these are high. Particular emphasis is placed on testing ideas, observing and recording. Similar good progress is made in the development of scientific knowledge and understanding of life processes and living things (Attainment Target 2), materials and their properties (AT3) and physical processes (AT4).
- 13 By the age of seven, pupils are making satisfactory progress and achieving the expected standards in art, design and technology, history, geography, music and physical education,

- 14 Pupils make good progress through Key Stage 2 in developing their reading skills. By the age of eleven, pupils continue to be very positive about their reading, and build successfully upon the skills and attitudes they have developed at an earlier age. Pupils are able to discuss their preferences, and clearly find the reading of fiction an enjoyable and worthwhile activity. Higher attaining pupils are developing good skills of inference and deduction. Most pupils understand the differing skills needed to tackle an information text. However, skimming and scanning skills are weak, sometimes through the lack of sufficient opportunity to develop their own independent learning skills. Many pupils can write narrative, using an extensive vocabulary. Many can use paragraphs well to organise their writing. Pupils' handwriting and presentation is generally good, though there is unevenness between the ages of seven and eleven, which restricts pupils reaching higher standards in this aspect. Spelling is generally good. The writing of non-fiction forms is less well developed. Some effective writing does occur in other subjects, such as history, but the range and frequency of opportunities to write to instruct, to persuade or to recount, is limited, and standards are not as high as in their narrative writing.
- 15 By the age of eleven, the quality of pupils' speaking and listening is good, and occasionally very good. Many pupils talk in extended sentences, showing considerable command of the language and an awareness of their audience. When invited to contribute their viewpoints, or to offer an explanation, all pupils are able to do so with confidence. These opportunities occur most often during whole class teaching, but far less frequently when pupils are working in smaller groups. Here, pupils support each other informally, but are rarely asked to collaborate, to investigate an issue together, or to solve a problem.
- 16 Pupils make good progress in mathematics. Most pupils, by the age of eleven, have a good understanding of number patterns and relationships between numbers. They can measure accurately and use their measurements to calculate areas and perimeters. They have a good understanding of fractions. They are able to calculate mentally and give reasons for their answers. They can multiply decimals and handle data efficiently.
- 17 By eleven, in science, pupils' have good investigative skills and their scientific knowledge and understanding is well developed. A significant feature of older pupils' learning is their ability to undertake work independently.
- 18 Pupils make good progress through the school and attain high standards in information and communication technology. Pupils are competent in all aspects of the subject. They use data well and present it in a variety of forms. The standards in religious education are as expected in the local agreed syllabus for those pupils aged seven, and above those expected for the eleven year olds. Pupils show sensitivity and awareness for the beliefs and customs of others. They have a broad understanding of religious festivals and know how important religion is in some people's lives.
- 19 By the age of eleven pupils make satisfactory progress and achieve the expected standards in art, design and technology, history and geography. Pupils make good progress in physical education and music and, as a result, achieve high standards.

- 20 Most of the pupils with special needs make satisfactory progress towards the targets set for them in their individual education plans (IEPs). This progress is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. This is closely linked to the good quality support which is provided in the school. Review summaries indicate that few pupils are making less than satisfactory progress in meeting the targets set in their IEPs.
- 21 Almost without exception, the special needs pupils observed in class and during withdrawal sessions have positive attitudes to their work and this is a strength.

Pupils' attitudes, values and personal development

- 22 The good behaviour recorded in the last inspection report has improved considerably. Excellent attitudes and very good behaviour are significant strengths of the school. Right from the time children start in reception, they are instilled with good manners and a good work ethic that stays with them all the way through school. Pupils have an excellent understanding of the impact of their actions on others. They have a genuine enthusiasm for school, a great desire to learn and appreciate all the challenges school has to offer. Parents also expressed a high level of confidence in the school for achieving very high standards of behaviour and attitudes.
- 23 In nearly all lessons, attitudes to learning are very good. Pupils listen attentively to teachers, settle to tasks quickly and work diligently. They show real enjoyment when participating in many activities, like the wonder of discovering autumnal trees by the reception class or the pleasure of listening to a visiting brass band. Extra curricular activities are very well supported and pupils have a lot of fun. Pupils feel confident to speak freely when answering questions, knowing that peers will respect their differing feelings, values and beliefs. Pupils are often very supportive and help others, and are quick to recognise achievement, shown by spontaneous clapping in a number of classes. In PE, beginner swimmers who exceeded their personal bests brought much admiration from others. Pupils collaborate well and work constructively, when given the opportunity, in music and in ICT when pupils were sharing the computers and taking turns.
- 24 Behaviour around the school is very good, both inside and outside the classroom, and this enhances the quality of school life. Only one lesson was disrupted by unsatisfactory behaviour which was traced back to weaknesses in behaviour management. Pupils are welcoming, open doors and are very polite to visitors. They are confident and show a surprisingly high level of maturity without any hint of arrogance. Lunchtimes are sociable and pleasurable times. Behaviour in the playground is very good and there is no evidence of vandalism. Bullying seldom occurs. The exclusion rate is low and incidents of any serious behaviour are commendably rare. Relationships between all parties are excellent, based on mutual trust and respect. The school is orderly and has a pleasant happy atmosphere.
- 25 Pupils' personal development has strengths in the development of good social skills, good working relationships and good attitudes to work. High expectations are laid down and pupils respond well. Specific lessons seen in circle times instruct pupils effectively on the value of keeping the 'golden rules', working hard and co-operating with others. There are many opportunities for pupils to take on responsibility by assisting in daily routines, running errands and helping when needs arise. The Year 5 residential trip to the Kingswood Activity Centre in the Isle of Wight enables pupils to have some great new experiences away from home. In Year 6, pupils are given a wide range of responsibilities that they relish. They fulfil roles which include prefects,

librarians, house and sports captains. They efficiently manage resources such as the PE equipment used at playtime and other equipment for assemblies. As Peer Mediators they play an important part in managing behaviour and help to look after younger and more vulnerable pupils in the playground in a very impressive way. Pupils use initiative well when peer mediating, leading assemblies, raising money for good causes and working independently. A weakness in personal development is that pupils have too few chances to assess their own performance and subsequently determine their own targets for improvement.

- 26 Attendance is good. Much of the authorised absence is attributable to taking holidays in term time. Despite the school's best efforts to discourage holiday disruption to pupils' education, parents seldom heed the school's advice in this regard. The rate of unauthorised absence is well below the national average, and it has commendably declined further since the last inspection. Punctuality on arrival at school is generally good. The attendance patterns of pupils with special educational needs are no less good than those of all other pupils. The parents of most pupils with special educational needs are generally keen for their children to succeed and ensure that they attend school regularly.

HOW WELL ARE PUPILS TAUGHT?

- 27 On balance, the quality of teaching is good. Teaching is very good or better in one in five lessons, good or better in two out of three lessons and is always satisfactory. On two occasions the quality of teaching was judged to be excellent. Good teaching was observed throughout the school. Half of all lessons observed at Key Stage 1 were good. Seven out of ten lessons were good for the youngest pupils in the school and for those at Key Stage 2. Standards of teaching have greatly improved since the last inspection. In 1996 one lesson in ten was deemed to be unsatisfactory, and only one lesson in sixteen judged to be good or better teaching. This considerable improvement has been brought about by careful monitoring by the headteacher and other senior staff. High priority has been given to developing teaching skills through well targeted, in-service training. There have been a number of changes to the school's teaching staff since the last inspection.
- 28 Within Key Stages 1 and 2, the quality of teaching in the core subjects of English, mathematics and science is good. The teaching of information technology and religious education is also good. Teaching of the foundation subjects, history, music and design technology is good. The teaching of art and physical education is satisfactory. Only one lesson of geography was observed during the inspection.
- 29 The literacy hour is having a positive effect upon the quality of teaching English throughout the school. Teachers plan well to the recommended framework, and most display good phonological knowledge, enabling them to support pupils well in developing their reading skills. The recent introduction of the national numeracy strategy is also beginning to have a positive impact upon the quality of mathematics teaching within the school. Teachers are giving an appropriate proportion of time to direct teaching, and are teaching a range of strategies to develop successfully pupils' calculation skills. The basic skills of literacy and numeracy are generally well taught.
- 30 Throughout the school teachers are conscientious and have very positive relationships with their pupils. In the most effective teaching, teachers' planning is detailed, identifying key learning intentions that are shared with the pupils. This ensures that the pupils are aware of the teacher's expectations, and increases their involvement in the lesson. At the conclusion of lessons, teachers generally

encourage pupils to reflect upon what they have learnt. Many pupils are able, as a result of this sharing of intentions, to ascertain how much they have learnt by the end of the lesson. In an excellent Year 5 English lesson, pupils, were discussing characterisation based around J.K. Rowling's "Harry Potter and the Philosopher's Stone"; excellent planning and the sharing of her learning intentions with the pupils, ensured that they had a very clear understanding of what the teacher expected from them. As a result, the pupils made excellent progress. Making explicit the purpose of learning has a very positive impact upon how pupils learn.

- 31 Most teachers use questioning well to encourage pupils to think and use the knowledge they have acquired. In a good Year 6 mathematics lesson on equivalent fractions, effective questioning by the teacher using correct mathematical vocabulary enabled pupils to increase their understanding and confidence in the reverse of 'cancelling', e.g. $5/8 = 15/24$. Supportive questioning ensured that the pupils were able to develop their awareness and understanding of equivalent fractions and how to simplify them. Praise is used constructively to support and motivate, and teachers intervene at the right moments to sustain pupils' concentration and to develop their thinking.
- 32 Teachers are sufficiently knowledgeable about most of the subjects they are teaching, especially English, mathematics, science, information technology, art and design and history.
- 33 Generally, teachers' daily plans are thorough and include clear learning intentions. Teachers have put considerable time and energy into their planning for the National Literacy and Numeracy Strategies and their plans are effective and support their teaching in all aspects of the frameworks.
- 34 In most cases teachers manage their pupils well. High expectations of pupil behaviour and caring relationships result in high levels of co-operation and mutual respect. As a result, pupils feel confident to undertake more challenging work. In an excellent science lesson in Year 2 where pupils were investigating pushes and pulls, the teaching was of a very high quality because the teacher took great care to ensure that all pupils were fully involved in the lesson. By matching work very closely to their prior attainment, the teacher ensured that all pupils increased their ability to predict, investigate and record the results of their investigations. In very few lessons, unclear and over long explanations, together with insufficient opportunities for the pupils to be fully engaged in their lessons, had a detrimental effect upon their interest, concentration and ultimately their behaviour. As a result, pupils made limited gains in their learning in these lessons.
- 35 Pupils' work is generally well marked throughout the school; staff mark pupils' work and pay particular attention to matters of accuracy, presentation and correction. In the best practice, teachers talk to pupils about their work and use feedback to diagnose where errors and misconceptions arise. The most helpful marking indicates to pupils what they need to do in order to improve their work. However, there are some inconsistencies in practice throughout the school. On occasions some marking is unhelpful and does not allow pupils to have an understanding of what they need to do next in order to improve. The school has plans to review its assessment practice, but at present insufficient use is made of the results of assessment by teachers to modify their daily teaching to ensure that it is well matched to what the pupils need to learn next.
- 36 Most teaching is in mixed ability classes, with the exception of mathematics where

the classes in Years 2 to 6 are organised into groups determined by pupils' prior attainment. In the mixed ability classes, especially within the foundation subjects, on occasions insufficient attention is given to the range of pupil attainment within the class. As a result, some pupils are not given work that is appropriately pitched to their prior attainment while others make limited gains in their learning.

- 37 In the majority of lessons the quality of teaching promotes the learning of pupils with special educational needs. Teachers are aware of the learning and, in a small number of cases, the behavioural targets set for pupils, together with their individual needs. The planned activities or tasks are often, but not always, suitably differentiated to meet these needs and teachers need to consider carefully the appropriateness of whole class teaching, especially in Key Stage 1.
- 38 The setting of homework has a positive impact upon pupils' learning. The school has a policy for homework which is generally followed by most teachers. All pupils have a homework diary that supports the pupils in managing their own learning and aids communication between home and school. However, the use of this is not consistent across the school and therefore its usefulness is diminished.
- 39 Good teaching is a significant contributory factor that enhances the progress of pupils within Key Stages 1 and 2, and has helped to raise standards in English, mathematics and science. Most teachers pay appropriate attention to the particular needs of pupils with special educational needs, including the higher attainers. Pupils make good progress in English. Progress in reading, writing, in speaking and listening is good. In mathematics, during the oral and mental starter, effective questioning enables the pupils to make good progress in using and applying mathematics and in number. However, teachers do not give pupils sufficient opportunities to describe their thinking and, in so doing, some pupils do not fully understand the concept before moving on to other areas. In science, most pupils make good progress. They make good gains in developing their investigative skill and their knowledge and use of scientific language as a result of high teacher expectations. Pupils with special educational needs make consistent progress in English, mathematics and science in line with their peers.
- 40 Effective teaching enables pupils to make at least sound progress in religious education and information technology in Key Stages 1 and 2. In both key stages, pupils generally make satisfactory progress in the foundation subjects.

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

- 41 Since the last inspection, the school has maintained its curricular strengths and made good improvements in areas that were identified as having weaknesses. Appropriate time is now given to using and applying mathematics, information communication technology and knowledge and understanding in art. The school's aims are clearly stated and the curriculum is broad and balanced covering all National Curriculum subjects and religious education. The school has adopted and adapted to meet its needs, the curriculum guidance from the Qualifications and Curriculum Authority (QCA). There is an appropriate emphasis given to developing pupils' skills in literacy and numeracy. The school provides very good personal, social and health education that includes sex education and the dangers of drugs misuse.
- 42 The curricular opportunities for the youngest children cover all the prescribed areas of learning. However, in light of the new curriculum guidance for the Foundation Stage

the quality and range of learning experiences need to be improved.

- 43 The school has implemented the National Strategy for Literacy satisfactorily and the National Strategy for Numeracy has been effectively implemented. They have contributed to improving the quality of teaching and learning opportunities for all pupils.
- 44 Teachers plan collaboratively across year groups and there is an effective whole school approach to planning. This has helped to ensure that learning builds continuously on previous learning and meets pupils' needs, but there is an inconsistency in the quality of the planning; learning objectives are not always clearly identified.
- 45 The provision for pupils with special educational needs is good and this is a strength. All of the pupils enjoy full and equal opportunity of access to the curricular and extra-curricular provision made by the school. The system of support, in class and by withdrawal, is extensive. It enhances the provision and makes a substantial contribution to the attainment and progress of the pupils.
- 46 The school provides a very good range of extra-curricular activities, particularly in sport and music. Extra-curricular activities include ball skills, gymnastics, aerobics, art and craft, school band, and German. Parents also help with these clubs. Visitors make useful contributions to enrich the curriculum; these include the local vicar, a resident artist, musicians and people from the community. Pupils' learning is enhanced by visits organised to local places of interest. Pupils in Year 4, for example, visited Coventry Cathedral. The quality of the art produced following the visit was of a very high standard. The school has good links with the local playgroup and nurseries and this helps the children settle easily into school. There are also good links with the local secondary school with good induction procedures to support pupils' transfer.
- 47 Music provision is a particular strength of the school. Many pupils get the opportunity to learn to play a tuned musical instrument including recorder, violin, flute, clarinet, cello and keyboard. The school band club gives pupils the opportunity to play together and enjoy the experience of music as well as performing. The music is of a high quality and contributes to many aspects of the school life such as assemblies and performances.
- 48 The school commits itself to equality of opportunity for all its pupils. It ensures that all groups of pupils have equal access to the curriculum and that it appropriately meets their individual needs.
- 49 Provision for pupils' personal development is very good. This is promoted well through 'circle' time and a whole school programme is currently being developed. Pupils are encouraged to talk about their feelings, to share experiences, to respect each other's views and to care for each other. Pupils learn to be responsible for themselves and for others and to exercise very good self-discipline. There are good opportunities for pupils to take on responsibilities in and out of class. The role of 'peer mediator', through which Year 6 pupils support and care for younger pupils, is taken very seriously and has a very positive impact on the well being of all pupils. The house system and prefects also enable pupils to show initiative, co-operation and promote the school's culture of praise.
- 50 Provision for spiritual development is good. Assemblies and religious education make a significant contribution by helping pupils to reflect on their own and other people's lives. There is a real sense of community and sharing in assemblies and this adds to

the spiritual dimension. At the beginning of a whole school assembly, pupils were invited to light a candle to mark the happening of a significant event in their lives that had made them happy or sad. Good opportunities are provided for awe and wonder, reflection and visualisation in assemblies and in relevant aspects of the curriculum. For example, when pupils were given the opportunity to handle artefacts in a religious education lesson and when the youngest pupils were encouraged to wonder at aspects of the natural world during an 'autumn walk'.

- 51 The school's excellent provision for pupils' moral and social development is a significant strength and makes a very effective contribution to fulfilling its aims and providing a supportive community with a very positive ethos for learning. Moral issues are addressed through the school's daily life and, from an early age, pupils develop a clear understanding of right and wrong, and adopt values of honesty, fairness and respect. In a class assembly in Year 5, pupils wrote and then acted out scenarios reflecting issues around friendship. All pupils in the class listened attentively and were able to discuss the points made in a mature and sensitive manner. Older pupils treat younger pupils with sensitivity and care and behave sensibly when not being supervised directly. All staff have high expectations of good behaviour, and encourage pupils to take responsibility for their actions and to take good care of resources, to respect property and the school environment.
- 52 Pupils' social development is excellent and is reflected in the ways they relate to one another and to adults in the school. Pupils are very kind, caring and supportive of each other. Adults set good examples to pupils to be consistently considerate and courteous. Pupils are very willing to take turns, share and listen to each other. Throughout the school there exists an atmosphere of genuine mutual respect and everyone feels valued. Pupils are often expected to work together, either with a partner or in small groups. They co-operate well together and learn from each other. Most parents feel that the school achieves high standards of social behaviour. Inspection evidence confirms this view.
- 53 There are good opportunities for pupils' cultural development. Multicultural education is promoted through different aspects of the curriculum. They learn about major world religions in religious education and visit places of worship. For example, Year 3 pupils visited a Mosque and pupils from Year 4 went to the local Hindu temple. There are good opportunities to be aware of other cultures, for example, through work in art and music. The school organised a 'multicultural experience' for Year 5 pupils that was inspired by the African myth 'Why is the sky far away' and this involved them in art, music and drama work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 54 The good level of care and support for pupils reported at the previous inspection has been improved further and is one of the school's several strengths, creating a climate of security and well-being that improves the effectiveness of the curriculum. Parents and pupils report that they feel very well supported by the school and they find it easy to approach the school with any problems or concerns. There was an overwhelmingly positive response to pupils' liking school.
- 55 The school has very good procedures to promote good attendance and punctuality. Registers are consistently maintained and efficient office staff look for any patterns of suspicious or unauthorised absences, and alert the Education Social Worker who follows them up. These effective measures have played an important part in achieving very low levels of unauthorised absence.

- 56 Procedures for managing and promoting good behaviour are also very good and are applied consistently by all adults in the school. Pupils know the "golden rules" and value the house point reward system for high standards of work and play. The school believes in early intervention, working closely with parents and takes all steps to eliminate any form of harassment and is highly successful in this regard. The school ensures the adage it uses in posters around the school 'that every pupil has the right to go home happy' is working well. The 'worry box' is an excellent way for more vulnerable pupils to seek help and share problems. Since the introduction of the Peer Mediation scheme the number of worry box complaints has fallen sharply. This reflects the outstanding job Year 6 pupils do in helping others have a good quality and happy school life.
- 57 The steps taken to ensure pupils' welfare, health and safety including child protection are very good. The arrangements for child protection are excellent and meet all the statutory requirements. The headteacher is the designated person and staff are aware of their responsibilities. Training is up to date. When pupils are sick or injured they receive a high level of care and attention. Those pupils who have a range of medical conditions are well known and catered for. Health and safety risk assessments are thorough and any issues are subject to swift remedial action. The school security arrangements are good.
- 58 The procedures for assessing pupils' attainment and progress are good overall, but have strengths and weaknesses. The strengths are mainly in the quantitative analysis of pupil performance, from the baseline assessment on entry to the ongoing end of year testing for each year right up to Year 6, including the national test results at the end of both key stages. The progress of each pupil is tracked and those pupils who have low scores are specifically targeted and supported appropriately as a priority. Teaching staff are given the statistical data for each pupil and are able to group pupils effectively in appropriate ability sets and match their learning needs accordingly. The school is aware that the data needs to be translated further into learning in a more formal, structured and consistent way. The good practice of some staff who evaluate the outcomes of lessons to inform future lesson planning should be extended further. It lends itself to individual target setting to raise standards even more. Assessment forms on the back of literacy and numeracy planning sheets are completed inconsistently and are not fulfilling their function. The tracking of progress in science and non core subjects is inconsistent. Pupils are not sufficiently involved in assessment as an ongoing process and are not able to self evaluate their progress effectively and know the best way they can improve.
- 59 Assessment arrangements and the identification of pupils with special needs are suitably rigorous. The principal focus is on pupils with deficiencies in literacy skills. Baseline assessment, standardised assessments, teachers' observations and end of topic assessments in the core subjects each contribute to the tracking and identification of pupils whose performance and rate of progress is below average.
- 60 Teachers' assessment records are generally detailed but the records maintained in the IEPs for pupils on Stage 2 and above are particularly detailed and well documented. The assessment information is used to set targets and monitor progress at suitable intervals, usually once each term but occasionally more frequently. The curricular provision and support matches well with identified needs and the targets set for SEN pupils. As a result, the school is successful in improving the rate of progress, and in raising the attainment of some pupils who move down, and occasionally, off the SEN register.

- 61 The school employs eleven learning support assistants who support pupils with special needs. The members of the learning support team are experienced in helping to meet the needs of young children with learning and behavioural difficulties. Each makes a significant contribution to the individual and collective needs of pupils on the special needs register. The deployment and the quality of the support which they provide is a strength of the school. The statements and review documents of pupils on Stage 5 of the SEN register are up to date and the provision outlined in those documents is being satisfactorily fulfilled. Resources are of satisfactory quality and quantity. They adequately meet the needs of the range of special needs encountered in the school. There are good relationships with external agencies who are able to offer further support and guidance to help those pupils achieve more.
- 62 The tracking of personal development is also very good. The school knows its pupils and their families and supports them very well to enhance learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 63 The school places great emphasis on working closely with parents and does everything it reasonably can to ensure that parents are made to feel welcome and that they are kept closely informed about the day-to-day life of the school. A majority of parents is pleased with the arrangements and holds the school in high regard.
- 64 Analysis of the parent's questionnaire reveals that most parents have confidence in the school and believe that their children are encouraged to learn and achieve. They feel comfortable in approaching the school with any problems. In particular parents are very pleased with the standard of teaching; the inspection found their confidence was fully justified. Some concerns were expressed about the level of homework. Overall, the school sets the type and amount indicated in the homework policy and this is entirely appropriate for pupils of this age. Some parents expressed misgivings about the range of extra-curricular activities. The inspection team found that this area is a particular strength of the school and it is good to find so many pupils happily engaged in such a wide range of sporting, musical and other interesting activities.
- 65 A quarter of respondents to the questionnaire felt that they were not sufficiently well informed about their children's progress. Inspectors found that school reports are good. Staff go to a great deal of trouble to indicate carefully what pupils have achieved, and progress is reported at length in annual school reports. There are also some useful general targets and advice for improvement. The arrangements for consultation however are the main cause of parental discontent. The 'scene setter' opportunity for parents to find out about the general planning for the new year group and meet new teachers is very useful. The main consultation in November is a crucial time for parents to know how their children are performing and how they can support them further. The time from November to when parents receive the annual report in June, is considered too long. Parents need information on their child's progress at more frequent intervals. It is recognised, however, that parents have the opportunity to request information on their child's progress at any time. Parents of pupils who have special educational needs expressed great satisfaction with the information and support their children receive and with the working relationship that they have with the school.
- 66 Parents of children with special needs are given every opportunity to be involved in the provision which the school makes for their children. When the school raises concern about children who are functioning below the expected standard, parents are invited to

discuss with staff any areas of difficulty. For those pupils on the SEN register parents and guardians are invited to be involved with target setting and in helping their children to meet their targets by working with them on given tasks at home. Parents of pupils with statements are invited to annual review meetings as is required.

- 67 Links with parents are good. Parents are actively involved in their children's learning and the life of the school. This strong partnership is forged when pupils are inducted into reception class. A home visit from the teacher, a series of meetings and visits and a follow up visit from a governor ensures pupils are provided with the best possible start at school and families become known to the school.
- 68 The impact of parents' involvement on the work of the school is very good. Parents volunteer in large numbers to help in the classroom and ensure the smooth running of swimming lessons and school trips where their help is invaluable. Parents played a vital role in helping to get the school ready for the autumn term start after the upheaval of new building work. Daily reading records on which parents can comment, the home school books and the homework diary, provide excellent daily communication channels. The school's "open door" policy is used well and staff and the headteacher make themselves freely available to talk to parents. The Parent Teacher Association (PTA) is a very active group. There are year group parent representatives who help and guide new parents, and disseminate information for specific year group activities. The PTA provides many opportunities for parents and the community to help raise valuable funds and it has a busy social calendar. New playground equipment and proposed ambitious playground landscaping has been funded in this way.
- 69 Parents are invited to meetings about important aspects of education. The government initiatives on literacy and numeracy and how best to support learning for the national tests were explained to parents at annual general meetings. Parents are consulted about issues within the school and an extensive survey formed the basis of the school development plan in many areas. The home/school agreement was derived in this way and has been successful. Regular newsletters called the Primary Platform keep parents well informed. The quality of information is good, the school prospectus and the governors' annual report contain all the required information they should.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 70 The head teacher and governors provide the school with effective leadership. Together they have a very clear understanding of the strengths of the school and the areas that they need to address in order to improve the quality of education that the school provides and to raise standards further.
- 71 The headteacher displays good leadership. He has been in post twelve years and during this time has successfully led the school through many significant changes. These include the school successfully applying for Grant Maintained status and, more recently, the completion of a significant building project that has enhanced the accommodation of the school. The head teacher has been extremely successful in establishing, throughout the school, a community in which all are listened to, cared for and valued. He has established good working relationships within the staff team, many of whom are new to the school, and who show a commitment to whole school improvement. He leads by example, spending a significant amount of time in supporting pupils and colleagues.
- 72 The aims of the school are very well reflected in all its work. The aims express a

commitment to high achievement, good relationships and equality of opportunity for all pupils. The school places great emphasis on the promotion of high standards of morals, values and behaviour. This was very evident, not only in the arrangements that the school makes to care for its pupils but by the care and support that the pupils show towards each other. This results in high standards of behaviour shown by the pupils. The school achieves its aim of analysing its performance against others and setting realistic targets.

- 73 The school development plan is good and plays a very important part in school development. It underpins all school initiatives. The plan is based upon an evaluation of previous plans, the results of a parental survey and questionnaire and an analysis of the standards that the pupils achieved. It is a considerable document but is understood well by staff and governors who have been involved in its conception and also in its review. The plan displays both the head teacher's and governors' knowledge of the needs of the school. The many initiatives are prioritised and have at their root the intention to raise the quality of education and the standards that the pupils achieve. Each initiative identifies the persons responsible for delivering the plan, the success criteria by which the plan is evaluated, is costed and is set within very clear timelines. The school provides a summary of the development plan. This enables all who work in the school to share in the development of the school. This fact was praised by assessors for the 'Investors in People' award which the school has recently achieved.
- 74 The last inspection in 1996 highlighted the need for the governors and head teacher to implement a more rigorous and systematic evaluation of the quality of teaching and learning. This they have successfully done. The headteacher, deputy headteacher and some subject managers undertake systematic monitoring of the quality of teaching and learning. Strengths and areas for development are fed back to staff, and targets for improvement are set. This process determines the professional development programme of the school. The school development plan identifies the need for all subject managers to have an opportunity to be able to monitor standards of teaching and learning within their subject responsibility.
- 75 The head teacher, deputy head teacher and other key staff undertake careful analysis of the standards that pupils achieve. The results of this analysis are shared with staff and governors, and targets for whole school improvements are set. Subject managers, subsequently take note of this analysis and review their planning accordingly. Teachers also determine targets, expressed in National Curriculum levels, for English, mathematics and science for every pupil in their class. Some teachers share these targets well with the pupils and translate them into small and achievable learning targets that their pupils can understand and strive for. However, this practice is not sufficiently well developed throughout the school.
- 76 There has been a significant improvement in the quality of teaching since the last inspection. At that time 90% of teaching was judged to be satisfactory; however, only one lesson in 16 was judged to be very good or better. During the recent inspection, all of the teaching was judged to be satisfactory, with two out of every three lessons being judged good and nearly one in four being very good or better. Two lessons were judged to be excellent. This improvement in teaching has largely been brought about by the successful implementation of the National Strategies for Literacy and Numeracy and by the establishment of a more systematic process for monitoring the quality of teaching. As a result of this improved teaching, standards in reading, writing, mathematics and science are improving throughout the school. This improvement in the standard of mathematics has yet to be translated into the end of

year national tests results for 11 year olds.

- 77 Monitoring and evaluation of the standards achieved by pupils and of the quality of teaching has been undertaken by the English, mathematics and science subject managers but the role is less well developed in other areas of the curriculum. This fact has been recognised within the school development plan and the head teacher has plans to develop the role of subject manager in order raise standards and improve the quality of education that the school provides. Many subject managers have a very good understanding of the areas for improvement within their subject and have plans to bring these about. Most subject managers have detailed records of the achievements of pupils and have a record of the professional development that they have undertaken.
- 78 The school's policy, provision and procedures for pupils with special needs meet the recommendations of the Code of Practice in almost every particular. The school has a Learning Support Manager whose sole responsibility is to co-ordinate the support programmes of pupils on the special needs register and higher attaining pupils who are identified as more able. As such she is responsible for liaising with parents and appropriate agencies. An up-to-date special needs register is maintained and there is a newly appointed and appropriately experienced member of the governing body with responsibility for special needs provision. Assessments are undertaken, reviews are conducted and parents are informed as is required. Links with external agencies such as the Warwickshire Support Services are particularly strong and effective. In these matters the recommendations of Circular 6/94 are satisfactorily met. The school brochure provides appropriate information about the arrangements made for children with special needs. The statutory requirement relating to the governors' Annual Report to Parents does not provide an evaluation of the school's provision but it does provide detailed information well above that normally found in documentation available to parents.
- 79 The governing body is fully involved with the work of the school. A key issue in the last inspection report noted the need for governors to increase their role in monitoring and evaluating the work of the school. Several governors have been appointed to the school since the last inspection and the board has reviewed their working practices to ensure that they play a full part in improving the school. They are fully involved in determining and monitoring the school development plan, they regularly analyse test results, are aware of the standards that the school achieves and, with the headteacher, have set realistic targets for improvement. The governors both challenge and support the school. Governors make regular visits to school and report back to governor meetings. Through discussions with the headteacher and staff, the governors are very aware of the improvements that the school has made but also of what the school needs to do to improve further.
- 80 The effectiveness of the school's induction arrangements are borne out by the way in which the many new teachers have settled quickly into the life of the school and are making their contribution. The new induction arrangements for newly qualified teachers are in place and the teachers are receiving very effective and appropriate support and guidance. All staff and learning assistants undertake effective professional development. Training is determined following appraisal or professional interviews. The headteacher and other senior staff carry out appraisal interviews and, in discussions with staff, set targets for improvement.
- 81 The governing body and headteacher carefully determine the budget taking due consideration of the desired developments and improvements. The governors

monitor any specific grants that the school might be given, e.g. for information technology or for providing support for pupils with educational special needs. The governors apply the principles of best value to all their spending decisions. The governors and headteacher take a keen interest and pride in the way the school is perceived locally. It makes good use of the analysis of assessment results, including comparisons with other schools, to target its spending to bring about improvements in standards. The governing body takes steps to ensure value for money. The school finances and administration are well managed. The recent local authority audit reflected this. Minor recommendations have been carried out.

- 82 For a number of reasons there has been a significant number of staff changes in recent years. New staff have quickly settled in and are playing a full part in the life of the school. At the time of the inspection there were sufficient staff to ensure that the pupils received their entitlement to the national curriculum programmes of study. Learning support assistants support the teachers effectively and play a full part in all aspects of school life. Lunchtime supervisors support pupils well at lunchtime and share responsibility for the good behaviour of children both within the school and outside.
- 83 The school building and grounds provide a suitable, safe and secure environment for all pupils. The classrooms, many of which are enhanced with quality displays of work which support pupils' learning, are of an appropriate size. Many classrooms are enhanced by and benefit from an adjoining practical area. These were used appropriately by pupils for information and communication technology and art. The accommodation has recently been enhanced by the provision of four new classrooms. These replace temporary classrooms that were housed on the playground. The school has a large hall that is used for physical education, music and assemblies. A new library has yet to be established following the building programme. It will provide the pupils with opportunities for research once the new furniture has been fitted. The school is in good decorative order and provides sufficient opportunities for the broad curriculum. The outside accommodation is good. The attractive grounds are used and looked after well. A large field and sufficient playground space provide opportunities for all the pupils to enjoy.
- 84 Resources to support learning are generally adequate. The school has recently increased the number of reading books, the quantity of equipment for mathematics and it has significantly increased the number of computers available to the children. Resources for the youngest children in school are inadequate to provide them with suitable opportunities for play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 85 To improve further the quality of education and standards of achievement, the governors, head teacher and staff should:
- (1) provide more opportunities for pupils to participate more fully within lessons and to increase the pupils' awareness of their own learning by:-
increasing the opportunities for pupils to respond to and pose questions, describe their thinking and to be more fully engaged in their learning;
ensuring that all teachers share with pupils the learning intentions;
inform pupils how well they are doing and
set individual targets for their improvement.
- (refer to paragraphs 30, 34, 126, 128, 142)

(2) ensure the effective implementation of the Foundation Stage curriculum by extending the range and quality of suitable learning experiences and by improving the quality and quantity of the equipment and resources provided for their learning.

(refer to paragraphs 89, 90, 98, 100)

(3) ensure that the good practices observed in some teachers' planning, their use of assessment data and the way teachers mark pupils' work is applied consistently throughout the school.

(refer to paragraphs 34, 35, 116, 126, 145, 147)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	105
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	44	34	0	0	0

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

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		394
Number of full-time pupils eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		118

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	20	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	27	27	27
	Total	42	43	44
Percentage of pupils at NC level 2 or above	School	88 (93)	90 (90)	92 (90)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	27	27	26
	Total	42	44	43
Percentage of pupils at NC level 2 or above	School	88 (90)	92 (85)	90 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	27	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	20
	Girls	32	25	26
	Total	47	46	46
Percentage of pupils at NC level 4 or above	School	71 (81)	70 (59)	70 (75)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	23	23
	Girls	29	25	30
	Total	45	48	53
Percentage of pupils at NC level 4 or above	School	68 (80)	73 (74)	80 (78)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	336
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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	28.1
Average class size	28.1

Education support staff: YR – Y7

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	681066
Total expenditure	697547
Expenditure per pupil	1770
Balance brought forward from previous year	39787
Balance carried forward to next year	23306

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	394
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	1	1	0
My child is making good progress in school.	37	57	3	0	3
Behaviour in the school is good.	35	57	5	1	2
My child gets the right amount of work to do at home.	25	54	17	3	2
The teaching is good.	47	48	3	1	2
I am kept well informed about how my child is getting on.	23	48	24	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	38	7	3	1
The school expects my child to work hard and achieve his or her best.	51	46	1	0	2
The school works closely with parents.	20	56	21	1	2
The school is well led and managed.	38	51	6	1	3
The school is helping my child become mature and responsible.	42	53	3	1	2
The school provides an interesting range of activities outside lessons.	19	52	17	4	7

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

- 86 The school admits children into the reception classes in the September of the school year in which they will be five years old. Both classes benefit from small numbers and they each have a learning support assistant. Children are supported well by staff and older children when starting school. This enables them to feel secure and settle in quickly to school life. Most children have had pre-school experience.
- 87 Baseline assessment results of children on entry to the school indicates a wide range of prior attainment which compares favourably with that of other schools in the county. Children make good progress in all areas of learning so that by the end of reception year they reach the learning outcomes expected for their age. In personal, social and emotional development, some aspects of communication, language and literacy and in mathematical development they exceed the expected outcomes. Higher attaining children are well challenged, working appropriately within the first stages of the Key Stage 1 National Curriculum. Baseline results, on-going observations and other assessment information are used effectively to inform the short term planning, to ensure that progress is made.
- 88 There has been considerable disruption to the reception classrooms at the beginning of term and there has not been sufficient time to fully organise the learning environment. However, staff have worked hard to ensure that there is a secure, calm, relaxed and purposeful environment. Teachers' planning covers all the areas of learning and there is a balance of adult-led activities and those that children can work at independently, with adult intervention when appropriate. The planning for these independent activities needs to be linked more clearly to the planned learning intentions; short-term plans need to indicate the role of the adult in the learning. Reception staff work very well as a team, including the learning support assistants who provide valuable support, in small groups and at an individual level.
- 89 Whilst classroom organisation and management are good and have a clear structure the range of learning experiences is not sufficient, nor of a high enough quality, particularly for creative development and knowledge and understanding of the world. The quality of the learning resources is poor overall and they are insufficient in quantity. The learning environment needs to be more stimulating and exciting to provide more opportunities for children to play, explore talk and enquire. The school has plans for the outdoor environment but as yet there has not been time to implement them. The Early Years' co-ordinator has written an action plan for the development of the outdoor curriculum and recognises its importance in providing appropriate experiences. She has a good understanding of the needs of young children and how they learn, and is aware of the changes needed to implement the new curriculum guidance for the Foundation Stage children.
- 90 Teaching in the reception classes is good overall, two out of every three lessons are good and there is some very good teaching. Where the teaching is good or better, teachers have high expectations, the interaction with the children is of a high quality, children are given opportunities to explore and investigate and the learning is exciting and fun. Teachers maximise every incidental learning opportunity and make links across all the areas of learning. Teachers use praise well to motivate the children and have a good knowledge and understanding of the children' abilities and needs. In less effective lessons, the learning and teaching at times lacks interest and

excitement.

- 91 There are good systems of induction; home visits are made by teachers to ensure a smooth transition from home to school. Parents are well informed about the aims, routines, curriculum and the progress that their children are making. Parents are encouraged to work in partnership with the school, which benefits the children, both at home and at school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 92 Provision for personal, social and emotional development of the children is very good. They achieve above the age-related expectations and make very good progress. Children settle well into school, they develop a sense of self worth, independence and the ability to co-operate very well with each other. They share equipment willingly and can take turns, for example, when working with play-dough and in the sand. Children are able to select and organise their activities and remain on task for a good amount of time.
- 93 Children have very positive attitudes to learning and join in all activities with enthusiasm. They form very good relationships with adults and with each other. Children work collaboratively and are eager to please; for example, children playing in the role-play area were set the task of tidying the house, which they did with enthusiasm and excitement. They took on the different roles, listened to each other and played very well together. They are sensitive to each other's needs and have a very good understanding of right and wrong. Adults provide good role models, treating each other and the children with respect and care. They make clear what is an acceptable way to behave and they value every child. Teaching in this area is very good; it enables children to be confident about themselves and what they can achieve.

COMMUNICATION, LANGUAGE AND LITERACY

- 94 Most children will achieve the standards expected for their age; in some aspects they will exceed the early learning goals. Teachers have high expectations and they value children's efforts. Children listen attentively to adults and enjoy their stories, songs and rhymes, showing good responses throughout sessions. They communicate well with their peers in role-play situations.
- 95 Children enjoy sharing books with each other and with adults. For example, when some children had finished getting changed for a PE lesson, they shared a book in a small group, using the pictures to retell a familiar story. They handle books well and with enjoyment. When sharing a big book 'Jack in the box', children were able to predict what would happen next, finish the sentences read by the teacher using picture cues, and some of the more able children could recognise familiar words. Teachers use effective questioning which enables children to explore their ideas, feel confident and make links in their learning. Children are able to follow a series of instructions in PE lessons and they learn new vocabulary to describe their movements. There are limited opportunities for children to experience print such as captions, questions, labels and instructions in the learning environment.
- 96 Many children are able to recognise and write their names. Through effective teaching, children were beginning to form letters correctly and know their sounds. One group of children was able to identify the letters of their name on a keyboard worksheet, say the letter names and sounds and then, with some adult support, used

the computer to write their names. Children are encouraged to have a go when writing stories with their pictures but there are too few opportunities for children to use writing in other learning experiences, such as role-play and an independent mark-making area. Home-school reading diaries are used well and support the partnership with parents.

MATHEMATICAL DEVELOPMENT

- 97 Children make good progress in this area. By the end of reception most children will have met the early learning goals for mathematics and many will have exceeded them. There are good opportunities to learn numbers through songs, rhymes and practical experiences. Children are learning to count to 10; some can count beyond and are able to match fingers as they count. Most children can recognise and name the shapes circle, square, rectangle and triangle and are able to select correctly using two criteria, shape and colour. The children demonstrate high levels of involvement, concentration and enjoyment in mathematics. There are opportunities for children to explore and investigate concepts of number shape, size and time which contributes to the good progress children make.

PHYSICAL DEVELOPMENT

- 98 Children handle construction materials and a range of tools such as clay tools, scissors and writing implements well and with increasing confidence and control. They are given opportunities to use materials such as sand, play-dough, which they mould, press and pull into various shapes, for example when making 'pretend food'. Teachers skilfully use these opportunities to teach children how to handle tools safely. Children are well taught in physical education lessons. They show a good awareness of space and control of their movements. Children are enthusiastic and work well together. There are opportunities for the children in the reception classes to use wheeled toys in the playground area. To enable greater progress in this area, these opportunities should be available more often.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- 99 Children's skills in information and communication technology are well developed. They are confident in using the computer and when pairs of children were working together 'dressing teddy' they showed very good mouse control when placing items of teddy's clothing onto appropriate parts of the body. Children learn skills such as cutting, folding, joining and sticking through sensitive adult support and effective teaching but there are not enough opportunities to practise and develop these skills. Children are given opportunities to experience, explore and investigate construction materials but the poor quality and limited range of resources hinders their progress. The local environment is used well to support children's learning. On an 'autumn walk' the children showed curiosity and interest about the world they live in; they were able to name parts of a tree and they looked at similarities and differences. They made good gains in their knowledge and understanding through very good questioning and interaction from both the teacher and learning support assistant. Activities such as making jelly and planting bulbs enabled children to ask questions about why things happen and to show an awareness of change.

CREATIVE DEVELOPMENT

- 100 Opportunities for creative development are not sufficient. The range and quality of materials such as paints, clay, collage, junk and natural materials are limited and

there are not enough opportunities for children to explore, experiment, design, respond imaginatively and make choices about how they express their ideas creatively. Children learn a range of rhymes and songs and they enjoy singing. They use the home corner enthusiastically and are able to take on a variety of roles and play for long periods of time. However, the poor quality of the resources, the lack of opportunity for other aspects of the curriculum, such as reading and writing and the limited involvement from adults to support and extend these experiences do not enable children to build on their skills sufficiently.

ENGLISH

- 101 Standards achieved by pupils in English are good overall, with significant achievement by the age of seven. In the 1999 national tests for seven year olds, pupils attained standards that were well above the national average in reading whilst in writing pupils achieved very high standards. The percentage of pupils achieving the higher Level 3 in reading was well above the national average, whilst in writing the proportion achieving this standard was very high in comparison with the national average. When compared to similar schools, that is those schools with a similar proportion of pupils eligible for free school meals, standards in reading were well above the national average and standards of writing were very high. Results of the tests taken in 2000 show a marked improvement in reading and writing since 1999. Standards have been improving since the last inspection and the school continues to achieve well above the national average in reading and writing. This indicates a marked improvement since 1996. The progress that pupils make in both reading and writing through the key stage is satisfactory. However, progress of the more able pupils has been rapid, with higher percentages of pupils achieving beyond the standards expected.
- 102 Pupils' performance in the national tests for eleven-year-olds in English in 1999 was broadly in line with the national average and below that of similar schools. The National Literacy Strategy has improved the quality of teaching and the experiences offered to pupils. As a result standards have improved in 2000. Standards of work seen during inspection show that pupils throughout the school are achieving as expected and making sound progress. The rate of progress that pupils make in both reading and writing between the ages of seven and eleven is sound. There is no evidence of any significance differences in the achievement of boys or girls.
- 103 The school has set appropriate and challenging targets for pupils aged seven and eleven. At Key Stage 1, these targets take account of a higher proportion of pupils with special educational needs.
- 104 The inspection broadly confirms the outcomes of national tests. By the age of seven, most pupils are fluently reading books that are appropriate for their age. Some pupils are already reading at the expected level for the end of the key stage. All pupils are positive about reading, and attempt to read texts expressively. They are able to re-tell stories, and can talk with confidence about plot and character. While most pupils refer to context and illustration when making meaning in their reading, it is to phonic decoding that they turn when faced with difficulties. This strategy is critical, but while pupils understand its importance, some pupils, especially those of lower attainment, use a single phonic-letter correspondence, or segment by syllable only, rather than by phoneme. This strategy helps them with regular words, but is ineffective with irregular words such as 'special'. Higher attaining pupils read very confidently, and are able to read well beyond the range of the single reading scheme in use.
- 105 By the age of seven pupils write effectively. Handwriting and presentation are

generally good, with some pupils writing in a neat, cursive script. Sentences are usually well structured and, in a few cases, elaborated with a wider range of connectives. Most pupils understand and can use full stops and capital letters to mark sentence boundaries, while some higher attaining pupils show a sensitivity and awareness of language forms well in advance of their years, and are able to write in different styles. Spelling standards are generally good, with most pupils able to spell simple, monosyllabic words appropriate to their age. Some higher attaining pupils tackle successfully polysyllabic words such as 'enjoy', 'bridges' and 'beautiful'.

- 106 The strength of pupils writing lies within the narrative form. Although they are able to handle simple recounts of events or visits with confidence, the range of written experience is limited, with fewer poems and other non-narrative forms such as instructions and explanations.
- 107 Pupils make good progress from the age of seven to the age of eleven, though this progress is not always even. Older pupils continue to be very positive about their reading, and build successfully upon the skills and attitudes they have developed at an earlier age. A wide range of authors are popular, for example, J.K.Rowling, Jacqueline Wilson, Anthony Horowitz, Lucy Daniels, R.L.Stine. Pupils are able to discuss their preferences, and clearly find the reading of fiction an enjoyable and worthwhile activity. Higher attaining pupils in their own personal reading, as well as in class lessons, are developing good skills of inference and deduction. However, their skills are less well developed in the areas of non-fiction. While most, but not all, pupils understand the differing skills needed to tackle an information text, and can work with contents and index pages to locate facts and answer questions, they are less confident than with fiction. Skimming and scanning skills are weak, sometimes through the lack of sufficient opportunity to develop their own independent learning skills.
- 108 All pupils keep up-to-date reading logs. These serve as a very useful means of home school contact in Key Stage 1 and the early years of Key Stage 2. Older pupils are expected to record their own reading, and where appropriate, to include an evaluation. This is good practice, and helps to give status to reading more widely.
- 109 The strengths of writing are maintained and developed, so that by the age of eleven many pupils' narrative writing is characterised by an enriched vocabulary, in part due to high reading standards, as well as by effective use of imagery and language features, including simile and metaphor. This is a noticeable feature of the work of Year 5 pupils, for example, where writing in forms ranging from 'tropical garden' poetry and myth, to sci-fi stories, provide pupils with opportunities to make full use of their language skills.
- 110 By the time pupils are ten, many are using paragraphs to organise their writing effectively. Sentence constructions become elaborated for many pupils, as their confidence and understanding grows. Some show an awareness of how to use adverbial phrases to alter meaning.
- 111 Handwriting and presentation are generally good, though there is unevenness from year group to year group, which restricts pupils reaching higher standards in these aspects. Spelling is broadly good, though where errors occur, these are frequently to do with difficulties in the choices for medial vowel sounds.
- 112 The writing of non-fiction forms is less well developed. Some effective writing does occur in other subjects, such as history, but the range and frequency of opportunities

to write to instruct, to persuade or to recount, is limited, and standards are not as high as in narrative writing.

- 113 Throughout the school, the quality of speaking and listening is good, and occasionally very good. Pupils are attentive to their teachers, and listen well to instructions and explanations. When invited to contribute their viewpoints, or to offer an explanation, all pupils are able to do so with confidence. Many are able to talk in extended sentences, showing considerable command of the language and an awareness of their audience. These opportunities occur most often during whole class teaching, but far less frequently when pupils are working in smaller groups. Here, pupils support each other informally, but are rarely asked to collaborate, to investigate an issue together, or to solve a problem. These restricted opportunities limit the extent to which pupils can make use of their speaking and listening skills to advance further both their thinking, as well as their reading and writing.
- 114 The teaching of English is never less than satisfactory. Often it is good or very good. One excellent lesson was observed during the inspection. All lessons are planned well, and show an appropriate awareness of the needs of different groups of pupils. Pupils with special educational need are well catered for in lessons, and the teaching of the learning support assistants is consistently good. As a result, these pupils make good progress.
- 115 The most effective teaching is characterised by a sharp awareness on the part of the teacher, of just what it is the pupils are intended to learn. When this is communicated to pupils at the start of lessons, and when these intentions are planned into the activities that pupils do, good progress in learning is made. This is the case in Year 5, where a range of teaching strategies is employed, including visualisation and drama, which engage pupils in their learning, and bring learning to life. Effective questioning which promotes deeper thought or speech, 'can you expand on that?', as well as a plenary which concentrates on the learning that has taken place, ensure that the best possible progress is made.
- 116 Teachers mark pupils work positively, and encourage effort through praise. The best marking indicates why pupils have been successful, and gives clear guidance about the improvements that can be made. This is linked to careful assessment which informs future teaching. Some, but not all, teachers mark pupils' work to this high standard, and it has a clear impact upon the quality of subsequent work. Greater consistency in the marking of pupils' work will help to secure higher standards.
- 117 Resources for teaching English have improved since the last inspection; the quality of the existing book stock is satisfactory. However, the range is still limited, especially for guided reading and the ablest readers in both key stages. Computers are in use in many literacy lessons, and these support learning well, especially for skill re-enforcement at Key Stage 1. ICT is more broadly contributing well to pupils' language skills, and much of this work occurs through the use of computers in other subjects. At the time of the inspection, the library was displaced as a result of building extensions and, therefore, no judgement is made in terms of the quality of stock, or its use by pupils.
- 118 The school has implemented the recommendations of The National Literacy Strategy, and is now in the process of refining its practice, especially with regard to consistency in the implementation of the daily literacy hour. This whole school approach will help continued raising of standards, as well as meet the particular needs of younger pupils in the learning and application of phonics, and those older pupils who are experiencing

difficulties.

- 119 The newly appointed co-ordinators have a clear view of the priorities needed to move the subject forward. Most important of these will be the monitoring and evaluation of outcomes, and, in particular, the sharing of the best practice, so that all teachers and classes can benefit.

MATHEMATICS

- 120 In the 1999 national tests for seven year olds, pupils attained standards that were in line with the national average and well above the national average for the higher level, Level 3. Results are well above average when compared to similar schools. Results of the tests taken in 2000 show a marked improvement, with over two thirds of the pupils achieving Levels 2A and 3. Pupils' performance in the national tests for eleven-year-olds in 1999 was broadly in line with the national average and that of similar schools. The National Numeracy Strategy has improved the quality of teaching and the experiences offered to pupils but, as yet, has not had time to have an impact on achievement of the eleven year olds in tests in 2000. Standards of work seen during inspection show that pupils throughout the school are achieving as expected and making sound progress. There is no evidence of any significant differences in the achievement of boys or girls.
- 121 The school has made good progress since the last inspection. The quality of teaching has improved from 'mainly satisfactory' to good overall, with many lessons being very good. Teachers provide frequent opportunities to use and apply their mathematical skills. The numeracy framework is used well to plan for all aspects of mathematics.
- 122 By age seven, pupils have good skills in calculating, using simple addition and subtraction with numbers up to 100. They understand the significance of the position of a digit in a number to its value and are beginning to develop good strategies for calculating mentally. They have good recall of those multiplication tables that they have learnt. They are able to exchange coins up to £1 for their equivalent value and name and describe common 2D and 3D shapes.
- 123 By the age of eleven, most pupils have a good understanding of number patterns and relationships between numbers. They can measure accurately and use their measurements to calculate areas and perimeters. They have a good understanding of fractions. They are able to calculate mentally and give reasons for their answers. They can multiply decimals and handle data efficiently.
- 124 The teaching of mathematics is good overall and good or better in four out of every five lessons. At Key Stage 1, the teaching was never less than satisfactory and, in half the lessons seen, was good. Almost half the lessons seen at Key Stage 2 were very good.
- 125 All teachers are working to the recommendations of the National Numeracy Strategy and are enthusiastic about the teaching of mathematics. Through effective use of the mental and oral start to the lessons, pupils have developed their mental strategies. Year 6 pupils were able to multiply decimals by 10 and 100 mentally and give the reasons how they arrived at their answers. Appropriate tasks are set for groups of pupils of differing abilities in the main part of the lesson. However, in some lessons, more able pupils could, with greater involvement in their own learning, be challenged further.

- 126 Teachers plan using the guidance from the strategy but, in some classes, learning objectives are not always clearly identified for all parts of the lesson. The day-to-day assessment of pupils' work through verbal feedback and marking is not consistent. Pupils' work is marked frequently but comments are often limited to encouragement rather than to show how pupils can improve. In some classes the marking and feedback is excellent; this has a very positive impact on pupils' learning.
- 127 Where the teaching is good or better, teachers have a good understanding of the curriculum and how best to teach it. They share the learning objectives with the pupils and use questions very effectively to encourage pupils to think and to extend their mathematical vocabulary. They often include questions specifically aimed at pupils with higher or lower than average attainment, and ask the pupils to explain how they arrived at their answers. Good use is made of assessment to know what the pupils have achieved and plan the next steps in their learning. Teachers set high expectations of behaviour and learning, and relationships within the class are very good. Tasks are well matched to the prior attainment and needs of pupils. At the end of lessons the main teaching points are revisited and reinforced and the learning objectives for the following lesson are shared. For example, in a lesson in Year 5, pupils gained a good understanding of fraction notation through the teacher's good use of questions, clear explanations and high expectations. The good use of practical activities enhances the learning and contributes to the pupils enjoyment of mathematics, for example pupils in Year 2 were able to use real money when exploring the value of coins and in Year 5 fraction cards were used in a game of snap. In some lessons the more able pupils are challenged well. In a Year 4 class, when learning about how to calculate and measure the perimeter of a shape, the more able pupils were given the challenge to draw a shape with a perimeter of 17 centimeters. This involves them in working out a strategy and testing it.
- 128 In the lessons that were satisfactory, teaching could be improved by:
- identifying the learning intentions clearly in the planning and sharing them with the pupils;
 - ensuring that there are more opportunities for pupils to take an active part in the lesson;
 - taking notice and using knowledge of previous learning to inform future planning;
 - ensuring that pupils are aware of how well they are doing and what they need to do to improve.
- 129 Throughout the school, pupils' attitudes to mathematics are positive. Pupils enjoy their work, listen carefully and are keen to respond to teachers' questions. In the classes where the teaching is very good pupils respond very positively to the interesting and stimulating lessons. They listen attentively to the introduction, apply themselves diligently to their work and are keen to answer questions and to put forward ideas. This is supported by their very good behaviour and excellent social skills. When working with a partner or in small groups, pupils co-operate well, listen to one another and share ideas and skills. They develop good, independent working habits, move around the classroom sensibly when collecting equipment, sustain their concentration for long periods of time and treat resources responsibly. In a lesson in Year 4, pupils worked in pairs to play a shape identification game. One pupil picked out the diagram of a shape from an envelope and the other pupil had to identify the shape by asking a series of questions using their knowledge of the properties. Pupils were able to listen carefully, use correct mathematical language and apply good reasoning skills to solve the problem. They valued each other's contributions and

supported each other in their learning. Pupils worked hard and made very good gains in their learning.

- 130 There is some evidence of the effective use of mathematics across the curriculum, for example in a geography lesson in Year 4, pupils were using evidence from a litter survey to draw graphs and then to interpret the data. This could be planned for more systematically.
- 131 Resources for mathematics are satisfactory and there is a range of appropriate equipment in each classroom. The co-ordinator has identified the resource needs in the mathematics action plan. In every classroom there is a numeracy board where the learning objectives and the mathematical language for the unit of work are displayed. In Year 4 there is also a weekly mathematical puzzle for pupils to solve. In some classes, teachers are using ICT to support the learning but this needs to be developed across the whole school. Learning support assistants work very effectively to support different groups of pupils.
- 132 The mathematics subject manager provides very effective leadership in the development of mathematics in the school and has a clear understanding of the strengths and areas for improvement. She has revised the policy, carried out an audit and devised a very good action plan detailing the tasks needing to be undertaken to improve the quality of teaching and to raise standards. She is enthusiastic and has played a very important part in the successful implementation of the National Numeracy strategy. The co-ordinator has had an opportunity to monitor some teaching and has provided informative and constructive feedback to colleagues. Through the action plan and analysis of data she has identified the need to improve the quality of the individual pupil target setting in order that pupils can be more involved in their own learning and understand clearly what they can do and how to improve. These strengths need to be developed further. She has also carried out an analysis of a sample of pupils' work; this information is then used to inform future steps in curriculum planning. The co-ordinator has led a successful curriculum evening for parents, presented a report on mathematics to the governing body and worked with Year 7 teachers from the local secondary school.

SCIENCE

- 133 Teacher assessment of pupils aged seven in 1999, the last reporting year, showed that attainment was average. Although the proportion attaining the standard expected at this age was below average, the proportion reaching higher standards was well above average. Unofficial figures for 2000 show that standards have improved further. Current performance indicates that standards at age seven remain high.
- 134 Over the past three years the proportion of pupils attaining Level 2 and above has fluctuated slightly but has consistently exceeded the national average. The main trend has been a small but steady improvement in the proportion attaining the higher Level 3. Half of those reaching the age of seven by the end of Year 2 reached this level of performance in 2000.
- 135 Girls have performed very slightly better than boys in science.
- 136 Performance at the age of eleven in national tests was below average in 1999. This was due largely to the small proportion reaching the higher Level 5 which was well below the national average. In comparison with pupils in similar schools performance was very low. Provisional figures for 2000 indicate a big improvement. Since 1998

the proportion of pupils reaching Level 5 has increased five fold. During the period 1996-99 boys consistently performed better than girls. Standards in science have been below those achieved by the same pupils in English and mathematics.

- 137 Pupils at Key Stage 1 make good progress in their learning. They are given good opportunities to develop their investigative skills. Particular emphasis is placed on testing ideas, observing and recording. Similar good progress is made in the development of scientific knowledge and understanding of life processes and living things (Attainment Target 2), materials and their properties (AT3) and physical processes (AT4). Heavy reliance is placed at this stage on the completion of worksheets.
- 138 The rate of progress between the ages of seven and eleven is also good. Investigative skills and scientific knowledge and understanding are developed systematically. A significant feature of older pupils' learning is their ability to undertake work independently.
- 139 Pupils with special educational needs make satisfactory progress.
- 140 Throughout the school pupils show very positive attitudes to their work in science. The great majority listen carefully to their teachers and concentrate well on their given tasks, even when lessons are unduly long. Behaviour is consistently very good and all pupils show an enthusiasm for practical activities. The high level of co-operation and collaboration is a significant feature of their social development. The high standard of presentation is a good indicator of the pride which pupils have for their work. The degree of independence with which practical and research work is undertaken is impressive.
- 141 On balance, the quality of teaching is good; occasionally it is very good or excellent. All of the teaching observed at Key Stage 1 was at least good and at Key Stage 2 it was mainly good. No unsatisfactory teaching was seen in any of the science lessons.
- 142 Most teachers plan their lessons in good detail. In some cases there is a lack of clarity because of a failure to identify the intended learning outcomes. Work is usually planned to meet the needs of different ability groups. Often, but not always, planned tasks provide appropriate challenge for the more able pupils and extend them in their thinking. This accounts for the high proportion of pupils who now reach the higher levels by the ages of seven and eleven.
- 143 In an excellent lesson on the topic of forces the teacher had prepared an appropriate range of resources well suited to the existing knowledge and experience of her young pupils. Very good emphasis was given to the skill of predicting what might happen to different materials subjected to squeezing, squashing, twisting and stretching. The teacher drew well on pupils' understanding of prediction by linking this to predicting when reading stories. In each case pupils recorded their predictions before testing their ideas and recording their results.
- 144 In another very good lesson on plant and animal habitats, older pupils demonstrated their ability to undertake independent research using a range of resources. They prepared information for a class database on adaptation to their environment of named animals and plants. In both classes undertaking this task the teachers' high expectations were made known and pupils understood clearly what was required of them.

- 145 Pupils' work is marked frequently, sometimes with exemplary thoroughness. Comments are often provided which help pupils to consider what they should do next in order to improve further. Although there is still an over-emphasis on worksheets these are usually structured in ways which reflect the prior attainment of different groups and match the abilities of different groups. Assessment at Key Stage 1 lacks the rigour normally found in a core subject. There is a need to develop greater accuracy in teacher assessment. This could be achieved by implementing occasional written tests at the end of topics.
- 146 The subject is overseen by a manager who is relatively new to the responsibility. In the short time that she has been leading the subject, standards have risen noticeably. This is due, in part, to the school adopting the nationally recommended scheme of work published by the Qualifications and Curriculum Authority (QCA). In using this to plan their work all teachers need to be clear about what it is they intend their pupils to learn. Careful analysis of pupils' performance in national tests has identified weaknesses in specific areas of learning in the subject. The introduction of a revision programme has helped to rectify these weaknesses and better prepare pupils for national tests at age eleven.
- 147 A revised policy for science has been drawn up but this lacks depth of detail. The coordinator is able to undertake some monitoring and this is scheduled to increase in the near future. The requirements for assessment are met satisfactorily. However, day-to-day assessment practice, especially at Key Stage 1, needs to be developed further. Assessment information should be used to plan better the next stages in learning. This good practice was demonstrated well by Year 4 teachers when, following lesson evaluation, work was extended in order to consolidate learning.
- 148 Since the previous inspection standards at Key Stage 1 have remained much the same. Standards at Key Stage 2 have improved following a period of steady decline. There is room for further improvement at both key stages. Pupils show very good attitudes and are now achieving well and making good progress in their learning. The quality of teaching has improved but reliance on the use of worksheets remains as an area for further development.

ART and DESIGN

- 149 Art and design is an important feature of each classroom, and standards are satisfactory. This marks an improvement since the last inspection, both in making and evaluating work, as well as in the knowledge and understanding of art. This improvement in standards is underpinned by a clear policy for the subject, a scheme of work, and improved teacher subject knowledge.
- 150 At Key Stage 1, pupils are developing control with a range of tools for demonstrating colour and shading, and are able to define strong and fine lines through exerting appropriate pressure with pencil, crayon and oil pastel. Pupils are developing an early awareness of design and spacing. In Year 2, pupils respond positively to the opportunity to link their drawing with photography; they are learning appropriate vocabulary to describe drawings in different formats, for example, landscape and portrait. Reference to the work of major artists, such as Mondrian, Cassatt and Van Gogh, is helping to set their own efforts into a wider context.
- 151 At Key Stage 2, pupils make satisfactory progress, though their work is stronger in two dimensional than in three dimensional art. Pupils show the capacity to sustain a

piece of work, and to improve it in the light of evaluation, both their own and that of their teachers. This was the case in Year 6 where an analysis of first attempts at representations of human movement, led to keener observation and subsequent improvements with the pupils' second attempts. All pupils work with care, and use materials sensibly. Each pupil has a sketch book which goes with them as they move through the school. However, this book does not show regularity of use, and is therefore limited as an observation and recording medium, and as a means of showing progress.

- 152 The work on display shows a good range of style and technique. Work in the style of Kandinsky in Year 4 gives pupils opportunity to contribute to the creation of a whole class painting, while responses to a visit to Coventry Cathedral enable pupils to make good links to other subjects such as religious education and history.
- 153 Art and Design is making an important contribution to pupil's wider learning. The collages and cardboard sculptures on Africa in the foyer, as well as the paintings in Aboriginal style, The Dreaming, are enabling pupils to appreciate other artistic cultures, and to understand the values and beliefs of other people. In this way, art and design skills are effectively supporting the social, cultural and spiritual dimensions of learning.
- 154 The teaching of art and design is satisfactory and occasionally good. Teachers have a sound understanding of the necessary skills, though, as yet, the art curriculum makes insufficient space for 3-dimensional work, including pottery, and the use of a wider range of media. Beyond school, good use has been made of both the website, and the local medical centre, to display pupils' work to a wider audience. This wider audience is invaluable in helping to develop pupils' understanding of art as a means of communication, as well as expression.

DESIGN AND TECHNOLOGY

- 155 Standards in design and technology are satisfactory across the school. Only one lesson was observed in Key Stage 1 and evidence of recent work is limited because the inspection was so early in the school year. Records of work from previous years indicate that, by the age of seven, pupils can generate their own ideas and create designs on paper, identifying the different components. They are able to make simple vehicles with moving wheels and basic axles. They are able to use paper products to make cards with moving parts.
- 156 The oldest pupils in the school can design to a given brief. For example, they are able to plan and choose appropriate materials to make a bridge to span a given length. They have designed and made a range of simple instruments to measure aspects of the weather. They show good understanding of techniques to make paper stronger. Year 6 pupils use this technique well when making a model shelter. Pupils in Key Stage 2 build on the evaluation skills developed in the lower part of the school. They record their personal assessments of their understanding of the process, difficulties encountered and what they might do differently next time. This aspect of their work has improved since the last inspection.
- 157 Most of the teaching of design and technology is good. Teachers plan well and make their expectations clear to pupils. They encourage pupils to evaluate their work and identify ways to improve both designs and outcomes. The quality of teachers' questioning makes a significant contribution to pupils' learning. This is effective both

to individual pupils as they are carrying out the tasks and in whole class sessions at the beginning and end of lessons. However, teachers' feedback on pupils' own evaluations of their work could be improved to involve them more in their learning. The making tasks are often linked well to a topic focus and other subject areas. This gives a context and a reason to pupils for what they are producing. Teachers effectively use toys and familiar objects as a starting point to which pupils can relate. Throughout the school, pupils are given frequent experiences of working with paper products, food and textiles. Opportunities to work with a wider range of materials and tools are less well developed.

- 158 Pupils' positive attitudes to their work and the very good working relationships ensure that practical lessons are productive. Pupils handle tools and materials sensibly. They are able to discuss what they are doing and to share ideas.
- 159 The school has recently replaced the its own scheme of work with the nationally recommended scheme for the subject. This needs systematic monitoring and evaluation as the new scheme will take time and support to become embedded, particularly as the co-ordinator currently has other subject priorities.

GEOGRAPHY

- 160 One geography lesson, in Year 4, was observed during the inspection. Judgements have been made through analysis of pupils' work and displays, discussion with pupils and examination of teachers' planning documents. Teaching in the Year 4 class was satisfactory. Judgements about the teaching of geography across the rest of the school cannot be made.
- 161 Standards of attainment by the ages of seven and eleven, in all aspects of geography, are satisfactory and in line with national expectations. During the previous inspection, map-making was the only skill within Key Stage 1 to be evaluated, it was seen to be above average. Standards at Key Stage 2 have been appropriately maintained.
- 162 Pupils in Year 2 are developing their geographical knowledge satisfactorily by using field work techniques outside the classroom, involving the plotting of locations on a plan and then following routes around the school. Their knowledge and understanding of places around the world is strengthened by work on 'Where in the world is Barnaby Bear?' From such work, they are able to see how weather affects the lives of people and also gain awareness of the location of various places, by plotting his destinations on a map of the World.
- 163 Pupils at Key Stage 2 are making satisfactory progress in geographical skills and understanding. They make full use of the local environment through studies of the River Stour and by discussing problems concerning the town of Shipston-on-Stour. The school grounds and buildings are used constructively in the teaching of geography relating to the pupils' immediate environment. Their skills are also soundly developed through 'What's in the News?' display boards. The boards contain reports on the Olympic Games and environmental issues including concern about the hole in the ozone layer.
- 164 Geography contributes well to the development of the pupils' numeracy skills through, for instance, using data-handling to process and interpret information. I.C.T. is also used to compile bar charts and to plot cities onto a map of the British Isles. Speaking and listening skills are used, for example, when pupils share ideas and discuss the findings of a questionnaire concerning traffic problems in the town.

- 165 It is not possible to give a judgement on the quality of teaching. In the one lesson that was observed, there were good expectations of behaviour and the task was set at appropriate levels. This ensured that pupils were able to use evidence from their survey to draw conclusions about various types of litter found in different areas around the school. Pupils were enthusiastic and responded confidently to geographical questions.
- 166 Year 5 pupils were able to extend their geographical knowledge, skills and understanding through a school visit to Kingswood, Isle of Wight. This visit provided good opportunities to develop mapping skills and to highlight contrasts between that area and their own home environment. In discussing geography, pupils show enthusiasm for the subject and indicate how interested they are to learn about their immediate environment and the world around them.
- 167 There is an up to date policy for geography. The scheme of work is based on guidance from the Qualifications and Curriculum Authority, ensuring effective coverage of geographical knowledge, skills and understanding and the appropriate breadth of study. The co-ordinator monitors standards through a portfolio of work from across the school and by informal discussion with other teachers. The teaching of geography is not monitored, although there are plans for this to be done. Assessment opportunities are identified in the schemes of work, but their use to inform future planning is inconsistent. There are adequate resources in the form of pictures and photographs including aerial photographs, but it is acknowledged that more maps and atlases are needed.

HISTORY

- 168 Observation of lessons, analysis of pupils' work, discussion with pupils and scrutiny of teachers' planning show that attainment by the ages of seven and eleven is satisfactory and in line with national expectations. Standards identified in the previous inspection report have been maintained.
- 169 Pupils in Year 1 are showing awareness of the differences between past and present in their observations and discussion of old and new toys. They took part in a visit to St. John's House, Warwick, where they had the opportunity to experience washdays long ago, gaining first-hand knowledge in order to answer simple questions about the past. Year 2 pupils are able to understand the way people acted as they did in their study of Florence Nightingale. They are also showing an increasing sense of chronology through their use of timelines.
- 170 Year 6 pupils are able to link information from a variety of sources including first-hand reports, pictures, television programmes and artefacts to learn about the experiences of people during the Blitz. Their grasp of chronology is well developed, as seen in their effective use of timelines. Pupils in Year 4 are able to answer questions about the past through the use of pictorial archaeological evidence from Anglo-Saxon times. They realise that some sources are not reliable, as wooden remains would not be found due to the passage of time. The causes and effects of Henry VIII's divorce from Catherine of Aragon were demonstrated very effectively in Year 5, where, following very good use of music, role-play and discussion, pupils could consider and explain the problems facing the Tudor monarch and the possible solutions.
- 171 Pupils enjoy history and work with enthusiasm, especially when the teaching makes

the subject come alive. Interest is also achieved through good use of educational visits, for example to Lunt Roman Fort and to Sulgrave Manor. In this way, deeper knowledge and understanding ensure good progress.

- 172 History contributes well to the development of pupils' literacy skills, especially speaking and listening. Discussion enables the pupils to remember information and to deepen their historical knowledge. Skills in writing, including punctuation and spelling, are developed through empathy and report writing. There was little evidence of history being used to support I.C.T. or numeracy.
- 173 Overall, teaching in history is good. Teachers have a good knowledge of the subject and ask very effective questions. Enquiry-based learning is used well and attractive displays reinforce pupils' learning. Pupil management is good, ensuring that pupils are attentive and involved. Homework is constructively used either to complete work or to carry out further research or independent study. Effective learning takes place when a wide range of teaching methods is used. Written work, with effective marking, is used to challenge pupils to develop a deeper understanding of the subject. Although there is a good balance between whole class teaching and group discussion, learning is more effective when whole class plenary sessions are used to reinforce the objectives of the lesson.
- 174 There is an up-to-date policy for history, with a scheme based on the Qualifications and Curriculum Authority guidance. Teachers have added to these modules to show sources of information that could be used, for example, the use of visits and individual interviews. Although assessment opportunities have been identified, their use in the planning of future lessons is inconsistent. The co-ordinator does not monitor the teaching of history, although this is planned. Standards are monitored through the subject portfolio and informal interviews with teaching colleagues. There is a growing collection of resources, particularly artefacts, chosen in consultation with other teachers. Use is also made of the library loan service to schools to support the teaching of the subject.

INFORMATION TECHNOLOGY

- 175 At the time of the previous inspection, standards were below those that were expected by the ages of seven and eleven. The quality of teaching was judged to be unsatisfactory and pupils had insufficient experience of several aspects of the prescribed information technology curriculum. As a result, information technology was identified as a key issue to be addressed. Following the implementation of the school's action plan there has been a significant transformation.
- 176 Standards in information and communication technology (ICT) throughout the school are now above average. From the earliest stage in Reception class children learn to interact positively with ICT and, within a very short time, have become autonomous users of computers. They use the mouse particularly well to engage in interactive learning, developing their fine motor skills to dress Teddy, and their mathematical skills in counting and recognising numbers of articles to ten.
- 177 At Key Stage 1, pupils systematically develop their knowledge of computer programs and icons displayed on monitor screens. For example, they learn how to model by following a talking book story and turning imaginary pages. More competent readers follow the text unaided. They can describe the differences between a printed book and a virtual book and recognise that information can be stored in different ways. Older pupils develop their skills and knowledge further using a Colour Magic program

with which they learn the techniques of drawing with an imaginary brush and colour filling. By Year 2 they know how to save and retrieve work stored on disks.

- 178 At Key Stage 2 the ICT capability of pupils is systematically developed further. ICT lessons are timetabled in short sessions, each of which has a clear focus. Pupils learn new techniques and practise how to apply them in different situations. For example, they learn how to highlight, delete and replace words in a piece of text. They also learn how to open files, use the spell checker in order to correct misspelt words then save corrected text.
- 179 Progress in Reception year is rapid. Elsewhere, it is sound. Key skills are developed at an appropriate pace in each of the required strands – communicating, handling information, modelling and controlling and measuring. Least rapid progress is made in the application of measuring skills due to limited access to appropriate resources. Progress of pupils with special educational needs is enhanced by access to specialist ICT equipment which supports their development of basic literacy and numeracy skills.
- 180 Pupils have very good attitudes towards their ICT lessons. They display an eagerness to participate irrespective of whether sessions are mainly expositions or practical sessions. During demonstrations they listen carefully and respond well to questions. When practising skills at computers, pupils share access equitably, taking turns to complete tasks. They take good care of the facilities provided for their use.
- 181 The quality of teaching is good. Teachers have benefited from training under the New Opportunities Fund to enhance their knowledge and understanding of ICT and improve their own expertise. As a result, lessons are planned well, emphasis is given to the development of pupils' skills and effective teaching methods are employed. For example, at Key Stage 1, where pupils have limited access to computers at present following a building extension programme, teachers take great care to ensure that all pupils have visual access to demonstrations. Pupils are used effectively as demonstrators and are thus able to participate substantially in lessons.
- 182 At Key Stage 2 ICT is used to support learning across several subjects of the curriculum. Here, pupils enjoy greater access to computers which are conveniently located close to most classrooms. Teachers' knowledge of the Window Box suite of programs is good. As a result there is a good balance between direct teaching of basic skills and pupils being able to practise those skills for themselves. For example, having been shown how to complete a spreadsheet, pupils carry out their own measurements, including height and shoe size, and enter personal data in order to create a class profile.
- 183 There is much evidence around the school, in displays and in class portfolios, of ICT skills being applied to good effect. In science, Year 5 pupils have completed projects on planets of the solar system, richly illustrated with pictures, models and captions using ICT. Pupils in Year 6 research information stored on compact disk to explore animals and their habitats. In mathematics, pupils have produced different types of graphical representations based on the world around them in school. Impressive examples of artwork, stimulated in Olympic year by highly topical Aboriginal patterns, have been produced using Paint software. Titles and captions are used extensively to label place names in geography and pieces of written work in English. Older pupils have access to the Internet and e-mail facilities. The school has its own web site as part of its communications and marketing strategy.

- 184 The subject is managed very effectively by an enthusiastic and capable co-ordinator who has held responsibility for the subject for only one year. She has had an important impact on ICT in the school and she is well supported by other members of staff and by a governing body that has given appropriate prominence to raising standards in ICT and met with considerable success through the implementation of a sound action plan.
- 185 The quality and range of resources at Key Stage 2 are mainly good. Resource provision at Key Stage 1 is less so at the present time in the immediate wake of major building works. The school is considering the introduction of a networked system throughout the school, based on a central server. When introduced this will further enhance the provision and should contribute to the further improvement of standards. As an aid to further improvement teachers should introduce a more rigorous system of assessment of pupils' ICT skills.

MUSIC

- 186 By the age of seven pupils are achieving appropriate standards for their age. The very good quality and range of music provision, particularly for the older pupils, results in above average standards by the time the oldest pupils leave the school.
- 187 A small number of music lessons were observed but there were other opportunities to note the good quality of music in assemblies and hymn practice; band practice and instrumental tuition.
- 188 Pupils sing well. Younger pupils learn to sing together and to use their voices expressively. They can identify un-tuned percussion instruments and how to play them in different ways to create a range of sounds. By the age of seven pupils have had experience of combining musical elements within simple structures. They are able to make and follow a non-standard notational pattern to show high and low notes.
- 189 Older pupils are able to follow quite complex rhythm patterns by clapping, clicking and using their voice. They can improvise and then refine and improve their composition for performance. Year 6 pupils worked well together in groups to create additional lyrics following the rhythm and style of a given piece of work. A number of these pupils are able to read notation well and to be aware of phrasing as a result of their instrumental tuition. Pupils are developing appropriate knowledge of different genres through listening attentively and responding to a range of live and recorded music.
- 190 The teaching of music is good. The teaching of singing is very good when led by the music specialist. This very well qualified and enthusiastic co-ordinator is well supported by several other members of staff with an interest in music. They make a significant contribution to pupils' learning through teaching a large proportion of the music lessons and leading hymn practice and extra-curricular activities such as the school band and guitar tuition. An unusually large number of the older pupils enjoy a wide range of instrumental tuition provided by peripatetic teachers; this has a positive impact on standards achieved in music lessons. Most teaching is characterised by the promotion of the enjoyment of music. Everyone is encouraged to participate fully and the good relationships between pupils ensure that the expertise of the experienced musicians is shared by all and contributes to the progress of the less confident. Pupils are set clear expectations to try their best, to co-operate with others and to sustain concentration when composing or exploring musical sounds.
- 191 A scheme of work has been effectively implemented since the last inspection but this

has changed recently as the school has adopted the nationally produced guidelines for music. This will take time to become fully effective and to have a consistent impact on improving standards throughout the school. The co-ordinator provides very good leadership. She is exceptionally well organised with clear priorities for the development, monitoring and support for the subject.

- 192 The loss of the school's music room since the last inspection, as a result of extending the building, has made it more difficult for pupils to get together for some musical activities such as choir. The school provides a good range of visits, extra-curricular activities and visitors to the school to extend the range of musical experiences for pupils. Pupils have the opportunity to participate in school musical productions. The range of instruments, quality of music making and sheer enthusiasm of the school band is exceptional.

PHYSICAL EDUCATION

- 193 By the age of seven, pupils attain standards in physical education (PE) that are expected for their age. Pupils make satisfactory progress in gymnastics, games and swimming. There is insufficient evidence to make a judgement on progress in dance. In gymnastics pupils travel in different ways, turning, rolling, jumping and hopping using both the floor and apparatus effectively. Pupils demonstrate good co-ordination, balance and control. They move around the hall with safety. When moving apparatus pupils understand the need for safe handling. When swimming, pupils are generally confident in water and many can swim a width of the local swimming pool.
- 194 By the age of eleven, pupils attain standards in physical education that are above those expected for their age. Pupils make good progress in gymnastics, games and swimming. There is insufficient evidence to make a judgement on progress in athletics. Older pupils have some opportunity to participate in outdoor adventurous pursuits during the annual residential experience. The majority of pupils with special educational needs make progress at a rate similar to that of other pupils. Most pupils are able to sustain physical effort throughout their lessons.
- 195 Throughout Key Stage 2 pupils improve their striking, catching and throwing skills through a range of games, for example, football, netball, hockey and rugby. In gymnastics pupils are able to hold one and two point balances and can perform synchronised sequences with each other. Pupils make good use of the apparatus available. They respond well to teachers' instructions to improve their performance and understand the benefit of exercise and its effect on their bodies. By Year 5 the majority of pupils are able to swim, with a recognisable stroke, at least 25 metres and beyond, thus exceeding the standards expected of pupils of this age.
- 196 Pupils at both key stages have very positive attitudes to PE. Inside or outside of the classroom they are very well behaved. When walking to the local pool, pupils' behaviour was always very good. They respond positively to their teacher's instructions and are eager to improve their performance. Pupils work well with each other and co-operate with and support each other when required to do so. Many make sensible and sensitive comments about the quality of others' movements and on at least two occasions the pupils burst into spontaneous applause to recognise the successes of a classmate. Pupils of all ages dress appropriately for physical education.
- 197 All the teaching was at least satisfactory and in three out of four lessons was good. This good teaching was characterised by clear planning focusing on skill

development, good knowledge of the demands of the subject, effective management of pupils and good use made of praise. In a good gymnastics lesson in Year 5, the lesson started with appropriate “warm up”. To aid pupils’ interest in the lesson, the teacher used music that was well known and enjoyed by the pupils. The teacher’s clear explanations and high expectations of behaviour resulted in pupils focussing on improving the quality of their movements and balances. Appropriate intervention by the teacher resulted in improved pupil performance. The lesson ended with appropriate opportunities for the pupils to “warm down”. The teacher ensured the safety of the pupils at all times.

- 198 Physical Education is well led by an enthusiastic subject manager. She has a keen interest in the subject and is anxious to ensure that all pupils have varied and enjoyable experiences within the PE programme. She has reviewed the policy for PE to bring it into line with the Curriculum 2000 and has recently improved the schemes of work by purchasing a commercial programme for the teaching of games. Whilst she has yet had no opportunities to monitor the standards achieved by pupils or the quality of teaching, she has a fair understanding of the strengths and areas for development within PE. However, time has been allocated for her to undertake paired classroom observations with the headteacher in order to support her colleagues further.
- 199 The subject manager keeps a close check on apparatus and other resources. These are carefully stored in the hall and in a large garage on the playground. The school is well resourced. Outside accommodation includes several hard playing surfaces together with a large field. These are used well, both within the normal school day and in the many extra curricular activities that the school provides for many pupils of all ages. These extra curricular activities are extremely well supported and enjoyed both by the pupils and the staff of the school. They are purposeful activities that enrich the school’s physical education programme and make a very useful contribution to the standards that are achieved throughout the school. The school has a very good reputation for participating in and being successful in many local sporting activities. It makes very good use of the local swimming pool.

RELIGIOUS EDUCATION

- 200 Pupils attain appropriate standards for their age by the end of Key Stage 1 and above average standards by the time they leave the school at the age of eleven.
- 201 Pupils throughout the school are progressively developing a very good knowledge of Christianity and good knowledge and understanding of other world faiths. Many develop a good vocabulary to enable them to talk about these experiences, and lessons often contribute well to the development of pupils’ literacy and oral skills. The knowledge of some of the oldest pupils can sometimes be quite challenging for inexperienced or non-specialist teachers. Younger pupils develop good moral awareness through their study of their own lives and that of their community and others. Through their visits to local places of worship, they show appropriate knowledge of religious artefacts and practices. Most of these pupils are able to identify the different parts of a church when looking at a display of photographs prior to visiting the local church. They are aware that there are different places of worship, including the school hall at times. Many of the older pupils can recall stories from the Bible well. They are developing a quite mature depth of understanding of religious and moral issues through their ability to question and discuss openly.
- 202 The quality of teaching by some members of staff is very good and is good overall

throughout the school. Most teachers have satisfactory subject knowledge and have effective strategies for encouraging and developing reflection and respect for different religions and value systems. However teaching is inconsistent. Two teachers within the same year group might deliver the same basic lesson at very different levels of effectiveness because of differing levels of knowledge and understanding. Artefacts and techniques of visualisation are used very effectively by some teachers to promote pupils' understanding and empathy with people of other faiths and other times. Pupils generally respond very well to this style of teaching. In one of the classes at the beginning of Key Stage 2, pupils concentrated on imagining what it would be like to be wandering in the desert as part of their study of the Jewish faith. They were then able to describe most imaginatively their environment, their feelings and their requirements for shelter. The quality and effectiveness of the better lessons is sometimes a little diminished by timetabling constraints which do not allow sufficient time for discussion and opinion to be developed fully in the session.

- 203 The school meets the requirements of the locally agreed syllabus. Teachers recognise the limitations of the rural location of the school for multi-cultural experiences and provide a good range of visits to a variety of places of worship for pupils throughout the school. The co-ordinator provides good leadership and expertise. She promotes effective links between religious education and personal and social development. This is enhanced by the quality of pupils' attitudes.