

# INSPECTION REPORT

## **SOUTHFIELDS PRIMARY SCHOOL**

East Street, Coventry, CV1 5LS

LEA area: Coventry

Unique reference number: 131442

Headteacher: Mrs Janet Price

Reporting inspector: Ian Nelson  
2220

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

Inspection number: 230846

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: East Street  
Coventry

Postcode: CV1 5LS

Telephone number: 02476 226810

Fax number: 02476 257457

Appropriate authority: The Governing Body

Name of chair of governors: Mr Gordon Meredith

Date of previous inspection: 26<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2220	Ian Nelson	Registered inspector	Science Information and communication technology	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
7593	John Collier	Team inspector	Mathematics Music Religious education	
1189	Sharon Brown	Team inspector	The Foundation Stage Art and design Design and technology Physical education	
18342	Megan Spark	Team inspector	English Geography History Provision for pupils with English as an additional language Equal opportunities Provision for pupils with special educational needs	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Number on roll	188 (smaller than most schools)
Proportion eligible for free school meals	57% (well above average)
Proportion of pupils with English as an additional language	45% (high)
Proportion of pupils with special educational needs (SEN)	35% (above average)

This is a city centre primary and nursery school for pupils aged 3 to 11 years. At the time of the inspection the deputy head had been teaching in Ghana for 5 weeks, returning to school only days before the inspection began. The school had three headteachers between July 1998 and April 1999. The school roll dropped by 29 pupils from 1998 to 1999 but has grown again since then. It had been under threat of closure because of surplus places but is now secure and soon to be remodelled. It includes a high proportion of refugee children and some children from traveller families. A high proportion of pupils have English as an additional language, with 15 mother tongues being represented. The National Curriculum has been disapplied for 12 of the pupils. Over the last school year 54 pupils joined the school and 15 left during the year. Assessments of children when they enter school show that attainment at that stage is very low.

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

This is an improving school where most pupils receive a satisfactory education, although some more able pupils are not given hard enough work. Current standards are well below average in English, mathematics and science although there are signs that pupils are making faster progress now than they have done in the past. The school is very effective at promoting the social development of pupils and ensuring good behaviour. Teaching is satisfactory overall so that most pupils make steady progress. Leadership and management are good, with a very clear vision for the future of the school and a clear understanding of what needs to be done to improve standards. The school provides satisfactory value for money.

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

- The headteacher provides good leadership with a very clear vision for the future of the school.
- The school makes very good provision for the social and cultural development of pupils and for extra-curricular activities so that pupils feel valued and secure.
- Good provision for moral development means pupils have positive attitudes, good behaviour and relationships that help to create a happy and harmonious atmosphere in lessons and around the school.
- The school has very strong links with the local community.
- There are good systems for identifying and supporting pupils with special educational needs (SEN).
- Staff work hard to involve parents in the life and work of the school and consequently parents have very positive views of the school.

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

- Standards, particularly in English, mathematics, and science.
- The management role of subject co-ordinators so that they could take more responsibility for monitoring teaching and learning in their subjects.
- Provision for information and communication technology (ICT), which does not meet statutory requirements.
- Provision for the nursery and reception age-group.
- Procedures for assessment of pupils' progress and the use of that information in planning future 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 was last inspected in January 1998. Since then it has faced some very difficult challenges including the threat of closure, an influx of refugees and asylum seekers and changes in staff. It has made satisfactory progress in addressing the key issues from the previous report although it has not fully rectified all of them. Where issues have not been fully dealt with the school has comprehensive plans in place to do so, as in the case of ICT. Leadership has improved since the last inspection with signs that pupils are making faster progress in their learning now than they were then. Behaviour is better. The school has improved its systems for identifying and supporting pupils with SEN. Overall improvement has been satisfactory.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E*	E
Mathematics	E	E*	E*	E
Science	E	E	E	E

Key	
well above average	A
above average	B
average	C D
below average	
well below average	E
lowest 5%	E*

The table shows that, in the national tests for eleven-year-olds in 2001, standards in English and mathematics were very low, in the bottom 5% of all schools, while standards in science were well below the national average. When compared with the results of pupils in similar schools standards were well below average. Standards in the tests for seven-year-olds were well below the national average in reading, writing and mathematics but matched the standards of similar schools. When compared to standards nationally the school has not improved since the last inspection. Too few pupils reach the higher level for their age-group. The school failed to meet its targets in English and mathematics for 2001. The targets for 2002 are suitably challenging. Although most pupils make satisfactory progress they start from such a low base that standards remain well below average when they leave. Most achieve satisfactorily but some more able pupils could do better if they were challenged more by the tasks set. Pupils with special educational needs and with English as an additional language make satisfactory progress. Standards in ICT are well below average throughout the school. Standards in design and technology (DT), geography, history, and music are below the expected levels at both key stages. Standards in physical education (PE) are in line with expectations at both key stages. Standards in religious education (RE), and art and design are below expectations in the infants, but match expectations in the junior classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, like their lessons, pay attention and concentrate well on their work.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They are polite and well mannered.

Personal development and relationships	Good. Pupils get on well with each other and with the adults in school and when they are given responsibilities carry them out well.
Attendance	Unsatisfactory. Attendance is very low compared to other schools.

## TEACHING AND LEARNING

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

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

Overall teaching is satisfactory throughout the school and this leads to satisfactory learning for most pupils although the more able could progress faster if they were given more suitable work. Generally teachers aim to meet the needs of all their pupils but too often the tasks they set are not well enough matched to the different abilities of the pupils. Teachers plan their lessons well and manage their pupils effectively so that they behave well and settle to work quickly and quietly in the main. They know their subjects well and are confident in teaching the basic skills connected to each one. The teaching of English and mathematics is sound. Teachers use classroom assistants and other support staff well to create small groups with plenty of adult support. This helps those with special educational needs or English as an additional language to make satisfactory progress in their learning because of the attention they get. Although literacy and numeracy skills are taught satisfactorily during their respective sessions, teachers miss opportunities to enhance these skills during other lessons. They also miss chances to extend pupils' skills in speaking and listening. Consequently although pupils learn well enough in lessons, they find it difficult to remember what they have learnt on previous occasions.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school plans for all subjects but it does not have the resources yet to ensure that ICT meets statutory requirements.
Provision for pupils with special educational needs	Good. The school has good systems to identify and support pupils with special educational needs.
Provision for pupils with English as an additional language	Satisfactory. The school has satisfactory systems in place for helping pupils with English as an additional language to learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is satisfactory provision for the spiritual development of pupils. The school has good systems in place to promote their moral development and is very good at providing for their social and cultural development.
How well the school cares for its pupils	Satisfactory. Staff know their pupils well and have good systems for recording their personal development but assessment of their progress in lessons and over time is not effective enough. Staff cope well with the needs of children of asylum seekers in school.



Provision for the Foundation Stage is satisfactory overall but would benefit from more appropriate surroundings and being integrated into the main school. The school has very good systems in place for involving parents in its life and work. It provides a wide range of information and encourages parents to take a keen interest in their children's education.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head has a very clear vision for the future of the school which is shared by senior staff.
How well the governors fulfil their responsibilities	Good. The governors fulfil their duties well and are keen, committed and hard working.
The school's evaluation of its performance	Good. The school has identified what it needs to do to improve and has developed plans to do so.
The strategic use of resources	Good. The school plans the use of its resources well and monitors the budget effectively. The governors and head understand the need to get the best value they can from the resources they have.

The school is well staffed, partly because of the numbers of asylum seekers' children on roll. The accommodation, while much improved since the last inspection, lacks the space to house the Foundation Stage in the main building so that children under five have to make do with rooms in an annexe across the car park. Resources are unsatisfactory in the Foundation Stage, English, science, ICT and religious education and satisfactory in all other subjects.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are kept well informed about how their children are getting on</li> <li>• The teaching is good</li> <li>• The school expects the children to work hard and do their best</li> <li>• The school works closely with parents</li> <li>• Their children like school</li> <li>• The school is helping their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• After-school clubs and activities</li> </ul>

The inspectors agree with what the parents say they like about the school although teaching is satisfactory rather than good. The inspectors disagree with the few parents who want to see improvements to homework and after-school clubs as they think homework is satisfactory and that the school provides a very good range of clubs and activities for the children.

## **PART B: COMMENTARY**

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

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

1 Children enter the nursery with attainment which is very low for their age. In playing alongside each other they remain solitary and largely silent for long periods as they do not have the social or language skills to interact with others. Their knowledge and understanding of the world is very limited and many do not know the words for simple everyday objects. They enter the infants section of the school with well below average attainment despite making satisfactory progress through the Foundation Stage.

2 The results of the 2001 national tests for seven-year-olds show that attainment is well below the national average in reading, writing and mathematics. When the results are compared to those of similar schools, however, they are average. This is an improvement on the previous year's results where only writing matched the standards of similar schools and reading and mathematics were well below that level. The previous inspection report judged standards of the seven-year-olds to be broadly satisfactory but this was not borne out by the test results in that year which showed standards to be well below the national average in reading and writing and below average in mathematics. Standards have risen broadly in line with those nationally in reading and writing but more slowly in mathematics. Consequently, when compared to all schools, standards have not improved since the previous report and in mathematics they appear to have declined. Although the school raised the proportions of pupils attaining the expected levels in this year's tests, too few of them gained the higher levels. Too many pupils just managed to attain the lower reaches of their expected level which means the school could not confidently predict that they will reach the expected levels in the tests they take at eleven.

3 The test results for eleven-year-olds show that in English and mathematics standards were very low, in the bottom 5 per cent of schools nationally, and in science they were well below the national average. When compared to schools with similar pupils, standards were well below average. Since the previous inspection standards compared to other schools have declined slightly in English and mathematics while those in science have shown a slight improvement. Standards in science have risen slightly faster than standards nationally, while standards in maths did not rise as fast as those nationally and in English they fell. Boys' results showed a sharp decline on the previous year, particularly in English. Part of the reason for the poor results is because of the proportion of pupils who join the school part way through a year or a key stage. However, the school's own analysis of the progress made by those pupils who remained at the school throughout their junior years confirms that those who left in 2001 did not make satisfactory progress from their tests at age seven to those at age eleven. The analysis does show faster progress for pupils currently in school, with a year on year improvement showing. This improvement has come about since the arrival of the new headteacher and other staffing changes, but has not worked its way through to impact on results in the national tests yet. What it does indicate is that pupils who now stay all through their junior years are likely to progress at least at a satisfactory rate. However this will not raise overall standards because they start from such a low base. They need to make better than satisfactory progress to raise their overall standards and improve test results.

4 The inspection findings show that currently standards are well below national averages and that pupils do not attain the levels expected of their ages. This is because they enter school with attainment well below average and make only satisfactory progress so that they do not close the gap to bring them up to the national average. Too few pupils are working beyond the levels expected of their age and the school needs to ensure that all pupils,

including the more able are suitably challenged and reach the levels of which they are capable.

5 Support staff working with pupils identified as having special educational needs offer a good level of expertise that ensures sound progress for these pupils towards the specific targets in their individual education plans.

6 Standards in English are well below average in both the infants and juniors. Children start nursery with poor speaking and listening abilities and many throughout the school lack the vocabulary they need to communicate effectively. They find great difficulty in expressing their thoughts clearly and often resort to very short answers to teachers' questions. Their reading is well below average and many are unfamiliar with books when they enter the nursery. They lack the basic skills in their early years to sound out words they do not know and although they acquire these skills satisfactorily as they move through the school they do not make fast enough progress to become thoroughly competent readers by the time they leave. In writing they are well below average at both key stages. They learn to form letters correctly and to write in proper sentences with capital letters and full stops but by the time they leave school many still struggle to write in particular styles.

7 In mathematics standards are well below average at both key stages. Pupils find it hard to remember number facts so that when they need to work out problems they work slowly and rely too often on counting on their fingers rather than memory. They are unfamiliar with mathematical language at Key Stage 1 and unsure of terms like 'subtract' or 'less than'. At Key Stage 2 pupils find it hard to spot patterns in the problems they do to help them to work more quickly. While some of the more able pupils can cope with long multiplication the lower attaining pupils still struggle with simple multiplication problems by the time they are eleven.

8 In science standards are well below average at both key stages. Pupils thoroughly enjoy the practical aspects of science at both key stages but lack the knowledge and language they need to consolidate their learning. At Key Stage 1 they begin to explore the attributes and uses of materials and what they might be used for, while at Key Stage 2 they sort them into those that will rot and those that will not. They conduct simple tests devised by the teachers and record their findings but even by the age of eleven they do not have the knowledge, understanding or the skills that are expected for their ages and undertake tasks more appropriate for younger pupils.

9 Standards in ICT are well below the expected levels at both key stages. Standards in design and technology, geography, history and music are below expectations at both key stages. In physical education standards are at the levels expected for both key stages. In art and religious education standards are below expectations at Key Stage 1 and in line with expectations at Key Stage 2.

10 While most pupils make satisfactory progress in lessons and over time, many do not retain what they have learned and this impedes the faster progress they need to make to raise standards to more acceptable levels. Some more able pupils could achieve more if teachers set them harder work and gave them the chance to resolve problems and organise their own learning.

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

11 Pupils have good attitudes to their work. They come to school eager to learn and approach lessons and activities with enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. In lessons questions are well used to motivate pupils and generate ideas and pupils respond well to this, as seen in a Year 5 science lesson where pupils were investigating the germination of seeds. In the main pupils listen well to their teachers and each other, instructions are followed quickly and quietly. Pupils are hard working and concentrate well throughout the day. There are a very few occasions when some pupils are inattentive and restless. This happens where pupils' work is not sufficiently well matched to their ability or the school's code of conduct is not applied effectively. Most pupils have satisfactory independent learning skills. Pupils work together well in groups and alone when required. For example in a Year 1 and 2 art lesson, groups of pupils used wax rubbings of different textures to create a collage of a house.

12 The behaviour of all pupils is good and has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently well in lessons, assemblies and at lunchtimes. They feel that behaviour is generally good and that lunchtime behaviour has improved greatly with the support of learning mentors and playground pals. Their parents endorse these views. Pupils, and their parents, feel that bullying is rare and that incidents are dealt with swiftly and successfully. They have a clear understanding of the school code of conduct and the system of rewards and sanctions. They consider these to be fair and effective. Inspection evidence supports the pupils' views. Resources and equipment are used in a sensible way and pupils of all ages take care when tidying up at the end of lessons. There have been 26 exclusions in the past year. These have all been for extreme behaviour of a small minority of disturbed pupils. There are good and thorough procedures in place to support exclusions and they have proved effective in resolving the difficulties of those pupils involved.

13 The relationships amongst pupils of all ages are good. Pupils are polite and helpful to each other and also towards adults. Older pupils enjoy looking after younger ones and would like more opportunities to take on this responsibility. Pupils from all the faiths and cultures represented in the school work and play harmoniously together. They show a high level of respect for each other.

14 Pupils' personal development is good. Pupils are encouraged to act responsibly and they are offered a variety of duties in the classroom and opportunities to serve the whole school community, for example by running the tuck shop or tidying away after lunch. Pupils voice their opinions, suggestions and concerns about school life through a well developed school council.

15 The majority of pupils have satisfactory attendance records but the level of attendance for the school as a whole falls well below the national average and is unsatisfactory. The school works hard to improve attendance and is reducing the level of unauthorised absence. Parents provide the school with good information concerning absences that are largely due to illness. The appointment of learning mentors to the school has provided families with very good support and encouragement and is improving the attendance of those pupils causing concern. Whilst many pupils consistently arrive at school on time, a number of pupils are late and miss the start of the school day. This has a detrimental effect on the learning of these pupils. Registration is brief and leads quickly into the first lesson.

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

16 Teaching is satisfactory overall in the nursery and reception and in the infant and junior classes. Of the lessons seen during the inspection only two were unsatisfactory (4%) with 65% being satisfactory, 29% good and one very good (2%). The quality of teaching appears to have been sustained since the last inspection.

17 Teaching at the Foundation Stage is satisfactory overall. Children under five are taught in part of the old school building and the staff have done a good job with difficult accommodation. In the nursery, lessons are planned to reflect the early learning goals and a good range of appropriate activities is provided. The teachers in the nursery and reception place a heavy emphasis on speaking and listening skills which the children find difficult. They teach basic skills well, as when the children explore things they need for looking after themselves and learn the words for everyday things like hair brushes and combs. The teachers and their classroom assistants work well together to ensure that children get a lot of attention in small groups. There is an appropriate balance between teacher led and child chosen activities and good opportunities for developing social skills.

18 There was one unsatisfactory lesson in each key stage. In one the teacher did not manage the pupils well and some behaved badly, spoiling the lesson for the rest. In the other, the lesson was poorly planned and all pupils were expected to do the same work regardless of ability. The teacher dominated the discussion so that pupils who wished to contribute found it difficult to do so. In the best lessons, on the other hand, the teachers make a point of trying to develop pupils' understanding and grasp of the correct subject vocabulary. For example, in a geography lesson in a Year 3 and 4 class the teacher focused on the idea of permanent and non-permanent features. The same focus was apparent in science lessons with this class, where correct scientific words were used in sorting materials so that pupils learned not only about recycling but also learned words like 'biodegradable'. In an ICT lesson in Year 5 the teacher used terms like 'highlight' and 'drag it' when showing pupils techniques on the computer. However, too few lessons make the most of opportunities to develop pupils' speaking and listening skills. In many cases the teachers ask all the questions and the pupils are limited to brief responses even when they are bursting to contribute more. Teachers miss chances to get pupils to pose problems and think through solutions. For example, in most science lessons investigations are totally planned by the teacher, and pupils simply work through a prescribed format rather than being given a stimulating problem to solve which would help to develop literacy, numeracy and thinking skills as well as their speaking and listening.

19 Most lessons are planned well and teachers make clear what they expect the pupils to learn. However, too often the tasks they give pupils are not well enough matched to the different abilities within the class. The analysis of pupils' work shows that often all pupils are required to complete a very similar task with little regard to different abilities. This is because teachers do not make effective enough use of assessment procedures to determine exactly what various ability groups need to learn to make faster progress. Marking does not tell pupils what was good about their work and how to make it better except in rare cases. There appears to be an emphasis in some teaching on bringing all pupils up to the level expected of their age rather than pushing the more able pupils on to higher levels. As a consequence, while most pupils make satisfactory progress in their learning, few progress fast enough to raise overall standards. When starting from such a low base satisfactory teaching and progress is not good enough to raise attainment towards the national average.

20 Most teachers manage their pupils well. Pupils' behaviour in Years 5 and 6 was a major concern at the time of the last inspection. This time, apart from a single lesson, behaviour was well managed as teachers applied the behaviour policy firmly but fairly. They did have their patience tested at times by some of the more challenging pupils but dealt with

their demanding behaviour effectively enough for it not to have a detrimental impact on the learning in the lesson. Teachers know their subjects well and teach basic skills confidently. This was shown in the Year 5 ICT lesson on using spreadsheets. However too many pupils have difficulty in retaining what they have learned and when teachers review what was taught the previous week many pupils struggle to remember. This is partly because, while teaching is satisfactory overall with few significant weaknesses, it is rarely exciting and adventurous enough to make learning unforgettable. Teachers have a limited range of teaching strategies and stick to those which are 'safe'. Given the potential of some pupils who are easily upset and disturbed, this is understandable but as teachers manage their classes more effectively they need to consider ways of elevating their teaching beyond the ordinary to speed up the rate at which their pupils learn and in doing so raise attainment overall.

21 Teachers make good use of their classroom assistants and other support staff. They brief them well so that they can work with small groups of pupils who need extra help and support. Consequently pupils with special educational needs and those with English as an additional language are well supported and make satisfactory progress in their learning. Teachers have good relationships with all their pupils including those with special educational needs and this is very effective in raising pupils' self-esteem and improving behaviour. The support of staff from the Behavioural Support Service has been invaluable in assisting the co-ordinator and the class teachers in providing appropriate programmes of work for pupils with behavioural difficulties. The provision for these pupils has improved since the time of the last report. Work for pupils with special educational needs is effectively matched to individual education plans and carefully monitored by the co-ordinator. This ensures that pupils make sound progress.

22 The literacy and numeracy strategies have been put in place and are taught satisfactorily in their respective lessons, although teachers miss opportunities to develop these skills in other subjects. There is little evidence that ICT is used effectively in other subjects although it is taught as a separate subject making use of the suite of computers in the library.

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

23 The school teaches all subjects of the National Curriculum and religious education but the provision for ICT does not comply with statutory requirements. This is a similar picture to the previous inspection in 1998. However, this school now has much better facilities and a clear plan of action to improve ICT provision. The school provides well for pupils with special educational needs, for extra-curricular activities, and in developing links with the community. However it makes unsatisfactory provision in history and geography for pupils in mixed age classes where learning is not planned appropriately for each age group and pupils sometimes repeat work.

24 The national strategies for teaching literacy and numeracy are generally properly planned and delivered and religious education is correctly drawn from the Agreed Syllabus for Coventry schools. The school's strategies for teaching numeracy and literacy are not raising standards as fast as they could, however, because there is no clear policy for developing these skills in other subjects. Although teachers group pupils according to ability and generally use the guidelines of the National Literacy Strategy, they do not match tasks to the needs and abilities of all the pupils effectively enough.

25 The school identifies pupils with special educational needs and meets all requirements of the national Code of Practice. Pupils' individual programmes of work, which

are written by teachers and the co-ordinator together, give specific and achievable targets for improvements to pupils' learning and helpful direction to teachers' planning. The provision for pupils with special educational needs is good. The appointment of a new co-ordinator has resulted in a thorough overhaul of the provision for pupils with special educational needs and pupils receive appropriate help. Teachers are encouraged to raise concerns early and this enables them to focus on a pupil's problem and assess whether further action needs to be taken. When necessary, quite specific targets are drawn up on individual education plans and these are regularly reviewed. Because targets are very specific progress can accurately be assessed when the time for review comes round. Information and communication technology is not used to promote progress except for a very few pupils. Those pupils who have an explicit statement of their needs with details of the help they should be given, receive their entitlement and are well supported.

26 The school has been challenged recently because of the arrival of a large number of pupils with no knowledge of English on arrival at the school. The school has worked hard to ensure that they are well supported and have the same learning opportunities as all other pupils. The school works very hard to try to ensure that all pupils receive equal opportunities within the curriculum through the use of mentors, learning support assistants, translators and extra teachers. The policy of withdrawing many of the pupils for 'specialist' support has, however, has not been helpful in encouraging all class teachers to plan for the full inclusion of all pupils within all lessons.

27 The school provides a very good range of after-school and lunchtime activities, including sporting and musical activities as well as chess, art, drama and an environmental club. The homework club is a particular success.

28 The school has a suitable programme of work for personal, social and health education. Health education, drugs awareness and sex education are now taught through a planned programme of personal, health and social education as well as through other subjects of the curriculum, for example science.

29 Learning is enhanced by very good links with the community and by educational visits that are enjoyed by all pupils and used to enliven subjects such as history and religious education. Volunteers from local businesses are currently offering their services to hear pupils read and the school has a very wide range of links with outside agencies and organisations. Younger pupils and their parents have recently been involved in a Family Literacy Project and were pleased to be invited to the Council House to meet the Lord Mayor. Links with the Hillfields Project are strong and pupils are closely involved in developing a park area adjacent to the Asian old people's centre. These and other links supplement what the school can provide and support the efforts of the teaching staff to raise standards. The school benefits from good relations with other local schools. There are good links between teachers to ease transition, and parents feel their children are now much better prepared for secondary school.

30 As at the last inspection, the school makes good overall provision for the pupils' spiritual, moral, social and cultural development. Parents overwhelmingly endorse this. Of those who returned the pre-inspection questionnaire, 95% agreed that the school helps children to become mature and responsible.

31 Spiritual development is soundly promoted, chiefly when pupils meet together in assemblies. These are planned around a weekly theme and are pleasant occasions giving pupils a quiet time in the middle of the busy school day when they can reflect on wider issues such as how to handle feelings of sadness and happiness. The whole school comes together and there is a real feeling of warmth, particularly in one assembly celebrating the

festival of Diwali. A sitar is played as pupils enter and pupils in Year 1 movingly act the story of Rama and Sita. Parents in traditional costume present an impressive performance of Indian dancing and the pupils sit enthralled as the assembly unfolds. Pupils are invited to think about Hindus who are celebrating Diwali and about how they themselves can 'put a little light into someone's life today'. This time of reflection and prayer is typical of other assemblies and is a good opportunity for pupils to ponder the complexity of life and the variety of beliefs that drive us as human beings. Similar opportunities however are not often exploited in lessons. Pupils in Year 1 are amazed as a learning support assistant demonstrates his prowess on the tabla drum during a music lesson and, during religious education, those in Year 2 show similar amazement at the amount of material contained in a sari. These experiences are not commonly planned for in lessons, however.

32 Provision for pupils' moral development is good. The school Code of Conduct is displayed around the school and is clearly understood. In addition, each class has drawn up its own rules and these too are prominently displayed. Pupils in Year 6 consider that they are fair and have contributed to an improvement in behaviour. Pupils know the rewards and sanctions that operate in the school and the majority of teachers consistently abide by them in lessons. A weekly assembly celebrates good work and behaviour. Moral issues are satisfactorily explored in lessons and assemblies. A display in the Year 5 class indicates that 'Fruits of the Spirit' such as kindness and courage have been discussed and in an assembly a suitable story illustrates the importance of friendship. Pupils are aware of the needs of others too. Those in the reception class make fairy cakes to sell in order to raise funds for Children in Need and the produce from the school's harvest festival is distributed to the local Asian old people's centre and the Haven Refuge Project.

33 Provision for the social development of pupils is very good. When talking to inspectors, those in Year 6 display a mature attitude and offer considered and sensible views about school. They cite school competitions as a good example of how community spirit is promoted. Currently the task is to design the best hairstyle and win a prize of a hairdo from a local hairdresser. Conversely they give good reasons for believing that playtimes when all pupils could mix would be socially beneficial (pupils from Years 1 and 2 play separately from older pupils at present). There are however many opportunities to socialise outside lessons because of the very good range of clubs and visits, including a residential experience for Year 6. Pupils often take part in community events such as the Coventry Fun Run or the Carnival of Lights when the city's Christmas decorations are switched on. In school, some of the older pupils have been trained by the NSPCC<sup>1</sup> to act as 'playground pals' and they are available to listen to problems and act upon them. The recently formed school council is also highly regarded. A girl and boy are elected from each class to sit on the council and discuss issues of concern. They are effective, deciding for example how money raised at fêtes is used for the benefit of all. Pupils have responsibilities in their own classes and older pupils have jobs around the school, preparing the hall for assembly or overseeing the tuck shop, for example, and they carry out their duties conscientiously. In lessons, however, they are not given many opportunities to exercise their own initiative for organising their work.

34 As at the last inspection, provision for pupils' cultural development is very good. Members of the school community regularly share their traditions and beliefs with a class or with the whole school, as in the Diwali assembly. Pupils are therefore acutely aware of the multicultural nature of their local society. In religious education, they study the major world faiths and come to understand the similarities and differences between them. They know a song that says 'hello' in 23 languages. Pupils also become well aware of British culture through their history lessons when they learn about Lady Godiva, Henry VIII and Queen Victoria and through Christmas and Harvest celebrations. A link with St Andrew's School

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<sup>1</sup> The National Society for the Prevention of Cruelty to Children



enables a joint celebration of the saint's day. Activities during the annual 'Arts Week' bring an awareness of traditions from a wide range of countries – Australian aboriginal symbols and musical instruments such as the didgeridoo, Aztec mosaics and African dances for example. Pupils create their own art in the style of famous painters such as Lowry and Kandinsky and, in geography, Year 3 pupils are beginning to capitalise on the link with Ghana that has been established because of the deputy headteacher's recent visit.

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

35 The school provides a safe and caring environment where all are equally valued. Pupils are well supported by the harmonious relationships that exist and the good provision for pastoral support. All adults are sensitive to each child's particular needs and difficulties. When needed, the liaison between the school and external support agencies is good. Pupils with English as an additional language are well supported by the provision of adults in school who speak their own language.

36 The school has satisfactory arrangements for the care and protection of its pupils. Health and safety arrangements are satisfactory and pupils are encouraged to consider their own safety as seen in a Year 1 and 2 lesson about road safety. Child protection arrangements are also satisfactory. There is a brief school policy but at present suitable written guidance is not readily available to all adults in school. The person with responsibility for child protection is appropriately trained but has yet to disseminate this information to all members of staff.

37 The procedures for monitoring and promoting good behaviour are good. There is a clear and effective system of rewards and sanctions that are well understood by all. Pupils are involved in discussions about the school rules and they follow them well. Behaviour is monitored closely and detailed records are maintained. The procedures for monitoring and eliminating oppressive behaviour are also good. A significant improvement in behaviour overall has occurred as a result of the recent appointment of learning mentors and the introduction of 'playground pals'.

38 The procedures for monitoring and improving attendance are good. Administrative procedures are efficient and detailed monitoring information is readily available. A variety of rewards and incentives are in place to encourage good attendance and punctuality. Pupils with attendance or punctuality records that cause concern are very well supported by the learning mentors. This new initiative has already proved effective in reducing the level of unauthorised absence. The school meets statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day.

39 The procedures for monitoring and supporting pupils' personal development are good. The school maintains detailed written records to support this area and takes effective action should any particular problems arise. The pastoral support is good and personal development is well supported by the opportunities given to pupils to develop as responsible and mature people. Parents feel that the school is very effective in this area. The very good provision for social and cultural development and for extra-curricular activities enhances this provision considerably.

40 Assessment procedures have improved since the previous inspection but they remain unsatisfactory overall. The headteacher has worked very hard to put in place a policy which now provides clear guidance to teachers. There is a clear strategy for assessment in English and mathematics. Procedures for assessment in science are limited. While some analysis is undertaken of the assessment information gained from statutory tests and other

assessments in these subjects, it is not used effectively to adapt the curriculum or to ensure that work is carefully matched to group and individual needs. Procedures for checking pupils' progress through the school in these subjects are not yet secure. Although the school possesses evidence about the attainment of pupils both from its own procedures and through the information gained from statutory assessments, too little use is made of this information. Consequently teachers have little idea of the progress or lack of progress that individual pupils make. Many teachers still lack confidence when assessing pupils' progress. Class targets have recently been introduced for English and mathematics but it is too early for these to be impacting on standards and progress. This is a major factor contributing to the low standards being achieved.

41 In other subjects of the curriculum no adequate formal assessment takes place. Assessment opportunities are sometimes mentioned in teachers' planning but few records are kept. As a result, little information is available to judge pupils' present attainment, to identify their progress or to help promote suitable work. Marking of pupils' work is inconsistent. It does not guide pupils sufficiently, through constructive comments, as to how they might improve their work. Pupils are given few opportunities to become involved in reviewing their own progress. The positive steps taken by the headteacher have provided clear guidance and a structure, which now needs to be understood by all teachers, extended to all subjects of the curriculum, and outcomes of assessment used consistently to move the learning forward.

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

42 The parents' views of the school are very positive. Parents are very supportive of the school and in particular are pleased with the considerable improvements that have been made recently. They are proud of their school and feel that it is a happy place where all the children are very well supported. Parents also feel that the teachers expect their children to work hard and that they are well informed about how their children are getting on. A very small number of parents are not happy with the range of activities provided outside lessons. The inspection findings support the positive views of parents. Inspection evidence shows that the range of activities provided outside lessons is very good. The curriculum is enhanced by visits to places of interest and by visitors coming to school to share their skills and experiences. There is a very good range of lunchtime and after-school clubs. Pupils and parents are particularly pleased with the introduction of a homework club.

43 The effectiveness of the school's links with parents is good. The headteacher and the staff are approachable and parents are welcomed into school. Parents are well involved in the life of the school and are invited to special events and to assemblies. The support of learning mentors to this area of the school's work has had a very positive effect. School events are well attended and all parents are made to feel included in the school community by the provision of interpreters when needed and also by the opportunity to take part in family education projects.

44 The impact of parents' involvement on the work of the school is good. A number of parents are able to provide help in school and on school outings. Parents willingly share their particular skills and interests, for example by enhancing the school's Diwali celebrations with a demonstration of Indian dance.

45 The quality of the information provided for parents is good. Parents feel they are well informed about school events and about the work that their children do and how they are getting on. The school brochure, governors' annual report and newsletters are all well written and informative. For parents with English as an additional language arrangements are made

for information to be interpreted for them. This area is well supported by members of staff and the learning mentors although little written information is presently available in other languages. Information about pupils' work and progress is conveyed in satisfactory annual written reports, although these are inconsistent in their quality. Some provide clear information about a pupil's achievement, areas of difficulty and how improvement may be made but others do not. Some reports contain complex jargon and others are over simple. However the quality of consultation events is good and does much to make up for these inconsistencies. Parents of pupils with special educational needs are appropriately involved in regular reviews of their children's individual education plans.

46 The parents' contribution to their children's learning at home and school is satisfactory. Parents provide good support for the work that the school does. They are appreciative of all that the school does and are pleased with the provision for homework that they feel supports their children's learning well. They feel that pupils are well prepared for secondary education and that in particular the introduction of a homework club has had a positive effect.

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

47 Overall leadership is good. This is an improvement since the last inspection when it was said to be secure. A particular strength of the leadership is the headteacher's vision for the future of the school. She knows what is required to improve it and has already laid the foundations for those improvements. Her drive and determination have already resulted in a comprehensive audit of provision when she took over the school and the identification of strengths and weaknesses and priorities for improvement. Consequently none of the key issues from this inspection has been a particular surprise and most were identified by the head during early pre-inspection discussions. They feature in the school improvement plan. She is fully committed to school improvement and the analysis of the progress made by pupils who stay throughout their junior school years indicate that this is beginning to happen. The school has not improved as quickly as planned because of a series of factors beyond the control of the school including the threat of closure, the influx of refugees and the difficulty in replacing staff who have moved on.

48 Among the early priorities identified by the head were the need to alter the building to make it more conducive to learning and the need to deal with some severe behaviour problems among a small nucleus of pupils. Consequently internal walls were constructed to create proper classrooms and replace the original open plan design. The behaviour policy was rigorously enforced, which led to a high number of exclusions, but its consistent application has paid dividends in terms of the improvement in overall standards of behaviour throughout the school, particularly in Year 5 and 6 where it was severely criticised in the last inspection report.

49 The governors fulfil their statutory duties well. The governing body includes a balance of experienced and newer governors and is committed to school improvement. They have a clear committee structure to ensure that they work efficiently and effectively and they know the school's strengths and weaknesses. Governors approve of all school policies and have an oversight of subject areas through assigned governors who liaise with subject co-ordinators and report to the full governing body regularly. They are very clear about the importance of raising standards and see this as their first priority. They have a satisfactory performance management system in place and hold the school to account for its performance. Governors are fully involved in identifying issues for inclusion in the school improvement plan and for allocating the budget to meet the school's priorities.

50 Since the current headteacher took over the budget problems faced by the school have been addressed. The school has turned the previous budget deficit into an appropriate surplus to carry forward. The school makes effective use of grants for specific purposes and is good at accessing funds for specific projects. Day-to-day budget management is good. Governors understand clearly the need to get the best they can with the resources they have. The school provides satisfactory value for money.

51 The school aims have been well expressed to match the context of this school and the needs of the pupils within it. They emphasise the need to help pupils become independent learners, for the community to have access to learning facilities, childcare and the promotion of good health. Although more could be done to help pupils to develop independent learning skills, the school is striving hard to meet its aims and is largely successful in doing so. The school improvement plan is very comprehensive and sets clear measurable targets for improvement in most sections, particularly those relating to raising standards. Occasionally targets are expressed in less specific terms which makes it more difficult to know when they have been achieved.

52 While the school has satisfactory arrangements for monitoring teaching and learning at the moment these could be improved by involving subject coordinators more. Currently most monitoring is done by the head and deputy but with some training in management skills subject coordinators could have a stronger role and this would enable the head to delegate more to them. Coordinators currently carry out their roles satisfactorily but with initial support and professional development could do more without detracting from their class teaching commitments. The management of special educational needs is good, and there is effective, caring provision. The newly appointed co-ordinator has effectively developed procedures for early identification of need. She is directly responsible, together with class teachers and outside agencies, for compiling each pupil's individual education plan and is fully involved in reviews and assessing pupils' progress.

53 The school is well staffed with both teachers and classroom support staff. This enables it to have small classes and plenty of support for pupils who need extra help because of learning needs or language difficulties. However, given such generous staffing, the school could adopt more adventurous teaching strategies at times to take advantage of the small group sizes and achieve its stated aim of helping pupils to become confident independent learners. There are satisfactory arrangements to induct new members of staff and performance management is developing well with all teachers having targets for the year.

54 The accommodation has been improved over recent years but is still inadequate in that the Foundation Stage is housed in a separate building across the car park which is not particularly suitable for children of this age. Plans for an extension are now in hand. Resources for learning are inadequate in science, English, religious education and ICT although new computers are expected in the very near future which will go a long way to redressing the deficiencies in ICT.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to raise standards, particularly in English, mathematics, science and ICT the school should:

- 1 Develop the roles of the subject coordinators to include a stronger focus on monitoring teaching and learning by providing for their professional development in the management skills required to become more effective leaders. (*Paragraphs 52, 94, 110, 118, 124, 143*)
- 2 Improve subject planning to take more account of the wide range of learning needs of individual pupils by:
  - developing more rigorous assessment procedures and making more effective use of the information they provide when planning pupils' work; (*Paragraphs 19, 23, 24, 40.41.63, 79,84, 92, 106, 124, 133, 137*)
  - ensuring that planning identifies subject skills to be developed as well as knowledge to be acquired; (*Paragraphs 19, 23, 76, 99, 104, 114, 122, 125*)
  - identifying opportunities for developing literacy, numeracy and ICT across all subjects. (*Paragraphs 18, 22, 24, 82, 87, 94, 99, 105, 108, 110, 118, 142*)
- 3 Raise the quality of teaching further by:
  - planning activities to challenge all pupils, particularly the more able; (*Paragraphs 19, 24, 84, 85, 86, 89, 91, 92, 100*)
  - including more opportunities for pupils to develop their speaking and listening skills through all subjects; (*Paragraphs 18, 22, 71, 142*)
  - making teaching more adventurous by identifying and using a wider range of teaching and learning styles. (*Paragraphs 18, 20, 53, 71, 89, 91, 93, 99, 119*)
- 4 Ensure that ICT meets statutory requirements by fully implementing the comprehensive ICT plan. (*Paragraphs 23, 125, 128*)
- 5 Improve the provision for the Foundation Stage to ensure:
  - a more appropriate learning environment with better outdoor play facilities that are accessible to all children under five; (*Paragraphs 17, 54, 70*)
  - planning systems are fully compliant with national guidelines for all children under five. (*Paragraph 63*)

In addition governors should consider including the following minor issue in their action plan:

- Improve the management of provision for pupils with English as an additional language to give more focused support and clear and rigorous procedures for monitoring the impact of that support. (*Paragraphs 58, 59, 60*)

## **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

56 Almost half of the pupils in the school have English as an additional language and many of these pupils are from refugee families and are at the early stages of English language acquisition. The ethnic minority achievement grant is appropriately spent on meeting the needs of pupils for whom English is not the language of the home.

57 Provision for pupils for whom English is not the language of the home is satisfactory overall. The school makes every effort to ensure that pupils for whom English is an additional language are fully included in lessons alongside English-speaking peers through the use of bilingual support assistants and mentors to work with the pupils in the language of the home whenever possible.

58 The needs of the children are assessed against criteria provided by Coventry Minority Group Support Service but progress is not monitored sufficiently tightly and there is no link into national curriculum criteria. Several pupils are placed on the register for special educational needs because they have not been able to master the skill of using phonics for reading English words. This is inappropriate for their needs. The school does not monitor the progress and attainment of pupils by gender or ethnicity or keep detailed records of their progress in speaking and listening.

59 Provision for refugees and asylum seekers is effective and many of the children have made very good progress in the acquisition of English. Staff try to include all pupils in lessons and the school provides extra staff to work alongside pupils to help them understand ideas through the use of their home language and to develop skills in English. This support is effective. The teachers who are funded through the Ethnic Minorities Achievement Grant work alongside class teachers to meet the needs of these pupils and there is further support in withdrawal groups. The focus for support has not been thoroughly reviewed however since the initial allocation of resources and there are consequently anomalies that the school needs to address. The school has endeavoured to meet needs as they arise and has done this very successfully, but there is now a need for a clear overall policy and a more careful targeting of support and monitoring of progress.

60 The teaching for the pupils who have English as an additional language is sound overall. Where there is careful planning alongside the class teacher to ensure that all pupils have full access to the curriculum, teaching is very good. The support given by classroom assistants and mentors across the school ensures that pupils make satisfactory progress. The previous report found that work was very carefully planned alongside class teachers and that all work mirrored the activities of the whole class. With the notable exception of Year 4, where support is very carefully focused and monitored, this is no longer the case.

61 The school has established high quality links with parents of pupils entering the Foundation Stage and for pupils newly arrived into the school or the country. Staff from minority ethnic communities provide invaluable support in forming good relationships with parents, who feel that their language and culture are valued and respected by the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	14	31	2	0	0
Percentage	0	2	29	65	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	23	165
Number of full-time pupils known to be eligible for free school meals		108

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	84

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	6.9

#### Unauthorised absence

	%
School data	2.3

National comparative data	5.2
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	5
	Girls	12	14	14
	Total	18	20	19
Percentage of pupils at NC level 2 or above	School	69 (56)	77 (56)	73 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	4
	Girls	12	11	9
	Total	15	15	13
Percentage of pupils at NC level 2 or above	School	58 (52)	58 (68)	50 (56)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	6
	Girls	7	4	9
	Total	8	6	15
Percentage of pupils at NC level 4 or above	School	32 (45)	24 (27)	60 (64)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	4	3
	Girls	7	7	7
	Total	8	11	10
Percentage of pupils at NC level 4 or above	School	35 (24)	48 (33)	43 (24)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	4
Black – other	0
Indian	10
Pakistani	6
Bangladeshi	6
Chinese	0
White	114
Any other minority ethnic group	18

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21
Average class size	21

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

Total number of education support staff	13
Total aggregate hours worked per week	220

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

Total number of qualified teachers (FTE)	0.8
Number of pupils per qualified teacher	10
Total number of education support staff	2
Total aggregate hours worked per week	22.5
Number of pupils per FTE adult	0.4

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	2	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	9	
Other minority ethnic groups		

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

### **Financial information**

Financial year	2000/01
	£
Total income	455678
Total expenditure	436535
Expenditure per pupil	2630
Balance brought forward from previous year	27316
Balance carried forward to next year	46459

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	188
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	2	2	0
My child is making good progress in school.	61	38	2	0	0
Behaviour in the school is good.	55	32	5	5	3
My child gets the right amount of work to do at home.	57	31	10	2	0
The teaching is good.	79	19	0	2	0
I am kept well informed about how my child is getting on.	75	25	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	21	0	2	5
The school expects my child to work hard and achieve his or her best.	73	26	0	0	2
The school works closely with parents.	73	24	2	0	2
The school is well led and managed.	74	19	0	2	5
The school is helping my child become mature and responsible.	74	21	2	0	3
The school provides an interesting range of activities outside lessons.	53	31	10	0	4

## **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**

62 Children are admitted to the nursery on a part-time basis at the start of the school year following their third birthday. They join the reception class at the start of the school year in which they become five years old. At the time of the inspection there were 20 children attending the nursery part time. A good number of these remained in the afternoons for a playgroup session. In the reception class there were 25 children, including two Year 2 pupils, and two Year 1 pupils with developmental needs. In addition three children from the reception class were identified as having special educational needs and a further child in the nursery with possible special educational needs. In the nursery 11 children did not have English as their first language while three children in the reception class also had English as an additional language. Several of those pupils were recently admitted as refugee children. Early assessment information when children enter the school shows that attainment is very low for children of this age.

63 Provision for children in the Foundation Stage, including teaching, is satisfactory overall. Children in the nursery settle quickly and enjoy the range of experiences offered. They maintain steady progress during this time in the areas of learning. In the reception class these early skills are satisfactorily developed. Skills in personal, social and emotional development are well promoted throughout the Foundation Stage so that by the time they enter Year 1 the majority of children will reach the expected standards in this area of learning because the teaching for this area of learning is good. However, standards remain well below the expected level in all the other areas of learning. Most children are unlikely to achieve the standard expected for their age in communication, language, literacy, mathematical development, knowledge and understanding of the world, creative and physical development by the end of their time in the reception class. Children with special educational needs and those with English as an additional language make similar progress to other children in the Foundation Stage. Although the overall teaching standard is satisfactory, weaknesses remain. For instance the expectations of teachers and other adults are sometimes not high enough. The pace at which some lessons proceed is too slow. When this is the case children do not make as much progress as they could and potentially higher attainers underachieve. This is particularly so in the reception class where the teacher is less confident with the Foundation Stage curriculum and adopts a more formal teaching style where children are directed too much, and have too little opportunity to select activities and resources for themselves. Liaison between the nursery and reception teachers is limited and this influences the rate at which children progress through the Foundation Stage because planning is not consistent across the nursery and reception class. Whilst records are satisfactorily maintained, and include observations and some annotated samples, the 'stepping stones' for children in the Foundation Stage are not yet being used as a means of assessing children's progress. Plans are in hand to address this. At present tasks are not always matched carefully enough to ensure the right level of challenge for all children, particularly in the reception class. Over-direction by the teacher in this class sometimes inhibits learning and independence. The quality and range of learning opportunities is satisfactory overall with good experiences at times, particularly in the nursery. There are secure early assessment procedures in place in the reception class, the outcomes of which are shared with parents and carers. On-going assessment procedures and record keeping are inconsistent across the phase. The use of assessment information to determine the next steps of learning is unsatisfactory. The teachers in the Foundation Stage are aware of the need to develop assessment and record keeping further.

64 Learning resources are poor in the nursery. The nursery building including outdoor provision provides an inferior quality of experience. It is barren and in poor condition. In spite of the teacher's best efforts it remains unsatisfactory and does not promote good learning or motivate children well. In the reception class resources are satisfactory except for the lack of provision for outdoor play. The adults endeavour to create attractive learning environments in spite of the poor quality building. The good adult/child ratio in the Foundation Stage enables all children to access the curriculum. Support staff are well briefed and provide a valuable contribution to children's learning.

65 The satisfactory progress found at the previous inspection has been maintained, although the missed opportunities to develop further the outdoor play have yet to be addressed in the reception area.

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

66 Teaching in this area of learning is good. Children build confidence and self-esteem well through opportunities such as self-registration in the nursery at the start of the session. They are happy to come to school and have positive attitudes to learning. They settle well into school life, learning how to behave, for example, lining up to go into their classroom, taking turns with toys and other resources and learning to share. In the nursery few children work together and there is little communication when working alongside each other. However, by the end of the Foundation Stage most children work well in a group and individually, and often help each other. They enjoy good relationships with adults who work with them. The good teaching encourages children to listen to instructions and to take turns when speaking. The good level of support, particularly for children with English as an additional language as well as those with special educational needs enables all children to participate well in all of the activities offered. Most children are making good progress in this area and are on course to achieve the nationally expected standards by the time they join Year 1.

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

67 Children enter the nursery with very limited speaking and listening skills which inhibits their ability to communicate with the adults and other children, in a significant majority of cases. By the time they move to the reception class, skills remain well below average. In spite of satisfactory teaching and learning the majority are unlikely to achieve the expected level by the time they leave the Foundation Stage. Most children learn to listen with interest and enjoy stories and poems. Although they follow instructions few children engage in discussions and offer opinions. Most children show interest in books and the majority handle books with care and respect. The least able have little awareness of terms such as 'care' and are unable to point to the title. The very limited speaking skills are evident when, faced with an illustration of a character from the reading scheme visiting the hairdressers, one child utters two words 'hair cutters' when looking at the scissors. The higher attainers in the reception class 'tell' the story using picture clues and talk about the story. They understand that print carries meaning and distinguish text from pictures. They are aware of initial letter sounds. The lack of opportunity, through a shared approach to reading, for children to enjoy a range of books at home limits progress in these skills. Writing skills are well below the expected level for most children. All but the highest attainers are unable to copy under the teacher's writing. A few attempt to write independently but letters are not formed correctly in most cases and most children are unaware where words end. Even the most able have insecure pencil control when writing their name but a few can do so. Although progress is satisfactory overall, higher attainers are capable of better progress, with higher teaching expectations.

### **Mathematical development**

68 The quality of teaching and learning is satisfactory overall. Most children make satisfactory progress in this area, but in spite of this, attainment is well below the expected level and few children are likely to reach the standards expected by the time they leave the Foundation Stage. In the reception class most children count to 10 but few count to 20. The teacher uses good strategies, such as using a puppet, and beating on a drum, to motivate children. They enjoy the games and respond enthusiastically. Good use of number rhymes and songs, such as 'Five Currant Buns' reinforce number sequences and number bonds. A significant proportion have difficulty sequencing numbers on a number line and lower attainers struggle to recall what comes after 6. The majority use fingers to represent numbers when counting up to 10. When using sand and water a few children use language such as 'full' and 'empty'. Many do not know the names of common two-dimensional shapes. A few understand the concept of addition, but very few understand 'one more than'. A significant proportion of the children in the reception class do not form their numbers correctly and frequently numbers are reversed. Teachers provide many opportunities for children to practise counting skills within practical activities and there is a satisfactory emphasis on mathematical language.

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

69 When children start school they have poor knowledge and understanding of the world in which they live. Sound teaching helps them to make satisfactory progress in this area of learning. Nevertheless, skills remain well below average by the time pupils start in Year 1. Many children are hampered by their poor speaking skills initially. Few are able to explain clearly past and present events to do with their families. They do not talk confidently in many cases. Children have a reasonable awareness of the local environment within and around school. They enjoy planting bulbs, such as the crocus planted by the nursery and are aware of changes in the seasons, such as the autumn colours in the leaves and trees shedding leaves. Children have opportunities to work with food. In the nursery they make 'Barfi' as part of their Diwali celebrations while children in the reception class work with enthusiasm mixing ingredients for fairy cakes. Good links are made to other areas of the curriculum as they count and weigh ingredients. The activity contributes well to children's personal development as the cakes are sold to raise money for 'Children in Need'. In both of these activities the children are well supported by the adults who focus on language skills as well as extending their knowledge and understanding. Healthy eating and a healthy lifestyle are promoted soundly as children learn about different foods and how to care for themselves. There is an appropriate focus on festivals and celebrations such as Diwali. Children make cards and diva lamps and dance to Indian music. Opportunities to develop early skills using the computer are restricted by the limited expertise in the reception class. In the nursery there was no computer until the week of the inspection. As a result many children lack confidence and depend heavily on adult help in their use of mouse and keyboard. The satisfactory teaching provides an appropriate range of experiences, which increase children's knowledge and understanding of the world. Support staff provide effective help for many of these activities. Particularly effective one-to-one support is provided in children's mother tongue enabling them to access the curriculum.

## **Physical development**

70 Children in the nursery make satisfactory progress in developing these skills in spite of poor provision and old resources. In the reception class, however, progress is limited by the lack of access to outdoor play provision. Some opportunity to develop physical skills occurs through a weekly use of the main hall but the lack of access to climbing apparatus inhibits the progress made. As a result, many children lack confidence in skills requiring climbing or balancing. They move with increasing control when running, jumping, skipping and hopping although a significant proportion lack good co-ordination for these movements. Many children do not yet have a secure pencil grip when holding crayons and pencils and pencil skills are limited for many when attempting to write. They have satisfactory skills when building with construction kits and large building blocks, but dexterity in finer movements such as threading beads, handling jigsaws and moulding dough and plasticine is more limited. Skills in using small tools such as scissors and paintbrushes vary, but a significant proportion require considerable help, for example when cutting out with scissors. The overall quality of teaching and learning is satisfactory but provision for outdoor play is unsatisfactory in the reception class and this is reflected in the quality of teaching and learning for this aspect.

## **Creative development**

71 Children are making satisfactory progress in this area but many are unlikely to achieve the expected level by the time they start in Year 1. Children know a satisfactory range of songs and rhymes which they sing with enjoyment although many do not recall the words well. In the nursery they explore sounds made by a range of untuned percussion instruments and their teacher provides good opportunities for the children to express themselves freely through dance and music from a variety of cultures. She intervenes well to extend the learning. Such opportunities and experiences are more limited in the reception class. Children have regular access to paints and crayons, producing pictures mainly from imagination, occasionally from observation. In the nursery much of this is mark making, exploring different colours. In the reception class they paint pictures of themselves and their houses. They make bubble prints and paint with different shaped sponges, experimenting with colour mixing, but few can explain, for example, that when blue and yellow is mixed it becomes green. They lack confidence when using the computer program to paint pictures and these skills are not well developed. There is limited evidence of three-dimensional work, particularly in the reception class. In the nursery and the reception class, children play happily in the home corner where they use lentils to 'cook' Indian food, mixing rice in saucepans, but often this play is solitary, particularly in the nursery. The overall quality of teaching and learning is satisfactory. The children have opportunities to take part in a wide range of activities. The good use of support staff ensures that all children are included. Basic skills are developed satisfactorily in music and art.

## **ENGLISH**

72 Standards in English are low but in reading they are beginning to show signs of improvement. Standards achieved by 11-year-olds in national tests continue to be well below the levels expected for their age. It is a similar picture for pupils in Year 2.



## **Speaking and listening**

73 Standards in speaking and listening are low throughout the school. On entry to the school pupils' skills in communication are poor. Whilst a few pupils speak in clear sentences, many have a very limited vocabulary. This prevents them from articulating their ideas effectively. Pupils often reply to questions with one-word answers and find it difficult to find the words they need to describe or explain. When pupils in Year 1, for example, were expected to develop their speaking skills in a science lesson, by using the appropriate descriptive language as they tried to identify objects by touch, some confused simple everyday terms. Despite the good levels of support provided by the teacher many floundered as they searched unsuccessfully for the necessary words and structures. A similar situation was observed in a lesson in Year 4. Pupils' inexperience meant that they struggled when asked to use descriptive language to extend lines of poetry, and although they used thesauruses appropriately many went "over the top" in their use of adjectives. Several of the adjectives used were totally inappropriate to the context. The high quality of the teaching by the teacher from the Minority Group Support Service, working in partnership with the classteacher, ensured, however, that by sensitive support all pupils eventually succeeded at their task and were proud of their achievements.

74 Many of the children who have entered the school during the last twelve months do not have English as the language of the home and had no knowledge of English on entry to the school. The school responded well to the immediate needs of these pupils but not all staff appreciate the importance of planning for speaking and listening opportunities for all their pupils in all their lessons. In too many classes teachers ask questions that demand only one-word responses, and do not encourage pupils to extend their answers and develop their ideas orally. Not enough opportunities are planned into the teaching to allow pupils to practise and consolidate their skills effectively within group tasks in, for example, science, or through drama, debate or making presentations in all subjects of the curriculum.

## **Reading**

75 Standards in reading are below average. They were well below the national average for seven-year-olds in the national tests in 2001, although they were in line with standards in similar schools. Higher and average attaining pupils in the infants demonstrate an enjoyment of reading and respond well to humour or interesting content. They read fluently and reasonably expressively and talk about aspects they particularly like. They use their knowledge of phonics and language structure, together with pictures to work out unfamiliar words. Higher and average attaining pupils enjoy reading, talk enthusiastically about the plot and characters, and make simple predictions. They know the meaning of 'title', 'author', and 'illustrator'. Pupils have experience of non-fiction books and locate information reasonably quickly, using the index and table of contents. Below average readers are much more hesitant. These pupils have a basic sight vocabulary, recognising a few words but they are unable to use their knowledge of phonics to tackle unfamiliar words with any degree of confidence and often do not even use the pictures to help them. They rarely use contextual or grammatical cues. They are reluctant to discuss their books in any detail and many have a much narrower experience of reading in the home.

76 Pupils take books home regularly and clearly enjoy reading, although not all are able to read to an adult at home. There is now a sound programme for the teaching of reading and this is beginning to impact on standards, but research skills are not developed effectively and there was no evidence that pupils have access to the library for independent work. There is no use of the Dewey System and as a result very few pupils are familiar with its operation. Reading records indicate which books have been read and when, and guided reading records are effective in enabling teachers to monitor progress. There is, however, no record

of individual skills progression in order that all adults may be clear about the levels of competence of pupils, and the next steps that need to be made in order to develop proficiency. For many pupils for whom English is not the language of the home their command of the language is affecting their understanding in reading and there is an urgent need for teachers to familiarise themselves with the needs of bilingual pupils in order that this may be addressed.

77 One factor that is beginning to raise attainment is that pupils' difficulties with literacy are now identified quickly and they are given appropriate support. Pupils who receive support through the Additional Literacy Strategy are making sound progress. They enjoy these sessions and are rightly proud of their achievements. Since the appointment of a new co-ordinator for special educational needs, support is becoming much more carefully targeted and is matched to the identified needs of the pupils. This is enabling pupils to make sound progress towards the targets in their individual education plans.

78 The literacy hour is having a significant impact on standards with well-focused teaching of basic skills. This effective use of the National Literacy Strategy has had a positive effect on reading, so that higher attainers in Year 2 read a range of texts accurately and use contents, indexes and glossaries to research information. Pupils in Years 3 to 6 gain from reading a wider range of information books, poetry and fiction. Higher and average attaining pupils in Year 6 read fluently and with expression but lower attaining pupils often lack understanding of what they have read and do not pick out important bits of text when explaining the plot or sharing information. Despite the hard work of staff standards in reading remain low. This is in part because of the poor speaking skills of the pupils, which affect their ability to talk about and fully understand their reading. Many pupils lack confidence and expression when reading aloud. For many older pupils strategies for reading unfamiliar words have not been properly learned because of earlier disruption in their education before they joined Southfields, and this is affecting fluency.

79 Pupils read regularly to the teacher in the guided reading sessions and they read regularly to an adult on a one-to-one basis. Not all pupils are able to read to their parents at home, although the school is working hard to involve all parents as closely as possible in their children's learning through a wide range of initiatives. Where parents are involved this is very effective in building confidence and an interest in reading. No detailed diagnostic records are kept of pupils' individual progress in reading and consequently neither adults nor children know what the pupil is to do to improve standards further.

## **Writing**

80 Although most pupils make sound progress overall in writing, their writing skills by the end of Key Stage 1 are well below the standard of most seven-year-olds. Most pupils know that sentences begin with capital letters and end with full stops, but few transfer this knowledge into their everyday writing. Handwriting varies from well-formed letters that are consistent in size and appropriately spaced to poorly formed letters with no spaces between the words. Several pupils place capital letters in the middle of sentences and words. A few pupils are beginning to use simple punctuation in their sentences.

81 Older pupils find it hard to adapt their writing for different purposes, as many do not have an adequate command of different styles and uses of English. Higher and average attaining pupils in Years 5 and 6 are starting to use expressive, descriptive language in their writing. They organise fiction and non-fiction writing for specific purposes, for example, stories, poems, accounts, diaries and biographies but most still require a great deal of guidance to accomplish this successfully. The literacy hour is having a significant impact on the development of pupils' grammatical knowledge, particularly in Years 5 and 6 but teachers

lower down the school do not always insist on the use of Standard English and this is affecting attainment particularly for more able pupils.

82 By the end of Years 5 and 6 higher and average attaining pupils write in a good fluent style, though the work of lower attainers, approximately half of the class, often has many crossings out and mistakes and letters are not joined. Higher and average attaining pupils plan their work with care and then use their planning to paragraph their work. Sentences are well-structured with good use of punctuation. Lower attaining pupils in Year 6 lack imaginative use of language in their writing and sentences show a restricted vocabulary. Teachers do not systematically plan to develop literacy skills through other subjects so pupils have limited opportunities to develop their skills.

83 The support for pupils who have special educational needs is carefully focused, and the assistance these pupils receive ensures that they make satisfactory progress towards the targets in their individual education plans. Classroom assistants play an important part in helping pupils with special educational needs to make sound progress. Their time and talents are put to good use to work with small groups and individuals. Support for pupils for whom English is not the language of the home is effective and ensures that these pupils make progress similar to that of their peers.

84 The teaching of English is satisfactory overall although lessons do not always follow the recommended format of the National Literacy Strategy and work is not always matched as well as it might be to the needs of individual pupils. In the one lesson seen that was unsatisfactory there was no difference in the work that was given to pupils and the work was too easy for some and too hard for others. This resulted in pupils becoming bored and losing concentration. The strongest teaching is found towards the end of Key Stage 2. Where lessons are most effective, they are well planned and well structured. The teachers explain the targets of the lesson, give pupils clear explanations of what they will learn and provide them with a good structure to model their work on. These lessons show very positive relationships between pupils and teachers so that pupils feel valued and know very well what is expected of them for both behaviour and attainment. The teachers' subject knowledge is good, and the teaching of basic skills is clear and readily understood. Pupils are involved actively in their learning and have a clear understanding of the focus of the lessons. In one lesson where the support teacher from the Minority Group Support Service had planned in detail with the class teacher the teaching was particularly good. The teacher from the Minority Group Support Service had adapted her approach to meet specifically the needs of pupils for whom English is not the language of the home and as a result of the high quality input the pupils made good progress. They discussed their work with a partner of their own choosing and referred to dictionaries and thesauruses to improve their vocabulary.

85 In reading and writing teachers group pupils according to ability but they do not always take sufficient care to ensure that work is pitched at the right level. As a result pupils are sometimes given inadequate support and guidance to enable them to succeed, and on other occasions there is insufficient challenge to stretch the more able pupils. The quality of the marking in Year 5 is good and gives clear guidance to pupils on what they should do to improve their work. In other year groups marking does not help pupils to raise their own standards or know what they need to do improve their work.

86 The library is well situated and readily accessible but it is underused for research purposes and few pupils have the necessary skills. The library is poorly stocked and there is an inadequate range of non-fiction for reference. It is rarely used by pupils themselves during lessons and too often even higher attaining pupils in Year 6 are 'spoon-fed' by being given texts within the classroom rather than being expected to go and find out for themselves. Classroom libraries contain a sound selection of fiction to meet all tastes and pupils regularly

borrow books to take home. This is having a significant impact on standards. Book loans are much appreciated by pupils who often have little access to books at home and the contribution of parents in listening to children read at home has been invaluable in helping to raise standards. The school has worked hard to involve parents and pupils much more closely in reading for pleasure and has established early links with the local library and other outside agencies.

87 The school lacks a commonly agreed approach to developing pupils' literacy skills through other subjects. When writing in other subjects teachers do not always insist that spelling and punctuation are correct and that handwriting and presentation are appropriate and many pupils do not therefore take a pride in their work. There is a sound range of resources to support teaching, and the quality of both fiction and non-fiction materials, including dictionaries, in classrooms is good. These are well organised, allowing pupils easy access to their use. Teachers do not currently use ICT sufficiently to support learning in English although there are isolated examples of effective use.

## **MATHEMATICS**

88 Overall standards of pupils' work in Years 2 and 6 are currently well below the national average. This represents a similar picture to the national test results of the 11-year-olds who were the subject of the last inspection and a slight fall for the seven-year-olds. Current standards for Year 2 pupils reflect the national test results for 2001 but for those in Year 6 there is a slight improvement from the very low results of the previous cohort. This is due to some good teaching of this small class and to the increased number of learning support assistants.

89 On average, pupils entering Year 1 have skills that are well below those usually found in most schools but there is a wide range of ability and this is evident in each year group. Most seven-year-old pupils find mental work difficult. When working with problems such as '3 more than 52' many sit passively and do not offer an answer. Only a few have strategies such as using fingers to count on or count back and even the most capable pupils have difficulty working out subtraction problems when the words 'less than' are used. In their books, the higher attaining pupils accurately calculate addition sums where the answer is less than 20 and identify coins that total 75p. They list items that are shorter than their pencil and name some common three-dimensional shapes. In a lesson about fractions however, these pupils are not challenged sufficiently but are initially set the same work as everyone else: to colour half of a shape where the dividing line is already drawn. Some say they have done this before and prove it by accurately and speedily drawing a line themselves to divide shapes. Most average attaining pupils manage this work too. In their books they correctly put numbers to 50 in order and identify the numbers that come before and after an example posed by the teacher. Unlike the more capable pupils they are not yet able to identify the value of each digit in a two-digit number. The lower attaining pupils practise addition and subtraction problems where the answer is less than 10 but are not confident with higher numbers. The work is not obviously very different for the class as a whole and there are not many opportunities for pupils to apply their mathematical understanding to solve everyday problems. The higher attaining pupils are encouraged to see a pattern in a series of subtractions (6-3, 16-3, 26-3, 36-3 etc.) so that they can quickly calculate the answers but other pupils are not set similar problems.

90 Year 6 pupils are slow to work out answers mentally although most double a number accurately when multiples of ten are involved ( $40+40$  and  $70+70$ ). When given a time limit to find numbers that total 87, the higher attaining pupils and a few others produce a lengthy list on their whiteboards because they spot a pattern ( $1+86$ ,  $2+85$ ,  $3+84$  etc.) but other pupils have to think hard and some struggle to produce sufficient answers in the time. This is not

difficult work for most eleven-year-olds. In their books, the higher attaining pupils are working with higher numbers, rounding to the nearest 1000 for example. They are familiar with long multiplication, produce a pie-chart to show different types of bicycle owned by the class and know the units of measurement for length, weight and volume. Their standards are typical of most eleven-year-olds and they also apply their mathematical knowledge appropriately to work out problems such as 'how much petrol would I need for this journey?' using the information provided. In the lesson seen, however, they are not sufficiently challenged but are presented with work that they have covered before – to calculate the missing angle in a triangle. They know that the total will be  $180^\circ$  and complete a number of worksheets in a short time. The work in the books of average pupils shows that they accurately multiply three-digit numbers by a single digit, produce a line graph to show the favourite flower and measure length using metres and centimetres. Sometimes work is not finished and, occasionally, not enough is completed to consolidate understanding. Only four addition sums were completed in one session, for example. The lower attaining pupils are confident with numbers to 30 but find it difficult to calculate the answers to  $4 \times 12$  and  $2 \times 16$ . They tell the time using o'clock, half past, quarter to and quarter past and name common two-dimensional shapes. This is work that most pupils in Year 3 would commonly be expected to understand and illustrates the low standards of a few pupils.

91 Progress across the school is satisfactory because pupils enter with well below average knowledge and understanding of mathematics, particularly number. An analysis of the end-of-year test results of the present Year 6 pupils who have been in the school since they took national tests at seven reveals that they have made similar progress to pupils nationally. This however involves only half the present class. The school has been affected by the recent influx of asylum seekers, many of whom have to learn English before they begin work on the National Curriculum. The school effectively supports these pupils and, in general, they make satisfactory progress. In a Year 1 lesson, for example, some of them work with a classroom assistant on a clapping game that reinforces their understanding of the numbers one to ten while the teacher works on numbers to 20 with the rest of the class. Similarly, pupils with special educational needs are adequately supported so that their progress is sound. In a Year 6 lesson, one pupil is helped by an assistant to understand a right angle and to find actual examples in the immediate vicinity. However, while overall progress is sound, there are some pupils who are not achieving as well as they could. Not all teachers are presenting their pupils with appropriate, challenging work.

92 The National Numeracy Strategy is well embedded in the school and teachers conduct lessons that follow the recommended structure. However, it is not as effective as it might be. Teachers do not always share the learning intention with pupils at the start of lessons and therefore do not write this intention in simple language on their plans. Nor do they always plan different work to meet the specific needs of pupils. In more than one lesson, everyone is given the same initial task and the higher attaining pupils are simply required to complete more work than others when, in fact, they need work of a more advanced content. Teachers sometimes feel it necessary to check the pupils' level of understanding when beginning work on a new topic because they know from experience that many have difficulty retaining knowledge of previous work. In one lesson for example the teacher responds to a girl's remark that, "We have done this work before," by saying, "Yes, but I need to check it." A similar example could be given from another lesson. This suggests that assessment systems are not yet refined enough to provide teachers with sufficient information to avoid having to take up time that could otherwise be used to move pupils on.

93 Teaching overall is satisfactory throughout the school but is better in Years 5 and 6. In most lessons seen, pupils have a positive attitude to the subject. Teachers use learning support assistants well and they provide effective help when assigned to help groups of pupils. Teachers control their classes well but they do not always employ a range of teaching

methods to reinforce learning, relying too much on their skills of explaining work to pupils rather than using practical aids. Year 6 pupils are adamant that mathematics lacks resources and the co-ordinator is aware of this and has recently ordered maths games and other equipment that, if used, will stimulate interest and help pupils to find things out for themselves through practical work. Most pupils, even the oldest, need the practical experience of using equipment. Those in Year 3 are provided with cubes that they count out and then divide into two equal groups to discover a half. In another class, no apparatus is available. All are expected to write that 43 is made up of 4 tens and 3 units and multiply each by 2 to get an answer. Some are not ready for this and need apparatus to see that the digits in the number represent different values. Teachers sometimes talk for too long and this prevents the maintenance of a brisk pace. In one of the better lessons, the teacher skilfully moves the lesson along and poses questions in different ways to test pupils' understanding of how to express centimetres in metres. Pupils are 'kept on their toes' and respond to the need to answer quickly and to the expectation that they will use correct mathematical vocabulary.

94 The co-ordinator is temporarily managing the subject because no-one applied for the post in response to recent advertisements. She has already correctly assessed the strengths and weaknesses in the subject, though she has not yet been able to observe lessons. Her understanding comes mainly from an analysis of the end-of-year tests and national statistics that are available in the school from Year 2 onwards. These assessment systems give a broad view of the range of standards in the school and new termly tests that come with a commercial text-book are expected to give a better overview of what knowledge each pupil retains after a unit of work. Targets can then be set for groups of pupils or for individuals so that they know what they have to do to improve. Information and communication technology is beginning to be used to support numeracy work but is not widely employed regularly in every class. Year 5 pupils are presently exploring how data can be entered on a spreadsheet and a variety of graphs produced. Similarly, though teachers are aware that numeracy skills can be reinforced in other subjects, opportunities to do so are sometimes missed. Homework is supporting work in mathematics satisfactorily but the marking of work is inconsistent. Occasionally work is not fully marked but most teachers add a supportive comment. Not many write advice about what the pupil could do to improve next time.

## **SCIENCE**

95 Standards in science are well below the national average at both key stages. The results of the latest national tests for eleven-year-olds show pupils attaining well below the national average and well below pupils in similar schools. This represents a slight decline in overall standards of eleven-year-olds compared to the 2000 tests when results matched similar schools although they were well below the national average. This has been caused partly by the influx of refugee children who speak English as an additional language and struggle with science terminology. The inspection findings confirm standards as well below average.

96 By the age of seven pupils record what we can see in the autumn, plant bulbs ready for the spring and begin to understand what they need to grow. They record types of materials and what they are used for. For example they know that wood is used for doors. They also know that some materials are manufactured and some are natural. They know that humans develop from babies through to adults and that we need sleep, exercise and food to keep us healthy. By the time they are eleven pupils know how electric circuits work and what will happen if you add extra batteries or bulbs to circuits. They know that conductors allow electricity to pass through them while insulators prevent this from happening. They do simple experiments on dissolving and filtering and know that some substances can exist as a solid, liquid and a gas. Overall, however, they do not have the knowledge and understanding

normally expected of this age group. After the last inspection standards at eleven made a good improvement between 1998 and 1999. However, this rate of progress has not been maintained and standards remain close to the 1999 level overall.

97 During lessons pupils generally attain standards that are below, rather than well below those expected for their ages. This is because they receive good levels of support during lessons from both teachers and support staff. However pupils find difficulty in retaining this knowledge and many lack the language skills necessary to make faster progress in science. Consequently, although teaching and learning are satisfactory overall, the low level from which many of these pupils are starting requires teaching and learning to be rather better than satisfactory for them to make fast enough progress to raise standards and improve national test results.

98 Teaching and learning are satisfactory at both key stages. Teachers are confident in their own knowledge and understanding of the science they teach. For example in a lesson on materials in a Year 3 and 4 class the teacher was very clear about which of the items of rubbish she had brought for the lesson would rot and which would not. She also emphasised the correct terminology and got pupils to classify various items of rubbish according to whether they were biodegradable or not. As a consequence pupils learned the words and what they meant. This lesson did demonstrate the difficulty some have with language when one pupil confused 'rot' with 'melt' as he tried to explain that plastic "rotted next to fire". Teachers plan lessons carefully and include practical work. In a lesson for Year 1 and 2 on materials, for example, pupils were asked to describe various objects that they could touch but not see. In this way the teacher was able to extend their knowledge of scientific language and correct them when they confused words like 'soft' and 'smooth'. This lesson also demonstrated how well teachers manage their classes despite having a nucleus of challenging pupils who constantly seek attention. By applying the behaviour policy, reminding pupils of what is acceptable and showing great patience the teacher managed to prevent a couple of pupils from spoiling the lesson despite their attempts to do so. Teachers make effective use of classroom learning assistants, ensuring that they are well briefed and able to take small groups for practical work. In this way pupils can work in small groups with adults and get what they need to make progress in their learning. This is particularly useful for pupils with English as an additional language or special educational needs and helps to ensure that they make satisfactory progress in lessons.

99 Although teaching is satisfactory overall teachers do not make the most of opportunities to give the pupils responsibility for identifying and planning their own investigations. Teachers plan practical work very carefully with pupils simply working through a teacher directed investigation. The teacher asks all the questions and the pupils provide the answers. Several of the activities could have been covered in rather more adventurous ways to enhance pupils' learning by getting them to pose questions, plan ways of finding the answers and record their findings. For example in a Year 4 lesson on insulation pupils had to check which materials were best at keeping jacket potatoes warm. However the investigation was set up by the teacher who defined the scope of it, decided which materials to test, and provided them, and prescribed the way the test would be carried out and the results recorded. While the pupils gained some useful information about the insulation properties of cling film in comparison with a tea towel they did miss opportunities to work together to identify the problem, suggest possible solutions, test them and check the results while also improving their speaking and listening skills. Most of the lessons observed could have been enhanced in this way, particularly where effective classroom support led to very small groups. Teachers place a strong emphasis on giving pupils scientific knowledge but do less to help them to acquire skills and develop their thinking and problem solving abilities. They do not make effective use of ICT in science and provide few opportunities for pupils to develop literacy and numeracy skills during lessons. Consequently, although most pupils make

satisfactory progress in learning science many could achieve more in lessons with a more inspiring range of teaching and learning methods and styles.

100 In some lessons teachers expect too little of the pupils and give them work which is too easy. In a lesson in Year 2 and 3, for example, the teacher simply wanted the pupils to know what effect exercise has on the body and that we need exercise to stay healthy. The pupils had achieved this by the time they entered the classroom from the preceding physical education lesson, however, but spent around twenty minutes on a worksheet which required them to identify various forms of exercise and draw examples of some of them. While pupils with English as an additional language learned some technical words associated with this topic the most able pupils did not find the task particularly challenging and so the lesson was rather unsettled with undue amounts of chatter unrelated to the work in hand.

101 The resources for practical work in science are inadequate. In order to give the subject the boost it needs to raise standards the school needs to have more equipment, ensure it is easily accessible and that pupils are given opportunities to use it as a matter of course.

## **ART AND DESIGN**

102 The standard of pupils' work in art and design is below the expected level in Year 2. In Year 6 the standard of work is as expected nationally. Given the standards on entry to school, pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school with some accelerated learning in Year 6. Standards have been maintained in Years 1 to 5 since the previous inspection. In Year 6 standards have improved. The improvement in Year 6 is largely due to effective teaching by the class teacher who is also the art co-ordinator. Special events such as an arts week and work with artists in residence also improve opportunities for pupils in the school.

103 Pupils in Year 2 experience a satisfactory range of media and materials. They make wax rubbings and prints of textures such as autumn leaves and create collage designs on paper plates using natural resources. Pupils' skills in rubbing are not well developed, and rubbings are uneven for a significant proportion. Early skills in sewing and fabric work are being developed. Pupils attempt running stitch and practise joining fabrics with various stitches. They use wax resist to produce paintings of fireworks and make divas using clay to celebrate Diwali. Pupils have a satisfactory understanding of primary colours as they create collage patterns using red, blue, and yellow paper strips. Manipulative skills for cutting, sticking and moulding are at an early basic stage of development for a significant number of pupils.

104 By Year 6 pupils have increased their skills in observational drawing, seen in the still life, drawings of containers, using pastels and watercolours, and also in the drawings of Coventry Cathedral windows, with the most able showing good attention to intricate detail. They show the expected awareness of colour for their age as they experiment with lines of coloured tissue paper to create stained glass window panels. Pupils show a satisfactory understanding of Aboriginal art, working in suitable colours to produce paintings and pastel drawings of Aboriginal patterns and symbols. Good links are made to literacy with collage work on *The Lion, the Witch and the Wardrobe*. Sketchbooks are used effectively in Year 6 to explore Islamic patterns, draw daffodils from observation with the expected level of skill and to experiment with different techniques. However, the use of sketch books in Years 3 to 6 is inconsistent. In some classes there is evidence of attention to the work of artists. For example, in Year 3 pupils draw figures inspired by the work of Lowry, while in Year 4 pupils study the work of Kandinsky, and work together to create group pattern using magazines cut



into squares. In Year 5 pupils create string blocks for printing, having looked at the designs of William Morris and in Year 6 pupils explore the work of twentieth century portrait artists. Some three-dimensional work in clay such as that in Year 6 on the theme 'reconciliation' was observed but there is less emphasis on such work and pupils' skills are not as well developed in this aspect of art.

105 The overall quality of teaching and learning is satisfactory throughout the school, but good teaching was observed in Year 6. This is because the teacher's subject knowledge is secure and skills are systematically developed, increasing pupils' understanding of the use of a wide range of materials. Pupils are encouraged to express themselves freely, such as in the clay work on 'reconciliation' and in their observational work on Coventry Cathedral. As a result pupils take pride in their work, and art and design makes an effective contribution to their spiritual development. Although there is some evidence of the use of computers in art with programs such as 'paintbrush', their use is not well established to support pupils' learning, particularly in Years 3 to 6. Good use is made of visits and visiting artists, particularly in Year 6 where pupils have visited Coventry Cathedral, the Herbert Art Gallery and have worked with a visiting photographer.

106 The co-ordinator has good subject expertise and is enthusiastic about art. Whilst art has not been a priority in recent years, the school has moved forward satisfactorily since the last inspection in improving the provision and attainment for pupils in Year 6. There is a need to develop the knowledge and skills of some teachers, to enable them to intervene more, to help pupils to refine their skills, and to develop further the learning opportunities for pupils. Art and design makes a good contribution to pupils' cultural development. There are no procedures for assessing pupils' attainment and progress. This limits the extent to which teachers can ensure progression of skills. The co-ordinator is planning to reinstate an art club, with a particular challenge provided for higher-attaining pupils.

## **DESIGN AND TECHNOLOGY**

107 Standards in design and technology are below the level expected for pupils in Years 2 and 6. Pupils make satisfactory progress as they move through the school, including those pupils with special educational needs and those with English as an additional language, given their attainment on entry to school. In the previous inspection no judgements were made about standards and progress but evidence at the time indicated that insufficient attention was given to the subject in planning and timetables. Statutory requirements were not met. Since then satisfactory improvements have taken place and statutory requirements are now met.

108 Year 2 pupils fix three-dimensional and two-dimensional shapes together, making a simple hinge to make a house. They explore methods of joining further as they make glove puppets and then finger puppets. Skills in cutting and joining materials together are below the level expected for many pupils. The finished products are of poor quality in many cases because pupils do not have access to the right materials and are expected to make their puppets using paper. Consequently they are limited in the use of the puppet and in ensuring a good fit. Higher attainers make a reasonable attempt to produce a working finger puppet, but poor resources do not result in practical finished products. Initial designs are below the level expected and opportunities to evaluate their work are limited to oral discussion. Skills in the use of the computer to support learning are at an early stage of development. Pupils in Year 4 explore how a simple mechanism can be used to produce movement. They make a simple lever satisfactorily to create a moving design in a card. In Year 5 and 6 pupils study food technology. Year 5 pupils look at bread and biscuits from around the world, while pupils in Year 6 make a fresh lemon drink and chocolate clusters. They do not use computers to support this work in collecting and processing information.

109 The overall quality of teaching and learning is satisfactory given the low starting point, but there are weaknesses. Whilst most teachers have adequate subject knowledge too little attention is given to the designing and evaluating aspects of the design technology process. In most lessons pupils are provided with satisfactory opportunities to develop the appropriate skills but unsuitable materials sometimes inhibit the standards achieved. Pupils enjoy design and technology but are sometimes frustrated because the inappropriate resources available limit the success of the finished product. Where this is the case, teachers' expectations are too low.

110 There is now a satisfactory scheme of work in place, based on national guidance. This, together with some training has led to a more consistent approach to the subject. The co-ordinator is enthusiastic and is aware of what still needs to be done to raise standards in design and technology. As yet, there has been no opportunity to monitor teaching in lessons. There are no assessment procedures to help teachers to determine current attainment and skill levels. This prevents teachers from matching work closely to pupils' needs and ensuring sufficient challenge for higher attainers, in particular. At present there is little written planning or evaluation of work. This subject does not contribute effectively to improving literacy skills. Limited use is made of computers to support pupils' learning. Resources available are adequate but could be better organised for easier access by pupils. This is particularly so for the range of tools used.

## **GEOGRAPHY**

111 At the previous inspection, pupils at the end of Key Stage 2 attained standards that were well below those seen in other schools. The school has improved this position in so far as standards of attainment for eleven-year-olds are now simply below those of most children of a similar age, and teaching and learning are sound. The quality of teaching is supported by a thorough scheme of work that ensures that pupils learn geographical skills in a logical progression.

112 Pupils in Key Stage 1 attain levels in geographical knowledge and understanding that are approaching those of other children of their age, although their literacy skills are affecting their ability to discuss and record their work effectively. Young pupils in Year 1 learn very effectively about direction as they use Roamer to move in different directions as they learn to stop at traffic lights and park between other cars. Pupils in Year 2 locate places on a simple map of the fictional Isle of Struay and plot Katy Morag's route to school, noting the geographical features she passes on her journey and the directions in which she must turn. This work is extended in Year 3 where pupils note a journey to school in Ghana as they sequence photographs and again note geographical features. This continuity means that, as they get older, pupils are able to build on their knowledge and understanding in a consistent way. Pupils' skills in speaking and listening affect this work, however, and the level of debate and discourse is constrained by the restricted vocabulary of many of the pupils.

113 Pupils in Key Stage 2 develop a sound appreciation of some of the important environmental issues in geography. Their studies of contrasting locations and different climatic regions of the world give them a sound understanding of the effects of climate on lifestyle and help them to appreciate not only differences between cultures and countries but also the things they have in common. Teachers make good use of the local area in geography and there is a clear teaching of the skills necessary to differentiate between transient and geographical features in the environment.

114 Pupils in Year 6 develop their mapping skills effectively during lessons but their skills are not very advanced for their age and most pupils are only able to use two-figure grid

references to locate cities in their atlases. The co-ordinator has recently developed a skill sheet for this precise area of work but pupils clearly have a long way to go before they attain the expected levels. Pupils apply literacy skills to use the contents and index pages of their atlases but for many pupils recently arrived from Europe their alphabetical knowledge is insecure and this is affecting their attainment. The application of literacy skills within geography is not effectively structured and pupils do not therefore develop their skills effectively.

115 Fieldwork is used effectively to give pupils first-hand experiences, as far as possible, both in their own locality and when making visits from school to places further away. There are examples of plans and maps in pupils' books, with some good use of keys by pupils to identify different areas or uses.

116 Numeracy skills are developed effectively, but not to a high level, in geography as pupils use grid references in Year 6 and tally charts to record information about traffic in Year 1.

117 The quality of teaching is sound at both key stages, and pupils learn effectively. Teachers provide additional support where necessary for pupils with special educational needs and for pupils for whom English is not the language of the home, but tasks are not well matched to needs and too often all pupils are given the same work. Consequently, these pupils make only sound progress despite the extra support.

118 The geography co-ordinator has not yet been allocated time to monitor and evaluate teaching. There are some embryonic links with other subjects, particularly numeracy, but links with literacy need further development. There are currently few ICT resources for use in geography although the co-ordinator is aware of the need to improve this as soon as possible. Assessment systems are suitable but there is no evidence of their use; half-termly assessments are available at the end of units of work but the co-ordinator has no knowledge of whether or not they are used. The school has not planned effectively for specific pupils in mixed age classes and this is affecting the progress of some pupils. Some Year 3 pupils, for example, who are currently in the Year 2 class, are repeating Year 2 work. This situation is not helped by the lack of any monitoring of skills development of pupils.

## **HISTORY**

119 Attainment in history is below that expected of seven-year-olds and 11-year-olds. Standards have not improved since the previous inspection although there is an improved scheme of work. This improved programme for teaching enables teachers to lead pupils through interesting and challenging work but the delivery of this curriculum is unadventurous and unexciting with little development of research and investigative skills.

120 Pupils make steady progress in their understanding of historical facts so that by the time they leave school, most pupils, including those with special educational needs and those for whom English is not the language of the home, have a sound understanding of the eras and the people they study. They know about periods of history from ancient times to the recent past including the Ancient Egyptians, Tudor England and the history of the twentieth century.

121 By the time they are seven, pupils are beginning to understand about the passage of time as they learn about famous people and events from the past such as Guy Fawkes, Florence Nightingale, and the Great Fire of London. Teachers choose topics that are interesting to pupils but they fail to ensure that there is a wide range of resources available to

them in order that pupils may be fully involved in their own learning and fully appreciate the differences between then and now.

122 Teaching is sound throughout the school and teachers in Key Stage 2 are beginning to encourage research skills but pupils still have a long way to go. There is some application of literacy skills in some classes but it is not sufficiently well structured and many opportunities are missed. In a Year 5 lesson for example the teacher used diary writing effectively but missed the opportunity for note-taking as pupils watched a video. The pupils' poor skills in speaking and listening are affecting their learning in history and this is not developed through the work within the classroom and the planning of lessons. Pupils learn about chronology through the use of simple time lines related to the development of Coventry as a city – they particularly enjoy a visit by Lady Godiva.

123 Teachers enrich pupils' understanding of the reality of the past by visits to museums and historic buildings whenever possible. Pupils in Year 5 develop their understanding of nineteenth century England when they visit and experience for themselves the horrors of everyday life for poor children in Victorian times and the lively times they had at school. Other pupils visit the Lunt Fort to investigate Roman Britain and all enjoy their visit to nearby Warwick Castle.

124 Resources for learning are just adequate and the school is only just beginning to build up a range of artefacts. A start has been made on monitoring teachers' planning but there is no monitoring of work or of teaching. There are currently few ICT resources for use in history although the co-ordinator is aware of the need to improve this as soon as possible. Assessment systems are suitable but there is no evidence of their use; half-termly assessments are available at the end of units of work but the co-ordinator has no knowledge of whether or not they are used. The school has not planned effectively for specific pupils in mixed age classes and this is affecting the progress of some pupils. Some Year 3 pupils, for example, who are currently in the Year 2 class, are repeating Year 2 work. This situation is not helped by the lack of any monitoring of skills development of pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

125 ICT does not meet statutory requirements. This is the same situation as when the school was last inspected. However, the school now has in place an ICT suite and a comprehensive ICT action plan which details how the school will improve the way it provides for the subject, including more equipment and training for teachers so that they can teach more confidently. Currently the school fails to meet statutory requirements because it does not teach enough ICT. This is because of a lack of computers and of teacher confidence. The ICT plan is designed to rectify both of these issues and as long as it is fully implemented should ensure that the subject does comply with requirements.

126 Little ICT was observed during the inspection. Where it was seen standards at both key stages were well below expectations. Few lessons seen made any use of computers. Where they did it was often with fairly simple tasks. For example in a Year 2 and 3 literacy lesson some pupils were allowed to type out their writing having written it by hand in the first place. In a Year 4 literacy lesson, where the class was timetabled for the use of the five computers in the library, a group used them for half the lesson to compose their poems. The emphasis within this session was on poetic structures and forms however rather than on acquiring ICT skills. Pupils did learn to save their work but most learned little else about ICT during the session. They showed that they could change fonts and make the text bigger or smaller but did not know how to move text around or cut and paste it. Occasionally ICT was used effectively to support other subjects as in a Year 1 and 2 geography lesson. Pupils were

considering road safety and used the Roamer as part of the lesson. They programmed it to make three moves. In discussions with Year 6 pupils, they talked about using the computers for writing their work, for making slides for presentations using text and pictures, and for finding information. Only one mentioned having used spreadsheets and none remembered any control technology. The school provided very little in terms of samples of work in ICT. It was not an obvious feature of other subjects in the work analysis that the inspection team did. There was some evidence of worksheets showing simple programming to make traffic lights work. ICT is not effectively used in other subjects and computers in classrooms stand idle for much of the time.

127 Too little ICT was seen during the inspection to be able to make definitive judgements about the quality of teaching and learning. However, given the lack of use of the classroom computers, and the small number available in the library, learning cannot be satisfactory and pupils make slow progress in acquiring ICT skills. This should improve greatly when the rest of the computers for the suite arrive and when the teachers have completed their intensive training in line with the ICT plan. In occasional lessons where ICT was used well learning was good. For example in Year 5 pupils learned how to use spreadsheets and transferred information they had collected from an earlier survey and entered it correctly. The higher attaining pupils printed their work and talked about it confidently but the lower attaining pupils struggled to remember what they had done or the significance of it.

128 The school has made slower than anticipated progress in addressing the key issues relating to ICT in the previous report. This is mainly because of circumstances. Since that time the school has had a new headteacher, has faced threats of closure, promises of extensions, an unexpected influx of refugees, and staff changes. Despite these difficulties the school has managed to devise its ICT plan, to identify funding for equipment and training and to begin to implement the plan. Given these circumstances the school has done well to produce such a detailed plan but must now drive it through the implementation stage in order to raise standards and improve the progress pupils make.

## **MUSIC**

129 Except for singing, there were few opportunities to witness pupils demonstrating their musical ability and judgements are therefore based on a review of teachers' planning and on discussions with pupils in Years 2 and 6. It is clear that standards are below those found in most schools nationally except for singing which is satisfactory. This contrasts with the last inspection when attainment overall was judged to be satisfactory.

130 Singing in assemblies is reasonably tuneful and, at times, enthusiastic. When a song is well known, such as that in which 'Hello' is sung in 23 languages, singing is lively and rhythmical. With less well-known songs, the sound is muted and does not always match the mood of the words, because reading is difficult for some pupils. Also in assemblies, pupils accurately clap the beat as a group of parents perform some Indian dances. In their lesson, however, only one-third of Year 1 pupils do this accurately as 'Princess Sita's' tune is played. Year 2 pupils say that they learn songs from a radio broadcast and remember titles of their favourites like 'The Muffin Man'. They say they sometimes use instruments but can only name a triangle and a drum. Others are not known by name though they can describe some. A xylophone, for example, is "the one you hit with a stick to make a tune". They cannot talk about any composing activities. Standards overall for these pupils are therefore below those normally found in schools and progress is unsatisfactory because the emphasis appears to be mainly on singing.

131 Year 6 pupils say that they did not have weekly music lessons last year and that it is a long time since they engaged in composing activities. This term they are learning musical

words like 'rhythm, 'ostinato', 'lyrics' and 'pulse' and experiencing a variety of different types of song – narrative, comic and sad. In their lesson, they attempt to sing 'London's Burning' as a two-part round but it proves too difficult. These standards therefore are clearly lower than those found in most schools and progress is unsatisfactory. Pupils throughout the school are achieving less than they should including those whose first language is not English and those who have special educational needs.

132 An overall judgement about teaching in the school cannot be made because only two lessons were observed. Teaching in one was good and in the other it was unsatisfactory. The behaviour of a few pupils in this lesson prevented the teacher from achieving her learning objective because time had to be spent calling them to order. Planning is drawn from the nationally recommended guidelines and is satisfactory. Teachers use resources well. In the good lesson, each pupil has a turn at playing an instrument to tap out a rhythm and the teacher makes sure that the instrument is held and played properly. She makes good use of her assistant's expertise and encourages him to demonstrate how to play the tabla drum. Pupils react gleefully and demonstrate throughout the lesson that they are enjoying themselves.

133 A variety of music is experienced during 'Arts Week' including most recently the sound of an Australian didgeridoo. The co-ordinator has only just taken on the responsibility for music and is settling into the job. She looks at teachers' plans to monitor what is being taught but has not observed any lessons. She ably accompanies the singing in assembly, playing piano or guitar and supervises two recorder groups and, with a colleague, a small choir at lunchtimes. It was not possible to observe the recorder groups playing but the choir sang a well-known song tunefully with good diction. The coordinator knows that many instruments are old and of poor quality though there are enough for a class of pupils to have one each. There are not enough 'multicultural' instruments or CDs/tapes of recorded music. ICT is not used to support music. There are no systems for assessing the standards or skills that each pupil achieves.

## **PHYSICAL EDUCATION**

134 The standard of pupils' work in physical education is as expected nationally for pupils in Year 2 and Year 6. All pupils, including those with special educational needs and those with English as an additional language, are making satisfactory progress. Standards have been maintained since the previous inspection.

135 Pupils in Year 2 have the expected level of co-ordination and awareness of space that is usually found at this age. They travel around the hall confidently, in a variety of ways. They create pathways using different steps and step patterns. They introduce 'spiky' shapes and 'melting' actions into their movement, using different levels as they do so. They work independently and in pairs. With a partner they lead and follow each other, mirroring their partner's movements. By Year 6, pupils have the expected skills for their age in sending and receiving a ball. They work well together in small-sided team games, marking or evading an opponent with reasonable skill. Higher-attaining pupils move with speed when travelling with the ball. They perform a sequence of movements including balancing, rolling and transferring weight satisfactorily. By the time they leave the school at the end of Year 6, almost all pupils swim 25 metres unaided.

136 The overall quality of teaching and learning is satisfactory, with some good teaching observed in Years 2/3 and Year 5. In these classes teachers provide interesting and challenging tasks which they present in a lively manner. Pupils are well motivated and respond positively. Skills are carefully taught and systematically developed. Teachers intervene well to improve these skills and to ensure all pupils understand clearly. For example

in a dance lesson the tape was stopped to explain the meaning of 'melting' and to demonstrate this movement to children with English as an additional language. In most lessons time is used well and pupils are well managed, ensuring they make suitable gains in their learning. In the weaker teaching, poor management skills and use of time impede the progress being made. Several pupils in this class miss their lesson as a result of unsatisfactory behaviour. Whilst most teachers make effective use of time and intervene appropriately to enable pupils to practise and refine their skills, there are missed opportunities to enable pupils to evaluate their own work and that of others.

137 At present there is no co-ordinator for the subject. The headteacher maintains a watching brief but plans are in hand for a permanent subject manager to be appointed. Some issues from the previous inspection have yet to be addressed. There is no policy to guide teachers. The school does not have assessment procedures for physical education and this restricts the extent to which teachers can take account of prior learning when planning activities. At present there is no monitoring of teaching undertaken. The headteacher is aware of the need to raise the profile of physical education and the expressive arts. The facilities for physical education are satisfactory. The older pupils continue to make good use of a local sports centre to develop team work and basket-ball skills. A good range of extra-curricular activities including football, netball, top sport and multi-sport contribute effectively to the standards observed. Older pupils have the opportunity for a residential experience, enhancing skills in outdoor and adventurous activities.

## **RELIGIOUS EDUCATION (RE)**

138 Work in RE is correctly planned from the agreed programme for Coventry schools with additional material from Solihull. However, pupils do not regularly record their work in books using written accounts or pictures and judgements about standards are therefore based on a scrutiny of planning documents and on discussions with pupils. These reveal that, for Year 2 pupils, standards are below what is expected, but that pupils in Year 6 have satisfactory knowledge and understanding of religious beliefs and practices. Standards in Year 6 have therefore been maintained since the last inspection but have apparently fallen for pupils in Year 2. This broad judgement has to be treated with care.

139 Infant pupils *are* taught the required programme of work but have difficulty retaining the knowledge. This is partly linked to the fact that lessons are usually conducted orally and nothing is recorded afterwards to reinforce what they have been told. When talking to the inspector therefore, pupils have to be prompted to remember facts about Jesus' life and apparently have sketchy knowledge of His birth and death. Conversely, because they have just experienced lessons about the Hindu festival of Diwali, they clearly re-tell the story of Rama and Sita and the reason for the festival. In the Year 1/2 class, the teacher has made a class book of the story with pictures and captions written by the pupils and this is an example of how learning can be reinforced and of how RE can support the development of literacy skills.

140 Pupils in Year 6 have better recall of previous work. They have a good understanding of Jesus' life and of His teachings, quoting the story of the Good Samaritan as an example of how we should love one another. They remember how He healed people and re-tell the story of the blind man whose sight was restored. They have satisfactory knowledge about other religions too quoting the names of the sacred texts of Hinduism, Islam and Judaism. With prompting, they know where people who follow these religions worship and some of the customs and traditions that are followed; that Muslims take off their shoes before entering the Mosque, for example. They admit that they sometimes get mixed up with the different religions because "we only study each one for two weeks." Nevertheless, they acknowledge

the importance of knowing about the beliefs of each other so that, “when you talk to someone, you don’t hurt them by saying the wrong thing.”

141 Progress over the six years is satisfactory and achievement is sound. Learning is reinforced well through assemblies and through visits. Year 6 pupils have just visited Coventry Cathedral and this helps them in their lesson to relate the concepts of ‘glory’ ‘peace’ and ‘reconciliation’ with their experience of the bombed ruins and the magnificent building alongside. In an assembly, the story of Rama and Sita is dramatically acted by Year 1 pupils so that the origins of Diwali are reinforced for everyone. Those who do not have English as their first language cope satisfactorily during oral lessons. Teachers use visual aids well to assist them – a diva in a Diwali lesson and bread to stimulate a discussion in Year 4 of the underlying meaning of ‘Give us this day our daily bread’ in the Lord’s Prayer. Those with special educational needs also make satisfactory progress because they have sufficient opportunities to contribute to discussions.

142 Teaching is satisfactory in the three lessons seen, despite the fact that, in general, teachers do most of the talking. They use resources well however and explain concepts in language that pupils understand while, at the same time, extending their vocabulary. A Year 6 girl finds it difficult to find words to explain what ‘glory’ means. She is offered a picture from Coventry Cathedral and is able to suggest ‘awesome’, a word that everyone understands. ICT is not used to support work in RE and, though there is occasional written and pictorial work in the juniors, opportunities are not regularly used to develop pupils’ literacy skills.

143 Leadership of the subject is satisfactory but the co-ordinator has not observed any lessons and, because of the lack of recorded work, is not able to scrutinise books. She therefore relies on teachers’ planning to know what is being taught and on the informative displays that almost all teachers have mounted in their rooms. There are no systems for assessing the standards that individual pupils achieve. Resources are unsatisfactory. Teachers often provide or make their own resources although money is being spent to buy the religious objects that are needed. Links with the local Christian church are developing and the recently appointed curate is supportive.