

INSPECTION REPORT

CAMP HILL PRIMARY SCHOOL

Nuneaton

LEA area: Warwickshire

Unique reference number: 132059

Headteacher: Ms P Harbot

Reporting inspector: Ms Frances Forrester
11590

Dates of inspection: 29 April – 2 May 2002

Inspection number: 244674

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 category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hollystitches Road
Nuneaton
Warwickshire

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Appropriate authority: The governing body

Name of chair of governors: Mr E J Foster

Date of previous inspection: 7 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11590	Frances Forrester	Registered inspector	The Foundation Stage English English as an additional language Religious education Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9146	Mark Brennand	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15015	Mike Wehrmeyer	Team inspector	Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?
19613	Susan Thomas-Pounce	Team inspector	Information and communication technology Music	
28686	Liz Walker	Team inspector	Science Art and design Design and technology History Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Camp Hill Primary School opened in September 2000, following the amalgamation of the former Hollies Infant and Camp Hill Junior Schools. The school is situated in a socially deprived area in north west Nuneaton. It has 270 pupils on roll, which is an average size, with a similar number of girls and boys. Many of the children have low attainment and poor communication on entry to the reception classes. There are too many children in the reception classes, so 10 children work with the Year 1 class in the afternoons. Almost three quarters of all pupils have special educational needs. These needs are predominantly general learning difficulties, as well as emotional or behavioural problems, or difficulties with speech and communication. There are two pupils from French Canadian families who are learning English as an additional language. The school's roll is falling because the area is designated for regeneration, and some families are being rehoused. Almost half of the pupils are eligible for free school meals, which is high. Because of the recruitment to the newly amalgamated school, 13 teachers have been appointed; three have left. There was only one temporary teacher at the time of the inspection. The school has been designated by the local education authority as an intensive support school for literacy and numeracy.

HOW GOOD THE SCHOOL IS

Camp Hill Primary School is an effective school, which is working hard to provide a good education for its pupils. The leadership and management are good and have a significant impact on pupils' learning. The good teaching, and progress pupils make, mean that the school's strengths outweigh its weaknesses and it provides good value for money.

What the school does well

- The leadership of the headteacher and her deputy ensures clear educational direction.
- The school's work successfully reflects its aims and values, and positive action is effectively raising the standards of pupils' performance in literacy and numeracy.
- The staff are very committed to making the school successful.
- Basic skills are successfully taught, and the good quality teaching is promoting good attitudes and behaviour.
- The school's provision for pupils with special educational needs is very good.
- The school very successfully supports newly trained teachers and students.

What could be improved

- Attainment at Key Stage 1 in information and communication technology is too low.
- In science, the procedures for assessing pupils' work throughout the school are not informing teachers' planning effectively.
- The intensive support that is offered for literacy and numeracy means some aspects of work in other subjects are squeezed out, and this has a negative impact on pupils' attainment.
- The school has no policy for promoting cultural diversity and racial equality, and no procedures for monitoring attainment by ethnicity.
- Attendance figures are too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected since the amalgamation.

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	n/a	n/a	E*	E
mathematics	n/a	n/a	E*	E
science	n/a	n/a	E	D

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

In the National Curriculum tests in 2001, in all three subjects and compared to schools with a similar number of pupils entitled to free school meals, the results are low. Year 2 results are in the lowest five per cent nationally. The school did not reach its targets. These figures give a poor impression but over half of the pupils in last year's Year 6 had special educational needs. When their results are ignored, the school's performance is much better and is above average in mathematics and science; English results are slightly below average. The school, with support from the local education authority, took urgent steps to raise its standards. The provision for pupils with special educational needs was reviewed and improved; it is now very good so that pupils achieve well. During the inspection, the standards of work in English and mathematics, particularly in Years 5 and 6, show that pupils are making good progress and achieving as well as they can. Most pupils write tidily and spell correctly. In mathematics, they have a good sense of number and their presentation is tidy. The school expects that Year 6 pupils will achieve higher standards in the national tests for 2002, in English and mathematics. Standards of work throughout the school in history, physical education and religious education meet national and local expectations. At Key Stage 1, pupils attain sound standards in design and technology, geography and music. Standards in art and design are good. Science and information and communication technology at Key Stage 1 are below expectations, but at Key Stage 2, they are in line. In art and design, design and technology, and music, the standards are too low at Key Stage 2. There is insufficient evidence to judge geography at Key Stage 2. The few pupils who are learning English as an additional language are appropriately supported and they achieve in line with their peers. Children have low attainment when they start school, but they progress well. By Year 1, most communicate well and their attainment is good in personal, social and emotional, creative and physical development, and in their knowledge and understanding of the world. Although children achieve well in these areas, when they move to Year 1 their attainment is low in language, literacy, and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes and in most lessons they are interested and enthusiastic about their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good. In assemblies and in the best lessons, it is often very good or excellent.
Personal development and relationships	Pupils have good relationships with their teachers and other members of their class. Their personal development is good.
Attendance	The school has good procedures for encouraging regular attendance. However, pupils' rate of attendance is too low. This has a negative impact on the school's performance.

TEACHING AND LEARNING

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

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

The good quality teaching is a great strength. A quarter of the lessons were very good or excellent. When the teaching is most effective, every opportunity is taken to reinforce learning; the teaching captures and holds the interest of pupils right from the start. The teachers' subject knowledge is particularly good. Pupils are managed well and the teacher has high expectations. The National Literacy and National Numeracy Strategies have been successfully implemented and, in these lessons, the quality of teaching is often good. In the few lessons where the teaching is satisfactory, as opposed to good, the lessons do not capture the pupils' imagination and activities are not well matched to pupils' individual abilities. This means pupils are not as well motivated, and at times they lose concentration. Children have a good start to their formal education because of the good quality teaching in the Foundation Stage. In the reception class and the reception/Year 1 class, members of staff successfully promote the areas of learning that are expected nationally for the youngest children. There is good teamwork and clear assessment of children's performance, with the next steps identified; however, at this stage of the year, there are times when the activities are too lacking in structure. The school does all it can to meet pupils' individual needs. There is very good support for the pupils who have special educational needs. Pupils with learning difficulties respond well, and they make good progress and attain as well as they can; most achieve their full potential. The pupils who are learning English as an additional language are appropriately supported in class and are achieving appropriate standards and in line with their peers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of learning opportunities is provided and these are enhanced by a good range of additional activities arranged by the staff before and after school.
Provision for pupils with special educational needs	Very good support is given to pupils with special educational needs, and they achieve as well as they can and they are interested in their work.
Provision for pupils with English as an additional language	Pupils who are learning English as an additional language make satisfactory progress because they are given appropriate support in class and small group work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school successfully promotes pupils' personal development. There is very good provision for pupils' social development and moral development is good.
How well the school cares for its pupils	The school has appropriate procedures in place to care for its pupils.

The school has a good partnership with parents. It tries hard to provide a wide range of activities while focusing on raising standards in literacy and numeracy. The school ensures that members of staff demonstrate a caring, nurturing approach to all pupils, especially those who have learning difficulties.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership from the headteacher and her deputy, together with good quality subject management, positively ensure a strong commitment to school improvement.
How well the governors fulfil their responsibilities	There is a good governing body. A small group of governors is very actively involved with the school, and they are very enthusiastic and proud of it.
The school's evaluation of its performance	The school makes appropriate use of modern technology; this has a positive impact on its efficiency in monitoring and evaluating overall performance.
The strategic use of resources	The school makes good use of its resources.

The good quality leadership and management are strengths, and the school appropriately applies the principles of best value to its work. The school building is in good condition and facilities are generally good. However, the information and communication technology suite is situated in an area that acts as a walkway. This means that classes or people passing through will often interrupt lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The senior management team is effective. • The quality of support for pupils with special educational needs is a great strength of the provision. • The staff work hard and well as a team. • The improving standards in English and mathematics, and the fact that pupils are making good progress. 	<ul style="list-style-type: none"> • The number of pupils in classes reduced. • The pupils' rate of attendance. • The amount of work pupils have to complete at home. • The amount of interesting activities outside lessons.

The inspection team agrees with parents' positive comments. The school is working hard to support all the pupils. Class sizes are in line with the government's requirements. There were no occasions where the number on roll impacted negatively on pupils' performance. The attendance figures are too low, but the school is doing its best to encourage pupils to attend regularly. An appropriate amount of homework is given to pupils, and the school provides a suitably interesting programme of activities outside lessons, including a subsidised breakfast club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The number of pupils in Years 2 and 6 attaining standards expected nationally of these age groups in National Curriculum tests in 2001 in English, mathematics and science was well below average. Compared to similar schools, these results are low. The Year 2 results were in the lowest five per cent nationally. The school was disappointed by these results but, in the first year of the amalgamation, the school was still unsettled. However, these figures are very distorted because over half of the pupils had special educational needs. When the results for pupils with special educational needs are ignored, the school's performance is much better and is above average in mathematics and science. The English results are slightly below average. The school, with support from the local education authority, took urgent steps to improve results for all pupils. The school was designated as a school with intensive support in literacy and numeracy. The senior management team also took steps to reorganise its provision for pupils with special educational needs. Both of these initiatives are already proving successful.

- 2 During the inspection, the standards of pupils' work in English and mathematics, particularly in the oldest classes, showed that pupils are making good progress and achieving as well as they can. This means that, by the end of Year 6, the rate of progress pupils have made is good. Pupils write very tidily and they spell correctly in English and in most of their work in other subjects. In mathematics, they have a good sense of number, and problem solving is a strength. The school expects that pupils in the current Year 6 will achieve higher standards than last year in National Curriculum tests for 2002 in English and mathematics. The standards of work throughout the school in history, physical education and religious education meet national expectations. At Key Stage 1, pupils attain sound standards in design and technology, geography and music. Standards in art and design are good. Science and information and communication technology at Key Stage 1 are below expectations, but at Key Stage 2 they are in line. In art and design, design and technology and music, the standards are too low at Key Stage 2. This is because insufficient time is allocated to these subjects in Years 5 and 6. There was insufficient evidence to judge geography at Key Stage 2.

- 3 Many children join the Foundation Stage¹, having a limited knowledge of number or literacy. Many find it difficult to mix socially, and there is a high number with special educational needs. Despite this, children make good progress in the reception classes and they successfully learn a wide range of skills. A good range of learning opportunities is provided, which gives a good basis for learning. By the time they move to Year 1, children attain well in the Early Learning Goals² in personal, social and emotional, communication, creative and physical development and in their knowledge and understanding of the world. However, by the end of the Foundation Stage, their standards are still well below the national expectations in language and literacy and mathematical development. Very good support is given to the individual pupils with special educational needs through daily focused activities to develop basic skills in literacy and numeracy. There is no specific support available for any children who are admitted to the school needing language support because they are learning English as

¹ Foundation Stage is the formal name given to the reception classes.

² Early Learning Goals are nationally agreed areas of learning for children in the Foundation Stage. There are stepping-stones which children cover in personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and promoting a knowledge and understanding of the world.

an additional language.

- 4 Throughout the school, pupils with special educational needs achieve well, because they have very good individual support. Three special classes are devoted to giving support to pupils who have special educational needs. These classes are proving successful and pupils say they feel more positive about themselves. The school has rigorous assessment procedures in place, which are successfully monitored by the senior management team. The class teachers set pupils appropriately focused targets to keep them progressing. The special educational needs coordinator regularly monitors the pupils' rate of progress. In addition, spot checks are made on a randomly selected group of pupils to ensure procedures for assessment are working well. Learning support is provided in different ways. For example, pupils needing intensive individual support are given daily, short, sharp input in the basic skills by learning support assistants. The special educational needs coordinator regularly monitors the impact of this work and pupils' progress is efficiently recorded in a 'catch up' record.
- 5 The very good quality of this provision is successfully raising pupils' self esteem, and is ensuring no pupils are at risk of falling behind without the school being alerted. However, there are no procedures in place for monitoring the quality of classroom support. Although the support is very good when individual pupils receive daily booster work to promote their basic skills, the quality of class support at other times is variable. Although much of this support is of good quality and is successfully having a positive impact on pupils' learning at other times, the quality of the questioning is supportive rather than promoting learning.
- 6 Class teachers appropriately support the very few pupils who are learning English as an additional language and these confidently attain as well as their peers. The school does not monitor by ethnicity, although the rigorous procedures for assessing English ensure that no pupil is at risk of falling behind their peers.

Pupils' attitudes, values and personal development

- 7 'Growing Together', the Camp Hill mission statement, sums up the way in which the school helps to develop good attitudes and behaviour amongst its pupils. From the time children enter the Foundation Stage, they are encouraged to build good relationships and to become independent learners. This approach, which is applied throughout the school, has resulted in a happy and stable environment in which the contribution of each pupil is respected and valued, and where pupils are encouraged to develop respect for themselves others.
- 8 Pupils' attitudes to learning and their role in the school community are good. In nearly all the lessons observed, pupils showed high levels of enthusiasm particularly when teaching was good. They are well mannered, both towards staff and each other. They hold doors open for one another and wait to let people through. Pupils were also observed sharing resources in lessons and on the playground at break and lunchtime. Conversations at lunchtime confirm that pupils have a high regard for the school and are unanimous in their view that it is 'the best in Nuneaton'. Staff are excellent role models and their supportive approach encourages pupils to work hard.
- 9 Behaviour in the school is good. This is the result of the consistent application of the school's discipline and behaviour policy. The results can be seen in lessons where, in nearly all cases, behaviour was good or better, and in the corporate areas at break and lunchtime. No incidents of bullying were observed. Parents confirm that when it occurs it is dealt with quickly and effectively. There have been no permanent exclusions, and

fixed term exclusions are lower than the previous year.

- 10 Across the school, relationships are good. This creates an environment of care and stability where work and learning can progress. In lessons, on the playground and in assembly, pupils were observed working well together, sharing resources and applauding the efforts of others. The enthusiasm and warmth shown by the whole school at the assembly performed by the reception children was of particular note.
- 11 Pupils' personal development is good. In the Foundation Stage, children develop self help skills through having a wide range of learning opportunities. As they get older, they encourage and support each other. Older pupils contribute well to the daily routines of school. They act as register and classroom monitors and look after younger pupils during the breakfast and after school clubs. They take on responsibilities as house captains and deputies. For example, they initiate and judge colouring competitions for Valentine's Day and Christmas Day and volunteer their services for assemblies. The school is currently considering the introduction of a school council.
- 12 Pupils' attendance is an improvement on the previous year but remains unsatisfactory. The school has worked hard to improve rates of attendance using a range of incentives and regular dialogue via a supportive education welfare officer. However, the overall level continues to be adversely affected by a small core of pupils who fail to attend regularly. The school is very much aware that it needs to maintain a vigilant approach to attendance monitoring.

HOW WELL ARE PUPILS TAUGHT?

- 13 The overall good quality teaching is having a successful impact on pupils' learning. A quarter of the lessons observed was very good or excellent. In these lessons, every opportunity is taken to reinforce learning; the teaching captures and holds the interest of pupils right from the start. The teacher's subject knowledge is particularly good. Pupils are managed well and teachers have high expectations. The National Literacy and Numeracy Strategies have been successfully implemented and, in these lessons, the quality of teaching is often good. For instance in a successful numeracy lesson in Year 4, pupils were eager and anxious to be first to answer the teacher's questions in the mental session. In a good literacy lesson, the teacher used limericks and humorous poems to capture pupils' attention. The class was so well motivated that pupils wrote similar poems and produced some good results. In the few lessons where the teaching is satisfactory, as opposed to good, the lessons do not capture the pupils' imagination and activities are not well matched to pupils' individual abilities. This means pupils are not as well motivated, and at times they lose their concentration, which means they learn less effectively.
- 14 The overall good quality teaching in the Foundation Stage is having a positive impact on children's learning. During the inspection, the quality of teaching ranged from satisfactory to very good. Very good teaching was seen during a literacy lesson when the teacher introduced the children successfully to reading a shared text. The teacher had high expectations of the children and they were very well motivated and effectively learning and progressing. From their first days in the reception classes, children are skilfully assessed and the next steps for their development are clearly identified to target their activities in focused teaching sessions. The reception classes are organised to provide a wide range of resources to support their learning. This has given the children an increasing confidence to talk to adults and visitors but, at this time of the school year, more structure would ensure literacy and numeracy skills could be better addressed.

- 15 The day is planned to include a focus on literacy or numeracy based on the national strategies but, for much of the day, children freely choose their own activities. When these are informal, the teaching is only satisfactory. This is because it is difficult to track the range of learning opportunities children have covered. Although these activities include opportunities for children to mark make and to learn pencil control, there are often missed opportunities to promote number through play. There is a limited awareness of different opportunities to ask, for instance: 'how many?' 'how many now we have one less than?' 'have we more now?' Members of staff use their available space to create an attractive learning environment for young children. However, the outside activities lack structure. Staff set up imaginative role play ideas, including an estate agency in the classroom and a building outside. However, when children pretend to be site workers, the teacher has to supervise carefully to ensure their safety. This means that other children are left to play freely with classroom assistants supervising them. There are no clearly defined rules, for instance on the number of children who are allowed on the climbing frame. During the inspection, children were not encouraged to come down the slide one at a time. Although bicycles and trucks are numbered, and there are painted parking bays on the playground, the apparatus is often abandoned elsewhere. No member of staff uses this initiative to reinforce children's number recognition.
- 16 The school does all it can to meet pupils' individual needs. There are no specific variations in the quality of teaching at both Key Stage 1 and 2. At both key stages there are examples of very good or, at Key Stage 2, excellent lessons. For instance, one excellent lesson took place in the school's computer suite and the teacher had an excellent understanding of the subject. The teaching successfully inspired Year 6 pupils to work very hard and it motivated them to stay on task throughout the lesson. The instructions were clearly defined and the task was correctly matched to pupils' individual abilities. In the best lessons, pupils are successfully managed and the teacher has high expectations of behaviour and productivity. At both key stages, where the teaching is satisfactory, as opposed to good, the class management is usually strong. For instance, in a literacy lesson in Year 2, the teacher was very firm with the class and this meant that the formally taught start of the lesson was very successful and pupils learned quickly and eagerly. The follow-up activities were less effective because the teacher had no strategies in place to motivate the groups who had no adults to support the pupils' concentration on their work.
- 17 The few pupils who are learning English as an additional language are appropriately supported in class and they achieve appropriately and in line with their peers.

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

- 18 The school provides a good curriculum. It has rightly made its key priority the intensive development of pupils' basic language and mathematics skills. The curriculum managers, in conjunction with the senior management team, have led the staff well in developing the literacy and numeracy strategies. The literacy hour has contributed well to the improving standards. The numeracy hour is now being well implemented and contributes effectively to the rising standards in mathematics. The need to continue the intensive support is reviewed regularly. The adoption of a structured planning scheme for science has contributed to more consistent and effective teaching, and to a similar good rise in standards.
- 19 The headteacher has a strong vision of a curriculum that provides a satisfactory range of learning opportunities. The first steps have been taken by designing an overall

curriculum plan that maps out the requirements of the National Curriculum. Several subjects, including geography, history and physical education are monitored to show that full coverage is achieved. Though all subjects have planning schemes, which meet National Curriculum requirements, some coverage is patchy. For instance, there are aspects of art and design, music and design and technology that are incomplete. The school's intensive support for literacy and numeracy means that insufficient time can be allocated to these subjects. The school is looking at ways in which the effective pattern of links made between subjects can be used to alleviate this situation. The school meets the requirements of the Warwickshire Agreed Syllabus for religious education, which is to be updated in the autumn term.

- 20 There is a well planned programme of personal, social and health education. Appropriate attention is given to sex education within the planning for science. The school takes a positive stance on bringing the dangers of abuse of drugs to pupils' attention. At the moment, this is addressed in religious education lessons. The school has appropriate links with the community.
- 21 The school is anxious to give all pupils equal opportunities. When pupils are withdrawn from lessons for focused support because they have special educational needs, the teacher always ensures they give time to recapping the missed lesson. The few pupils who are learning English as an additional language are appropriately supported so that they have access to a good curriculum in the same way as their peers.
- 22 To accompany the curriculum development, the staff have adopted a common format for their planning. The planning from the subject schemes is good, and teachers are able to prepare lessons in sequences of small steps so that pupils learn in a smooth progression. The great strength of the curriculum is the effort the staff put into meeting the needs of the school's wide range of pupils' abilities, aptitudes and interests. In most lessons, the teachers prepare different levels of tasks and provide different levels of support to pupils. In this work, the school is aided by the good links it has with other educational establishments and services.
- 23 The curriculum for the Foundation Stage effectively provides a good range of activities for the children in the reception and reception/Year 1 classes. The planning successfully covers the Early Learning Goals for this age group. The strength of the Foundation Stage curriculum is the many opportunities to develop children's communication skills, and personal, social and emotional development. More formal activities are appropriately linked to basic skills, such as literacy and numeracy.
- 24 Spiritual development is satisfactory and mainly fostered through assemblies when pupils are given the opportunity for quiet reflection on their own worth and their place in the world. Music is played to create a calm atmosphere, which allows pupils to focus on the assembly theme and gain inner peace from the experience. The provision for pupils' moral development is good and actively promoted by all members of the school community. Social development is very good. Pupils are very courteous to visitors and polite to each other. For instance, they readily hold doors open and say good morning as they wait for breakfast club to start. They know right from wrong from the moment they join the school and they are encouraged to reflect on their behaviour and the impact it can have on both adults and other pupils. School rules are clearly understood by all.
- 25 Pupils' personal development is good overall but there should be a policy for promoting cultural awareness and racial equality. The school community has only a limited awareness of cultural diversity, and consequently there are few pictorial images of people of different races or creeds in school displays. The Warwickshire Agreed

Syllabus for religious education identifies more opportunities for promoting pupils' personal development, but only limited expectations for pupils to learn about major world faiths. The new syllabus, to be published in the autumn term, rectifies this but the present arrangements do little to promote an awareness of other cultures and creed. The school's work in geography includes opportunities to learn about contrasting cultures but, in history, limited time is allocated to studying Black history. In art and design, there are few opportunities to look at patterns and paintings from other countries and, in music, no opportunities to listen to African and other ethnic music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 26 The steps taken by the school to ensure that it cares for its pupils are good. Pupils are happy, feel secure and enjoy coming to school. They form good relationships, and teachers provide good support and guidance when necessary. Pupils with special educational needs are particularly well supported.
- 27 The headteacher is the child protection officer and she is well versed in the procedures outlined in the school's child protection policy. These follow the local education authority guidelines. However, she has not received any recent training to keep her up to date with legislative changes. In addition, all staff need to be reminded of her role. The school's health and safety policy is good, clearly identifying roles and responsibilities. Within the last 12 months, the school has employed the services of an outside consultant to document the required risk assessments. Recent refurbishment of the building, including the installation of new fire doors, has helped to improve security. The school is well served by the caretaker and cleaning staff, who keep the premises in good condition.
- 28 Procedures for monitoring and improving attendance are good. There is an attendance policy, which sets out clear roles, responsibilities and procedures. The school enjoys a good working relationship with its education welfare officer, who makes regular visits both to the school and to the homes of those children whose attendance is unsatisfactory. An analysis of attendance indicates that it is weakest at Key Stage 1. To improve this, the school has employed a part time liaison officer to support parents who are experiencing difficulties in getting their children to attend. In addition to this work they have introduced a range of incentives in the form of the breakfast club, the 'Attendance Bears', and the 'Ninety Five Per Cent Club' to encourage better attendance. As a consequence of this work, there has been a small improvement in the overall level of attendance.
- 29 Procedures for monitoring and promoting good behaviour are very good. Parents say that the school's discipline and behaviour policy has effectively influenced improvements in pupils' behaviour. The headteacher and her deputy work effectively together to monitor behaviour, and to introduce very good systems for recording incidents of oppressive behaviour including bullying. Records are maintained at all stages, and exclusion is used as a last resort. The consistency with which the policy and procedures are applied can be seen in how well pupils behave around the school.
- 30 Arrangements for the personal support and guidance of pupils are good. The school strives to ensure that every child is an active learner and that they attempt to achieve their best. Staff use a range of stickers and certificates to reward acts which show growing maturity such as working quietly, demonstrating determination or being particularly helpful. Class teachers know their pupils well and they formally record in the end of year reports how each child is developing.

- 31 Much work has also been done to develop assessment procedures in English and mathematics, which are very good. Assessment systems for monitoring pupils' progress in other subjects still need to be established, and science assessments are not yet well used to inform planning. There is rigorous analysis of progress in each year group and to this a range of additional tests is applied. Small groups of children are picked out for spot assessments to ensure that they are not missing out, and past National Curriculum test papers are analysed to identify the difficult questions and the gaps in pupils' knowledge. This in turn is used to influence planning in English and mathematics. The progress of boys and girls is evaluated, but there is no assessment by ethnicity. All assessments are passed onto the class teachers so that work can be planned accordingly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 32 The school's partnership with parents is good. Parents have positive views of the school, feeling that its values have a positive effect on their children. In turn, the headteacher feels that she has a good relationship with her parent body. Parents of children with special educational needs are particularly pleased with the levels of support and how well they are informed about their children's progress. Some parents expressed concern about the quality of additional activities that the school provides and about the amount of homework provided. In both cases, the inspection found these concerns to be unfounded.
- 33 Parents returning the questionnaire, and those attending the pre-inspection meeting, agree that their children are making good progress and that the school promotes good attitudes and behaviour. Most parents feel that the school is doing its best to promote good relationships with parents, for example with the provision of a chat room for parents to meet informally. They feel comfortable approaching the school with concerns, and are confident that concerns are listened to and acted upon. The inspection confirmed these views to be the case.
- 34 The links that the school has with parents are good. Before children start school, staff visit them at home to carry out an initial assessment and to start building good relationships. During the visit, a copy of the home school agreement is signed. Information in the form of newsletters and a range of notes informing parents about forthcoming events is regular and of good quality. The parent contact books are another medium by which links between the school and home are promoted. Parents are also encouraged to attend class assemblies and the chat room, which is held in the community room on a Wednesday afternoon. Whilst attendance at assemblies is good, the turn out for the chat room is poor.
- 35 Within the context in which the school functions, the impact of parents on the work of the school is satisfactory. On a practical level, a small group of six parents help out in school on a regular basis. They primarily provide support for reading, swimming and netball. A parents' group made up of past and current parents organises a range of social and fund raising events, including a sponsored walk, summer fair, raffles and bingo, all of which raise considerable sums of money for the school. The funds raised have been used to buy games for the breakfast and after school clubs, a television and video recorder, and to pay for transport for school visits.
- 36 The quality of information provided for parents, particularly about their children's progress, is satisfactory. There are three parents' evenings a year, which around half the parents attend. Those who do, value the opportunity to discuss their children's progress. Reports to parents on their children's progress are satisfactory. Being

computer generated, some of the wording used is jargon, which may be difficult for some parents to understand. Some, but not all of the reports set targets for improvement. Greater use of target setting to address weaknesses would help to improve their value. Information in the school prospectus is good and includes guidance on homework.

- 37 The contribution of parents to children's learning at school and home is satisfactory. A small but committed group regularly help out in classes during the week, but getting more parents involved is difficult. However, where parents feel they can help, they will; an example being the percussion instruments, which were made by parents of children in reception for their school assembly. Some parents also ensure that their children complete homework, but few feel comfortable in helping them with the work. To address this, the school has used funds from the social regeneration budget to establish a home tuition project, the aim being to encourage parental support for homework. The results have been very positive. In addition the school, in conjunction with three other local schools, has used 'Advantage West Midlands' money to set up a 'Basics of Success' evening at which parents were invited to learn how to help their children with maths. Encouraged by the success of this initiative, a further evening is to be held with a focus on literacy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 38 The leadership and management of the school are good. The headteacher and her deputy have a very clear vision for the school. Together with the active involvement of governors and the senior management team, the headteacher makes a very positive impact on school improvement and on raising standards. Although the school has not been formally inspected since its amalgamation, it has been subjected to regular reviews by the local education authority. The school has a great commitment to making improvements. The strong leadership is the driving force for improving and sustaining good quality teaching and promoting higher standards of work throughout the school. The headteacher has a firm belief in the principles of high quality education for all pupils. There is a very strong working relationship and a very clear commitment to school improvement. 'Growing Together' is the school's mission statement, and this is successfully reflected in the ethos of the school.
- 39 The headteacher uses appropriate delegation to manage change. This is most apparent in the school's expected improvement in English and mathematics, which results from committed teamwork. The headteacher and her deputy are the driving force behind the school's improvements. The pupils' results in 2001 were very disappointing, but the school took up the challenge and, with effective local education authority support, pupils have made good progress in English and mathematics, and the school is optimistic that the results in these subjects will be improved this year. The school carries out a very useful analysis of pupils' results each year, so that teachers can effectively monitor progress to check no one is falling behind. Analysis of pupils' results shows that boys and girls achieve equally well, but there is no analysis of progress by ethnicity. There are clear and concise schemes of work and a wide range of policy documents which are readily accessible to staff. Subject managers review teachers' planning, and they are developing opportunities to monitor and evaluate teaching.
- 40 The school has a good governing body; however, the governors find it difficult to recruit parent representatives. A small group of governors is closely involved with the school, and very committed to their roles. These governors have a good understanding of the school's strengths and weaknesses. The chair of governors is very actively involved and he successfully monitors and evaluates school improvement so that he can keep

the few governors who have local council responsibilities well informed. The school manages its finances efficiently, which allows it to provide a good level of learning support for its pupils. This enables the school to give very good support to the high numbers of pupils with special educational needs. The school benefits from additional funding from local initiatives and central government. The most successful breakfast club and playtime orange drink for the younger pupils are substantially subsidised, by local business and by the local education authority. Budget decisions are carefully made. The chair of governors closely monitors the subject action plans, and he keeps a close eye on school expenditure. As a result, the pupil costs are quite low, in view of the extra support needed to ensure all pupils achieve well. Governors are enthusiastic and anxious to give their full support to the school. They have successfully delegated roles and responsibilities, and a good committee structure has been agreed. The governors are proud of their school and they have a good working relationship with the headteacher and senior staff. All statutory requirements are successfully met except for agreeing a policy for promoting cultural diversity and racial equality. The school successfully achieves its aims, and it provides a good ethos where pupils are made to feel truly valued.

- 41 Staff and pupils are well motivated and very committed to their school. The school's strategy for staff appraisal and performance management is good. The headteacher provides the governors with good feedback on progress against school targets and development plans, through meetings and termly reports. Her reports are detailed and informative. The school's priorities for development are carefully agreed and very appropriate. Analysis of assessment data, and information drawn from the deputy head's monitoring of standards, successfully informs an annual review of the school development plan. Subject managers draw up their own action plans for improvement. The school carefully monitors the use of any additional grants or subsidies, and it effectively analyses the National Curriculum results to note trends. The quality of teaching and learning is very effectively monitored and, as a result, this is strong. The school is very committed to the effective support and induction of new teachers and the professional development of students.
- 42 The school has recently appointed a new coordinator for information and communication technology and, like other subject managers, he is keen to develop the profile of information and communication technology in the school. He has undertaken an audit of the subject and improved resources ensuring long term plans are written into the strategic plans for the school. The leadership and management of the subject are a high priority for the school. The governing body, the headteacher and deputy headteacher, as well as the subject manager, have already improved computer resources and effectively raised the profile of the subject.
- 43 The school is totally committed to giving support to all pupils, but some families need a lot of additional support, and the school often feels over burdened by these demands. The school's support from outside agencies is stretched and these demands can take up a lot of the school's allocated time from the educational psychologist. Providing full curriculum coverage is also problematic. The additional time, which has to be allocated to giving intensive support in English and mathematics, means other subjects cannot be fully covered.
- 44 There is an appropriate number of teachers and support staff for the number of pupils on roll, and for the high percentage of pupils who have special educational needs. The quality of support staff, including dinner supervisors, is not rigorously monitored. In some lessons, support staff spend much of their time sitting watching the teacher. There is very good coordination of specialist provision for pupils with special educational

needs, but there are no procedures in place for monitoring the acquisition of language of pupils who speak English as an additional language.

- 45 The school has good accommodation. Most classrooms are of an appropriate size, and many are large and airy. Good use is made of wall space for mounting interesting and attractive displays that reflect pupils' learning and achievements. The school has a well equipped computer suite, but this is situated in a difficult position in a corridor, adjacent to two classes. People unfortunately have to interrupt the teaching when they walk through to younger classes. The library is close to the information and communication technology suite and is easily accessible to all classes. Pupils and staff respect the premises, and there is no sign of litter or deliberate damage. The accommodation is good for teaching, learning and recreation, and the staff use space well.
- 46 The school analyses the results of National Curriculum tests to make sure it is giving value for money. It provides a good education for its pupils because of the commitment and hard work of the staff. Pupil expenditure is successfully used to benefit pupils and provide them with a good range of learning opportunities. Taking this into account, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 47 In order to raise the school's standards further, and to extend the very good provision for pupils with special educational needs, the governors, headteacher and staff should:
- 1 Raise pupils' standards of attainment in information and communication technology at Key Stage 1 by:
 - (a) introducing rigorous assessment procedures throughout the school so that pupils' progress is monitored;
 - (b) monitoring and evaluating the quality teaching;
 - (c) providing additional technical computer support.

(paragraphs 63, 70, 101, 54, 98-102)
 - 2 Improve the quality and use of assessment information to inform teachers' planning for science lessons.

(paragraphs 1, 18, 20, 31, 71-76)
 - 3 Ensure all foundation subjects are fully covered and that standards of attainment are in line with national expectations by:
 - (a) developing the provision and raising attainment in design and technology throughout the school;
 - (b) improving the provision for music;
 - (c) monitoring and evaluating the quality of provision in all foundation subjects.

(paragraphs 2, 19, 77-82, 83-89, 103-104)
 - 4 Agree and implement a school policy for promoting cultural diversity and racial equality by:
 - (a) reviewing the curriculum to identify opportunities to promote positive attitudes to Black history and a multi cultural awareness;

- (b) auditing and monitoring school displays to ensure positive multi cultural images are included;
- (c) developing assessment procedures for monitoring the progress of pupils who are learning English as an additional language.

(paragraphs 25,40)

- 5 Continue to work with parents to improve pupils' attendance.

(paragraphs 12, 28, 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	32	14	0	0	0
Percentage	3	21	52	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	270
Number of full-time pupils known to be eligible for free school meals	0	129

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	200

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	7.7

Unauthorised absence

	%
School data	1.0

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	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	4	10
	Girls	6	9	14
	Total	13	13	24
Percentage of pupils at NC level 2 or above	School	31 (n/a)	31 (n/a)	57(n/a)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	5
	Girls	12	12	9
	Total	23	24	14
Percentage of pupils at NC level 2 or above	School	55 (n/a)	57 (n/a)	33 (n/a)
	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	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	12	17
	Girls	9	9	17
	Total	15	21	34
Percentage of pupils at NC level 4 or above	School	34(n/a)	48 (n/a)	77 (n/a)
	National	75(75)	71 (72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	12
	Girls	13	12	7
	Total	24	26	19
Percentage of pupils at NC level 4 or above	School	55 (n/a)	59 (n/a)	43 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	229
Any other minority ethnic group	0

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)	
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	269

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	13
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000
	£
Total income	353,139
Total expenditure	420,570
Expenditure per pupil	1,558
Balance brought forward from previous year	176,623

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	2	2	0
My child is making good progress in school.	60	36	0	2	2
Behaviour in the school is good.	47	45	4	0	4
My child gets the right amount of work to do at home.	45	34	13	4	4
The teaching is good.	64	30	2	2	2
I am kept well informed about how my child is getting on.	64	28	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	2	0	0
The school expects my child to work hard and achieve his or her best.	75	21	2	0	2
The school works closely with parents.	55	43	0	2	0
The school is well led and managed.	64	26	0	2	8
The school is helping my child become mature and responsible.	57	40	0	2	2
The school provides an interesting range of activities outside lessons.	30	43	11	2	13

Other issues raised by parents

Parents value the school's caretaker. He is very helpful and obliging.

The parents are proud of the substantial funds they contribute to the school.

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

Personal, social and emotional development

- 48 In the reception class and in the reception/Year 1 class, the good quality teaching successfully promotes children's personal, social and emotional development and it is a major strength of the provision. Children make good progress towards the Early Learning Goals. Good quality admission procedures ensure time is given to parents and their children for monitoring individual needs and explaining and encouraging parents to sign the school's parent partnership agreement. Staff are courteous and encouraging and this successfully promotes children's learning. There are trusting relationships between staff and children which help children to recognise that each of them is considered important. By the end of their time in the reception classes, children are sociable and increasingly independent. Children with severe learning difficulties play happily in a group in the home corner with the support of a teacher. This helps her to develop their sentence structure and vocabulary. Children readily choose their activities and even initiate ideas for them. For example, several children organised an impromptu wedding in an imaginary church. One hummed the tune of 'The Wedding March', as she held the 'bride's train', while a boy willingly acted as groom.
- 49 Throughout the Foundation Stage, staff take prompt action to address any unacceptable behaviour. As a result, children's behaviour is good, and even those who have quite challenging behaviour have a clear sense of right and wrong. Children work together well, share resources fairly and they usually take turns appropriately when they use classroom equipment. They confidently make choices and play well together. Most children treat the school's equipment with care and they willingly tidy up at the end of a session. Cultural and racial awareness is promoted through celebration of important festivals such as Diwali and Christmas. Children have an early understanding of religious education through, for instance, a visit to a local church.

Communication, language and literacy

- 50 In the reception class and in the reception/Year 1 class, the good quality teaching ensures the children make good progress. They are developing the confidence to speak out loud in a large group. This aspect of the provision is a great strength. By the time they move to Year 1, most communicate well; by speaking clearly and listening and responding with enjoyment. They make good progress towards the Early Learning Goals for communication; however, few attain as well in language and literacy. Children willingly join in repetitive songs, rhymes and stories. The most confident children willingly express their own ideas and feelings, and sometimes they pose difficult questions. For instance in a very good lesson the teacher, who was trying to reinforce book conventions, used lots of facial expressions and gesture to capture the children's attention. As a result, one child was moved to ask her, 'Why do ducks quack?' Children enjoy pretending to be the characters in their reading books. They wear hats with written names of characters so that word recognition is reinforced through their play. The children benefit from skilful individual support and lots of encouragement. A wide range of activities is carefully planned to enhance children's language skills, such as looking at pictures, listening to and asking questions about stories. Staff ask questions sensitively and they give thoughtful responses to promote children's confidence. The role play activities are good examples of imaginative strategies, which are set up to promote children's language skills. An imaginary church, estate agent and building site are just

three ways that staff successfully stimulate communication between children.

- 51 Children make a good start to reading. They listen well to stories and understand that print carries meaning. They recognise their own name, and staff encourage them to read and write it at every opportunity. The good quality teaching helps to promote early literacy skills in focused sessions, but most children find it difficult to recognise and remember frequent words. They happily talk about their favourite parts of a story. Children have many opportunities to express themselves by mark making. After two terms in the Foundation Stage, most still write under the teacher's script and letters are not carefully shaped. Only the most able children are truly confident to write two sentences without adult support. The teachers' annotated comments are particularly good evidence that good progress is being made. Children's weaknesses are noted and picked up as they occur, and teachers use this information to plan the next work. For example, one week when focus was on remembering finger spaces between words, the teacher noted difficulties forming the letter 'f'. The next literacy lesson was planned to include practice in writing, 'a fat furry fox'.

Mathematical development

- 52 The good quality teaching and provision in the reception and reception/Year 1 classes appropriately promote children's mathematical development, but few children attain the Early Learning Goals for mathematical development by the time they move to Year 1. When they first start school, most children have very little idea of number. Regular sorting activities and number games are successful strategies for promoting children's learning. The teachers have focused numeracy sessions to promote mathematical development. This gives them a good opportunity to reinforce counting and number recognition. For instance, a child had drawn toys in a toy box and in recording numbers had reversed the number '2'. This was picked up by the teacher and practised in a later activity. There are lots of opportunities to promote an understanding of shape and space and an awareness of volume and capacity. Most children recognise and count numbers to 10 confidently and they have an awareness of larger numbers. They understand number neighbours such as, '7, 8 and 9'. Children learn appropriate mathematical language as they sort shapes by colour. They talk about, and recognise, simple patterns. Children recognise numbers to 10 and organise numbers by size. They relate their knowledge of numbers to the days in the week. One example of practical work to develop an understanding of time was using a minute timer when changing for physical education, to see how quickly children could change. Despite this good practice, there are few who are confident to calculate or able to use language to compare numbers. They add very small numbers together, but generally their understanding of addition and subtraction is at an early stage and they still need a lot of support.
- 53 The range of mathematical activities, which are covered in numeracy and other focused work, is effectively promoting children's learning. However, the time allocated to mathematical development is far less than the time children have for choosing play and creative activities. At this stage of the year, more structure to the organisation is needed so that greater emphasis can be given to the development of mathematical awareness. In play activities, there are many missed opportunities for staff to promote mathematical language and number skills. For example, using snack time to count plates, share fruit and promote mathematical understanding using language such as, 'more than', 'less than', 'how many each?' 'how many are left?' Outside, considering the numbers on tricycles, bicycles and trucks and matching them to the parking bays or counting the number of children allowed on the climbing frame at one time.

Knowledge and Understanding of the World

- 54 In the reception and reception/Year 1 classes, good quality teaching successfully promotes children's knowledge and understanding of the world so that by the end of the Foundation Stage most will attain appropriately in relation to the Early Learning Goals. When children first start school, many have a very limited general knowledge. The staff provide a stimulating environment and ensure that children's natural curiosity and enthusiasm are enhanced by questions which promote their learning. For instance, children are developing a wider understanding of their local community. They make model houses and notice the street furniture and features of their immediate locality. They observe tadpoles turning into frogs and stick insects' eating habits. They plant different kinds of seeds and watch them grow. They make comparisons of leaf shapes. All children begin to gain an understanding of the past as they celebrate birthdays and special events. They have an increasing understanding of modern technology as they regularly use computers in the school suite. In all the Foundation Stage classes, children are becoming increasingly confident in using a computer.

Physical development

- 55 In the reception and reception/Year 1 classes, children's physical development is successfully promoted through good teaching. By the end of the Foundation Stage, children attain appropriate standards in relation to the Early Learning Goals. The children appropriately use the outdoor play area to practice physical skills such as cycling, running, pushing a truck and sliding down the slide. Staff try to make the most of the area, and they provide dressing up clothes and drawing materials. Children have a free choice to join activities outside or in the class. However, there is no structure to the organisation and consequently it is difficult for staff to track what activities have been covered. Support staff set out the play equipment at the start of a session. The children are not encouraged to participate in this or to pack away at the end of a session. In the school hall, children use simple apparatus and they have an awareness of space. The staff successfully develop children's confidence and teach them to be independent when children change their clothes for lessons in the hall. Children move confidently and change direction with control. In the classroom, they have increasing confidence to use tools such as scissors, paintbrushes and glue spatulas, and have increasing dexterity and control in drawing and writing.

Creative development

- 56 In the reception and reception/Year 1 classes children's creative development is very successfully promoted through good quality teaching. By the end of the Foundation Stage, children attain appropriate standards in line with the Early Learning Goals. They have many opportunities to experiment with texture and colour. For instance in independently making simple models. They draw and weave and regularly paint and observe natural living things. They make detailed drawings and paintings of flowers and tadpoles. Staff support these activities effectively and use every opportunity to extend children's language by talking about the materials and techniques used. All the children sing in tune and they enjoy learning songs by heart, including many with actions. They have a good sense of rhythm.

ENGLISH

- 57 Looking at pupils' work, there is good evidence that their rate of progress at Key Stage 2 is proving successful. By the end of Year 6, standards are broadly in line with national expectations in all aspects of the curriculum. This is an improvement on last year's Year 6 standards when pupils' attainment was well below average in the National Curriculum

tests. On entry to the school, pupils' standards in English are very low. The progress they make during their time in school is therefore good and most pupils are achieving well. The few higher attaining pupils are also achieving well. The school is optimistic that they will have a number of pupils attaining Level 5 this year. As the school is designated an intensive support school, there are rigorous systems in place for analysing and monitoring pupils' attainment in literacy. The school has detected no overall pattern that shows one group of pupils performing much better in English.

58 Speaking and listening skills are developed well across all classes. Pupils make good progress from a low base when entering school, and the standards attained in Year 2 are generally in line with national expectations. By the age of seven, most pupils listen carefully to what others have to say and show increasing confidence in speaking. By Year 6, many pupils talk and listen with confidence, and even pupils in the Year 5/6 class who lack confidence because they have special educational needs are keen to make contributions to class discussions. Pupils are able to develop their ideas and to give some thought to their answers. The teachers give lots of opportunities for discussion, followed by reporting back to the class. Class discussions often arise from the study of texts during the literacy hour, and this provides good, varied opportunities to encourage pupils to speak. Teachers provide good role models for pupils to follow in valuing and respecting ideas and opinions of both pupils and adults. Additional adults supporting in the classrooms make an effective contribution to the good progress made by pupils. When working with groups or individuals, they clarify questions, explain new vocabulary and encourage pupils to offer answers.

59 The standards in reading are low at the start of the school. They remain below average at the end of Year 2, although some pupils are reading well and attaining well within the national expectations for this age group. Throughout Key Stage 2, there is evidence of good progress so that by the end of Year 6 pupils read confidently and their standards are in line with national expectations. The reason the pupils' reading standards are significantly improving is that they read regularly, seem keen to read and most say they enjoy reading. By Year 2, pupils are building on their recognition of familiar words, and they break words into sounds and use picture clues to tackle unfamiliar words. Many have a good understanding of the books they read. They know the difference between fiction and non fiction, and recognise their favourite author. Some pupils are reading fluently for their age and the better readers can predict the next stage of the text. Lower attaining pupils are given very good booster support. Each day the teachers spend 10 to 15 minutes on reading, and the lower attaining readers regularly read to an adult. Where pupils need considerable help with their reading, and frequently struggle with letter sounds, they are quickly identified and withdrawn to read quietly with an adult. By Year 6, pupils have developed the confidence to read, understand and appreciate a range of texts. They understand the significant points from a story and build well on their knowledge and understanding of text. For instance, a more able Year 6 pupil was reading an adapted story based on William Shakespeare's play, 'The Tempest'. She referred to the text and gave opinions and described in detail the character Caliban. Throughout the school, there is considerable opportunity for pupils to read and appreciate a range of poetry. For instance in Year 6 pupils have written their own simple versions of 'The Highwayman', for example:

The wind was a screaming dinosaur
The moon was a staring football
The road was a long curvy rope
And the mad driver came racing, racing
The mad driver came racing up to the castle gate.

60 The majority of pupils understands the structure of books and knows about the contents,

index, author and illustrator. Pupils' skills of inference and deduction are developing well in Year 6. For instance in a very good lesson, pupils considered specific vocabulary to set the scene for a variety of different types of books. The guided reading sessions and the study of particular texts, that have been established during the literacy hour, are used well by teachers to provide a regular opportunity for pupils to build their confidence as readers, to read a range of texts and to develop their understanding of those texts. The development of reading is also supported by a well structured approach to teaching letter sounds. Teachers encourage pupils to take books home to read and this emphasises the value the school places on reading. The school successfully uses comprehension activities to check pupils' understanding.

- 61 The standards in writing are below average by the end of Year 3, where most pupils are still printing and teachers still give pupils reminders about punctuation. However, the intensive programme of handwriting throughout the school is successfully affecting standards. Throughout Key Stage 2, there is evidence that the staff's hard work is paying off and is improving the quality of pupils' written work in most subjects. The well managed 10 to 15 minutes booster handwriting session each day is having a beneficial effect on pupils' standards of writing. Pupils enjoy these sessions and they take great care to form their letters carefully. In addition, the school has extended the breadth of pupils' writing opportunities to include letter writing, reports, book reviews, crosswords, play scripts, poems and riddles. One example of a riddle in Year 5 read: 'Look at me and I'm everybody, scratch my back and I'm nobody'. Pupils are developing well their understanding of the grammatical functions of words and of the structure of sentences. In Year 4, writing is much more structured and imaginative and pupils write in ink. Older pupils are also building on their understanding of how to attempt to write more complex sentences and the purpose of paragraphs. They consider figurative language using similes and metaphors. Pupils make good progress with their spelling. They have a good knowledge of spelling conventions and patterns, and they confidently use dictionaries throughout the school. Library books are classified and, from year 2 onwards, pupils have a good knowledge of research skills and understand where to find books on different topics.
- 62 The quality of teaching is good throughout the school. Out of 11 lessons observed, four were very good, five were good and two were satisfactory. Teachers plan their work effectively and provide clear objectives for learning in each lesson. The literacy hour is well structured and follows a successful model in all classes. For instance in one literacy lesson, the teacher used limericks and humorous poems to capture pupils' attention. The Year 3 pupils were so well motivated that their follow up work to write similar poems produced some good results, for example:
- A banana sat on a railway track.
He knew he was going to get a whack!
There he was, sitting there, like a cake.
After a while he was a banana shake!
- 63 Work is targeted at an appropriate level for all children. Those who have special educational needs make good progress because they are very well supported. The few pupils who are learning English as an additional language make sound progress. This is evident in the good explanation given when teaching new ideas, in the appropriate yet challenging questioning in most classes and in the tasks set to consolidate learning. Pupils are well supported and challenged during guided reading sessions, and this contributes significantly to the progress made in reading. In the better lessons, a very good pace is maintained. Computers are used well in most lessons, with two pupils often assigned to carry out an activity matched to the lesson objectives during the group or independent work. All teachers manage pupils very well, even in the lessons that are

satisfactory as opposed to good. Support assistants and language support teachers in most classes give good support. This enables those pupils with special educational needs to keep up with the rest of the class and to make good progress. The marking of writing is good in some classes; teachers' comments relate clearly to key objectives for learning and help the pupils to improve their work. The good, and sometimes very good, teaching in many lessons has a direct impact on the attitudes and behaviour of the children. In most lessons, children are keen and enthusiastic to learn; they clearly enjoy being in their class and have considerable respect for each other. This is particularly evident when pupils work in pairs; they cooperate well and support each other, whether through discussion or when helping with writing and spelling.

MATHEMATICS

- 64 The standards of Year 6 pupils in the national tests were below average in 2001 when compared with similar schools. However, over half of last year's Year 6 pupils had special educational needs. When their results are not considered, 90 per cent of the rest of the pupils attained the national expectation or better. The impact of the intensive support project has had a dramatic effect on the school's provision for mathematics. The new subject manager for mathematics has ensured the full implementation of the numeracy hour, and promoted much more consistent teaching. Consequently, the standards of the present Year 6 have risen, and are likely to be broadly in line with the average for pupils in similar schools by the end of the year. The current Year 6 is stronger than previous years, because it contains a lower proportion of pupils with special educational needs. It has also had the benefit of two years of very good teaching, and the pupils are well placed to gain much better results in the standard tests this year. This is a significant improvement.
- 65 Pupils at Key Stage 1 have had low standards in recent years. The very effective implementation of the numeracy strategy has had a strong positive impact on the work of all pupils. The well structured planning gives a balanced coverage of all the attainment targets. A particular strength is the attention the teachers give to developing pupils' independent thinking. In every class the teachers give the pupils plenty of time to work out their own ways to do calculations. They encourage all pupils to express their ideas, demonstrate them on the board and use them in their work. Consequently, Year 2 pupils have made good progress and are likely to improve their results; but by the end of the year they will still be below average.
- 66 Teaching at Key Stage 2 is very good and leads to very good progress. The teachers plan particularly well. They have very clear objectives for what they want pupils to learn. They share the objectives with the pupils, so that they understand the context of what they are learning and see the links with previous work. Although the work is challenging, the teachers' weekly planning is in small steps. Consequently, pupils can follow the pace of the work. Year 6 for example built up their revision from simple shapes on Monday to complex reflex angles in triangles by Thursday.
- 67 Another strength of the teaching is the careful matching of tasks to the abilities and needs of all the pupils. This is achieved because the teachers now have a very precise system for tracking the pupils' progress, and use it effectively. Consequently, all pupils feel fully involved in the lesson. The teachers provide practical tasks so that pupils can apply their thinking with concentration through the lessons. Year 5 pupils worked with such intensity that they were worn out by the end of their session, but proud of their achievement. The really challenging work for the top group takes the form of a mini investigation, which stretches their problem solving skills to the limit. This also indicates the breadth of coverage and the way teachers use their analysis of what needs

strengthening in the curriculum, from their analysis of pupils' work. The link with literacy, developing pupils' language to solve word problems, is at the forefront of every lesson. The pupils' ability to develop and use their own strategies for problem solving is yet another strength.

- 68 The teachers set a fast pace. The pupils know that the speed of their mental response to tables and number pairs is important. They try very hard to speed up the use of their strategies for finding answers. The Year 4 pupils, for example, were eager and anxious to be first to answer the teacher's questions in the mental session. Overall, this is a new climate for learning, which the pupils love. To be effective learners they have to have their equipment well organised. The teachers promote this part of pupils' training also. However, the pupils' confidence in using systems for checking their answers as they proceed through a problem is limited.
- 69 Teaching at Key Stage 1 is good. It displays the beginnings of the qualities outlined above. Relationships are good and the pupils are well managed. Pupils are very involved, and discussions are intense. 'Well I think it would be better if you doubled the 5,' is a typical Year 2 remark showing pupils becoming self reliant. The nurture class of less academic pupils works at a gentler pace, but still with a good level of challenge in the work. The teachers in all the nurture classes build up in their pupils a strong positive image of themselves as confident learners, where everyone feels they can succeed. Behaviour in lessons is very good.
- 70 In keeping with the school's aim to meet the needs of all pupils, the school provides good support by classroom assistants, targeted to particular groups of pupils. By using resources well, this has helped to boost pupils with special educational needs to a higher level. However, computers are generally underused in mathematics. The school has identified higher achieving pupils in Year 5, and is planning to use specialist help to develop a suitable programme for them.

SCIENCE

- 71 The school's results are low in national tests. The proportion of pupils reaching the level expected for 11 year olds in 2001 was well below the national average. However, over half of the pupils in last year's Year 6 had special educational needs. When those pupils' results are removed, the picture is much more positive. Ninety five per cent of the other pupils attained the standard expected of their age group or better.
- 72 Pupils' progress in developing their knowledge and understanding by the time they are seven is satisfactory. Science has been taught as part of a topic, but is now taught as a discrete subject, and recently greater progress has been made. The marking of pupils' work is inconsistent and does not indicate how the pupils can improve their work. Pupils are inhibited by their limited language skills and find difficulty in expressing their understanding and knowledge. Teaching is satisfactory at Key Stage 1; the planning is clear and activities are appropriate for the pupils' ability. Tasks are suitable for the age of the pupils, and teachers organise their time to ensure that all pupils make satisfactory progress. Pupils are well supported by classroom assistants who make certain that pupils with special educational needs make progress. However, in a Year 2 lesson, pupils had a wide range of activities to complete recognising similarities and differences between themselves. The time taken to explain worksheets to every group slowed the pace of the lesson, and some pupils lost interest until they could complete the activity for themselves.
- 73 By the time pupils are 11 the standards they achieve are broadly in line with the national

average. Teaching is good; it is never less than satisfactory, and in Year 6 is very good. Teachers use open, challenging questions directed to specific or groups of pupils who are able respond positively. Lessons are lively and sustain the pupils' interest. Most pupils in Year 6 for example were able to use their previous knowledge and scientific understanding to determine and describe the key features in the experiments carried out to separate solids from liquids. This was largely because the teacher was very clear about what the pupils were expected to learn, and had planned the activities well to enable them to do this. Pupils engaged in lively discussion based on their work, analysing their predictions and drawing positive conclusions from the results. They work well together and support each other in practical tasks and in the discussions. Pupils with special educational needs make sound progress because of the organisation of the groups and the support more able pupils offered them in reporting their results. The support in the classroom for all pupils was very good.

- 74 In other lessons, teachers had planned a variety of activities so that pupils could experience a range of practical activities and consolidate their knowledge of the principles of conducting a fair test. Pupils have clear learning objectives to achieve, and, in good lessons, these are referred to throughout the lesson in order that pupils can measure their own progress. Teachers pay significant attention to the tasks they give to pupils and these are set appropriately for the pupils' capabilities. Pupils, including those with special educational needs, make satisfactory progress. In Years 5 and 6 they make good progress because they are encouraged to use a wide range of scientific vocabulary in discussions in groups and with the classroom support assistants. Good use is made of the internet in Year 5, to provide further information about microbes; this supports their investigation and helps them to consider the results of their tests in greater depth. Pupils present their work well; diagrams are accurate and clearly labelled. Teachers provide limited guidance in the marking of pupils' work, but do not include comments related to the targets pupils are expected to achieve.
- 75 The school has a satisfactory policy for science, and uses a nationally published scheme across the school to support the teaching of the subject. There is a reliance on the scheme the school uses to support non specialist teachers. This, in turn, relies on the use of photocopied worksheets for pupils to record their work, which limits the investigations and recording of the results. Pupils' units of work are tested to monitor the effectiveness of the activities given. The information from assessments and yearly tests has, until recently, been seen as end in itself. It is not informing curriculum provision or identifying the gaps in pupils' understanding so that topics can be revisited in order to consolidate their skills and knowledge.
- 76 The subject is managed effectively by a keen and knowledgeable coordinator. He provides some support through the monitoring of teachers' planning and informal discussions. The subject has not been a priority in the school development plan. The lack of in service provision has not allowed teachers to keep abreast of developments in the subject. The quality and use of the learning resources are good. They are easily accessible to staff. There is a limited range of science books in the library. Younger pupils used them in the classroom, but older pupils were not observed using them during the inspection.

ART AND DESIGN

- 77 Only two lessons were observed in art and design during the period of the inspection. Evidence was taken from the displays around the school, a comprehensive portfolio of pupils' work, teachers' planning and from discussions with pupils and teachers.

- 78 The school provides a broad and balanced curriculum for the majority of the pupils; however, as the pupils move through the school they do not have as many opportunities to develop and consolidate their skills because of other timetable pressures. In Years 5 and 6, there is insufficient work to confirm that pupils in these year groups receive the same range of experience in art and design as the remainder of the school.
- 79 All pupils, including those with special educational needs, make satisfactory progress. Seven year old pupils are achieving results that are above national expectations, but by the time pupils are eleven, pupils' standards are too low because they do not have enough art lessons. There are guidelines in place for the teaching of the subject, and a range of experiences is planned for each year group. There is an emphasis on developing pupils' observational skills and their use of a variety of tools to record their efforts. Pupils in Year 4, for example, use a variety of media to illustrate their work in history. This has included constructing mosaic patterns and drawing the designs from pieces of Greek pottery. Pupils in year 2 use digital photographs taken by each other to complete self-portraits. The process, although complex, was successfully completed using a variety of printing tools. Pupils are not able to choose the appropriate tools without guidance, but can achieve satisfactory results. They discuss their work, but are not able to suggest ways of improving it or offer alternative ways of achieving a similar result.
- 80 It was not possible to observe enough teaching during the inspection to make a fair judgement of its quality. However in a lesson observed, the task was related to looking for shapes in an aerial photograph and this was linked to their earlier mathematics lesson. The teacher showed pupils how to use their observational skills and construct patterns based on the shapes they could see in the photograph. Pupils used their drawing skills effectively and then used paint, mixing primary colours carefully, to complete the design. They were careful about using colours, and used different brushes to good effect. They were taught how to improve the quality of their work, but did not have time to put the guidance into place.
- 81 Pupils throughout the school are enthusiastic about their artwork; they pay close attention to detail, and enjoy their lessons. Pupils at Key Stage 1 particularly enjoy the art club, which they attend after school. The results of their work are good, and sometimes very good. They develop their skills further, they can discuss the various media and detail on the displays, and they experience a wide variety of techniques and materials in the work. The school is developing a portfolio of pupils' work that reflects a wide range of interests. This provides links to other subjects and is reflected in the art related to geography. Pupils in Year 2 experience a variety of other cultures using a range of African art to make masks. In religious education, pupils reflect on their ideas of what God looks like. In Year 6, pupils consider aspects of art in Tudor times, looking in some detail at portraits of Tudor kings and queens and replicating both the design and portrait features.
- 82 Pupils behave well in their art and design lessons, sharing tools and equipment in a responsible way. They are eager to complete their work, but do not always have sufficient time to complete the task. This is reflected in the quality of work seen during lessons, when pupils do not apply the skills they have previously been taught. There are insufficient opportunities to discuss the quality of pupils' work. There are very limited assessment procedures to measure the progress of pupils' work in art and design. The subject manager makes an overall judgement based on the work in the portfolio and on display around the school. This is sufficient to measure the general progress across the school and contributes to the overall long term planning of the subject. The use of sketchbooks is not yet sufficiently developed across the school. Pupils lower down the

school use their books to reflect design across various subjects but, as pupils move through the school, sketchbooks are not used as frequently or in any depth. Pupils in Year 4 have some knowledge of the work of famous artists, but cannot recognise the significant styles and how those styles can be reflected in their own work. The pupils' work is well presented and displayed, so that there are opportunities to comment and interact with the display; however pupils lack the skills to evaluate either their own work or the work of others.

DESIGN AND TECHNOLOGY

- 83 Standards in design and technology are broadly in line with national standards by the time pupils are seven; by the time pupils are 11 they achieve standards that are below those expected nationally. Only one design and technology lesson was observed during the inspection. The judgements are based on a limited amount of pupils' work, examination of teachers' planning and discussion with staff and pupils.
- 84 By the time pupils are seven they have experience of using tools to construct frames in order to weave various threads and other textiles. They can join corners, and understand how the frame can be made rigid; their cutting and measuring skills are limited and confined to the very small range of projects that pupils undertake.
- 85 Pupils in Year 2 have designed and made their own vehicles; they classified a range of moving toys before deciding which type they would design. They made a range of model vehicles in groups, using joining and combining materials before they mounted them onto an axle and wheels. The design process was very limited and did not inform the making process; however, with assistance pupils completed their vehicles and discussed ideas on how they could improve the model.
- 86 In Year 6 there is little evidence of pupils' previous work, but they are beginning to design and make a musical instrument. In discussion they are confident about their initial design but are not clear about the variety of materials they can use to achieve the result, or how to modify the design as the making progresses. At Key Stage 2, pupils undertake a limited range of design and technology projects but the skills acquired are insufficient to ensure that pupils make adequate progress over a period of time.
- 87 Too little teaching was seen for an overall judgement to be made. The one lesson that was seen was satisfactory, and pupils with special educational needs made some progress in recognising different types of packaging and that the use of shape and colour are important in the design of a sweet container. They were able, with good support from the classroom assistant, to suggest ways of improving their design.
- 88 The curriculum planning is currently satisfactory and the school has made use of a nationally recognised scheme. There are plans to design a scheme for the school, which will extend the range of opportunities offered to pupils. Assessment and recording of pupils' work is not undertaken at present, but pupils are encouraged at the end of each project to suggest how they can improve their finished product. These results are not recorded so the lack of information and records cannot inform the next stage of planning the curriculum.
- 89 The resources are limited and do not allow the pupils to experience the full range of design and technology opportunities, especially in the range of textiles and the moving mechanisms which can be used. Links with information and communication technology are appropriate and in Year 5 are used more extensively than in other years; this aspect should be developed across all year groups.

GEOGRAPHY

- 90 The school's strong focus on literacy and numeracy means that there is only limited time available for geography. The school is careful to monitor that all the required elements are covered, but not in depth. Consequently, there is not sufficient evidence in pupils' books to judge standards by the end of Year 6. Standards are likely to be broadly in line with the expected level for the pupils' ages by the end of Year 2. Pupils at Key Stage 1 make good progress and they learn appropriately. The new structured planning scheme is successfully developing the new management and action planning for the subject.
- 91 The quality of teaching in the three lessons observed was good. The teachers and classroom assistants give good support to the pupils who have special educational needs, and to other groups. Pupils who are learning English as an additional language achieve as well as their peers, and they are given appropriate support. Pupils often make good progress because they are developing their writing skills also. Teachers achieve this by setting work that is well suited to the different abilities in their class. In these lessons, the teachers get the pupils excited and interested in the world around them. For instance, because of the teacher's lively introduction, the Year 1 class was bubbling with ideas about the differences between conditions in Camp Hill and Jamaica. The picture of houses on stilts fascinated them. Teachers used various resources well to put across the clear learning objectives. By showing pupils different ways to record their ideas, the pupils learn to draw and use charts and tables, and label diagrams. A Year 2 teacher used a three dimensional model of an island effectively to help pupils understand that a ferry was needed to get across from the mainland. Growth in skills could be seen when Year 3 pupils stopped using picture features on their maps and began to draw bird's eye views and use keys to show their information.
- 92 Teachers use literacy texts as a starting point to interest pupils for example the 'Gregory Cool' story about Jamaica. The library has an appropriate range of books on geographical topics and older classes research the internet. The limited evidence suggests that pupils could improve their technical style of writing and develop a broader vocabulary. Numeracy is not as much in evidence and there are limited opportunities to apply mathematics skills in a geography topic. The school has highlighted the need to make more use of computers to enhance geography. There are also plans to develop a simple but effective system for assessing pupils' attainment, as the assessment is presently informal.

HISTORY

- 93 By the time pupils leave the school at the age of 11, they achieve standards that are similar to those expected for their age. Pupils at Key Stage 1 make satisfactory progress, and standards are broadly typical for those of their age. Progress and learning are satisfactory throughout the school. They are good when teachers make use of the range of resources the school has available. Efficient use is made of external visits to museums and places relevant to the topic pupils are studying. Pupils in Year 1 learn how to make comparisons between old and new buildings when visiting a local church. Pupils identify with living as Victorians on a visit to Holdenby House where they play a part in the running of the house and experience how it would have been for people who lived and worked there.
- 94 By the age of seven, pupils have some understanding of the passing of time and how things change. They make satisfactory use of timelines, and recognise famous characters from the past. In a Year 2 lesson, pupils learn how to research information about Florence Nightingale from a range of sources. They make good links using their

map skills to find out where the Crimean War was fought, and use their literacy skills when using the contents and index page of a book. Pupils use the internet at home to find their own information. They begin to understand how important people in times past brought about changes for the better.

- 95 Pupils at Key Stage 2 study certain periods, such as the Greeks, in greater depth. They are beginning to use information to make comparisons and look for clues about how people used to live and how to find out information from the past. Pupils in Year 4 contributed well to a discussion about how women in Greek times lived within the household, and made interesting comparisons with the role of women today. The teacher used a variety of materials so that pupils could extend their skills and develop their understanding of the Greek civilisation. The use of a worksheet inhibited the progress of the most able pupils, who could have used their own information to record the comparisons. However, the resources for the majority of pupils who have special educational needs were appropriate and these pupils made good progress. In a Year 6 lesson, pupils were able to empathise very well and provide a range of discussion points and persuasive arguments on the merits of the Tudor monarchs, divorce and the breakaway from the Roman church. The lesson was planned so that pupils had time to consider new information and use the knowledge they had learnt previously, before reaching a conclusion within a group discussion.
- 96 There are missed opportunities for pupils to communicate their ideas, their findings and feelings in a range of purposeful personal writing to any depth in history. The emphasis has been on knowledge rather than understanding how events in the past influence our lives today.
- 97 Three lessons, throughout the school, were observed during the inspection. The overall quality of teaching in these lessons was good. In the most effective lessons the teachers plan the lessons well. They use a range of resources and open questions, so that the discussion can involve all pupils, including those with special educational needs. The use of challenging questions directed toward specific pupils enables lessons to move along at a lively pace, thus sustaining interest and enthusiasm. The good use of the support assistants enables all pupils to complete the reading and writing tasks successfully. Their work is valued by other pupils in the final session of the lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 98 There has been a significant improvement in facilities and provision available to all pupils. Standards are rising and are broadly in line with national expectations by age 11; however, at the age of seven pupils' attainment is unsatisfactory. The progress of most pupils is good given the levels of attainment and previous experience at the start of both key stages. The new computer facilities enable pupils to catch up, especially at Key Stage 2, so that pupils' technological capability is being developed at an appropriate pace. The effect of this can be seen in the application of information and communication technology skills across the curriculum. All pupils have regular access to the direct teaching, and the curriculum is in line with national expectations. There is regular inclusion of information and communication technology in teachers' planning for all subjects. Most teachers are more confident computer users, and nearly all are fully involved in the direct teaching of information and communication technology. There is a new subject coordinator, offering clear guidance and support for staff. There is enthusiasm and commitment from governors, the senior management team and all staff to improve standards in the subject.
- 99 By the age of seven, pupils are developing information and communication technology

capability, being able to log on using the correct password. They select the right icon for set up, and operate the mouse competently to make choices and have a developing capability to work with a range of software. In Year 6, pupils develop research skills across the internet, enter data and use the information to produce charts and graphs, and are able to send and receive emails. Pupils are able to reorganise text, change font, alter size of print and combine text and pictures. They are at an early stage of development in some aspects, such as control and modelling.

- 100 The overall quality of teaching is good and often very good. Although staff are at a relatively early stage of their own competence and familiarity with equipment, they have not allowed this to stand in the way of communicating high expectations of pupils. The level of teacher confidence and competence is being effectively addressed through in service training. The school has recently adopted the QCA scheme of work, and this is beginning to impact on standards and short term planning.
- 101 At both key stages, pupils work well together; they have positive attitudes to information and communication technology, enjoy using the computers and are careful with the equipment. At Key Stage 2, pupils concentrate well when working independently, even if the teacher is not nearby. Teachers have high expectations of pupil behaviour, and work hard to ensure all pupils are suitably included. Classes are managed effectively, despite the busy conditions. As a result of a purposeful and orderly atmosphere and teacher expectations, pupils' learning and achievement are good.
- 102 A major weakness in the school's provision is the lack of systematic assessment. A systematic and consistent approach in both key stages would enable targeted provision, and accelerate the learning process considerably. The school monitors teachers' plans, and there is a sound understanding of strengths and areas for development. Because the school has focused on literacy and numeracy, there has been little opportunity to monitor the teaching in the subject and draw together areas for development or provide additional technical support. The school is aware of these areas for development, and the development plan identifies a detailed focus on improving information and communication technology, including further staff training, increased technical support and a higher level of monitoring. The school is well placed to fulfil the requirements of the subject and ensure that standards continue to rise.

MUSIC

- 103 Pupils of all abilities at both key stages sing well. They sing with enthusiasm and sustain the tunes well in two part singing, demonstrating control of pitch and rhythm. At the age of seven, the standard of attainment is in line with national expectations for all pupils. Pupils with special educational needs make sound progress and are fully included in the lessons. By the age of 11, pupils achieve appropriate standards in singing, but their composing and listening skills are below the level expected, as they have little opportunity for developing and refining musical ideas through composition. Insufficient use is made of the music room at Key Stage 2, and there are limited opportunities for the pupils to use information and communication technology to support their work. These factors hinder the opportunities for pupils to compose. Pupils' response to music is good, for example they listen attentively to classical music played for assemblies. They enjoy the subject, and are well behaved. They respond well when taught by the enthusiastic music specialist who uses subject specific language and teaches pupils correct musical definitions.
- 104 The quality of the specialist teaching is very good at Key Stage 1, where lessons are well planned with assessment opportunities built in to ensure consistent development of

knowledge, skills and understanding. The teacher's skills are used well to enhance the quality of pupils' learning. The outcome of this is that pupils successfully meet the high expectations set. In addition to pupils' learning during lessons, there are opportunities for them to enrich their experiences through the choir and in performances both within school time and outside in public. There are recorder groups at lunch times, and these out of school activities, including school performances and church services, contribute well to the spiritual, social and cultural development of pupils. Pupils have the opportunity to receive instrumental tuition on the violin and recorder. These make a positive contribution to pupils' performing skills. The well equipped specialist music room is a positive feature for future subject development. The good standards at Key Stage 1 and the additional activities after school are a result of the enthusiasm of the specialist music teacher who is assisting the school in reviewing current arrangements for Key Stage 2. At present, monitoring and evaluation and pupil assessment at Key Stage 2 are weaknesses. The school plans to address this unsatisfactory area in order that all pupils have the opportunity to realise their musical potential.

PHYSICAL EDUCATION

- 105 Standards are broadly in line with those expected for the pupils' ages by the end of Years 2 and 6. Most pupils in Year 6 achieve the 25 metre swimming distance award, and many go well beyond that. Throughout the school, pupils make good progress and there is no evidence of any groups of pupils missing out. Pupils, who have special educational needs, and those who are learning English as an additional language, have good opportunities to gain success, and achieve well. Physical education makes a good contribution to pupils' personal, social and emotional development.
- 106 Physical education provision has been successfully improved by adopting national guidance as a basis for the school's planning. This means that a structured programme is in place for gymnastics and dance as well as for games. By successful planning, teachers ensure that each lesson builds on the skills learned in the previous one. However, there has been a delay in fitting the new wall equipment; consequently the oldest pupils' skills in gymnastics are not as well developed as they might be. Teachers say they would like further training to improve their expertise in this area. Athletics is a stronger strand, even indoors in poor weather. Year 5 pupils were able to study four different types of jumps in depth, in the school hall. The pupils learned to apply rigorous criteria as they judged each other's performance.
- 107 The quality of teaching in the three lessons seen was good. Relationships are very good, so that pupils behave well and listen closely to what the teachers say. The teachers explain points of technique clearly and in detail. The pupils try hard to incorporate the teachers' guidance into their activities. By following instructions, Year 4 pupils improved their control with bat and ball. Year 5 and 6 pupils improved their ability to run relay races of different types during a good practice session, because the teacher had planned a lively range of activities.
- 108 In the lessons where teachers asked pupils to stop and think about what they were doing, pupils had a good opportunity to develop their speaking skills. For instance, Year 1 pupils gained a greater understanding of the rules of the games because they had to demonstrate and describe them to their friends. Not all lessons take this approach, and they would be improved by giving pupils more opportunities to observe, discuss and evaluate each other's performance. All lessons link physical education closely with health and fitness. These lessons fit in well with the school's motto because 'Growing Together' includes an awareness of fair play. As a result of very good class management, pupils' behaviour is always good, often very good. The school believes

strongly in inclusion. The extra curricular activities are open to all. Enthusiastic new subject managers offer good support to the staff. They see the next step as developing an effective, but simple, assessment system to track pupils' attainment and progress.

RELIGIOUS EDUCATION

- 109 Pupils are on course to achieve the standards required by the Warwickshire Agreed Syllabus by the time they reach the ages of seven and 11 years. Throughout the school pupils make good progress. There is no evidence of any significant variations in the attainment or progress between pupils, including those with special educational needs and those who are learning English as an additional language.
- 110 The youngest pupils have a basic understanding of Christian festivals and stories from the New Testament, such as the story of John the Baptist. Pupils in Year 1 have recent experience of religious education in the reception classes, when they visited a church. This has prepared them well, and they relate their knowledge to a discussion about feelings and emotions. Special celebrations are included in Key Stage 1 work and a Sikh wedding makes a good contrast with a Christian ceremony. At Key Stage 2, the good foundation that was established in younger classes is successfully developed. Pupils have good understanding of Christianity. They regularly see the ministers from local Christian churches, who take school assemblies. They understand the story of the creation and, in Year 6, they consider Hindu and Islamic variations of the story. The locally agreed syllabus includes work on 'Looking after the world'. As a result, pupils are very aware about dependency and global warming issues. By the time they are 11 years old, they successfully apply the principles of the Hindu and Sikh religions to their own lives. Throughout the school, pupils have positive attitudes to their work, and they are learning well. Behaviour is good and there was no evidence of disrespect in a very good lesson on Islam.
- 111 Only one lesson was observed at Key Stage 1, and it was a good lesson on John the Baptist. At Key Stage 2, two lessons were observed and the quality of teaching was good in one lesson and very good in the other. The very good lesson was reinforcing pupils' understanding of Islam. The lesson was successful right from the start, because the teacher drew a simple diagram of the human life cycle to enhance pupils' understanding. They clearly had very little experience of a Muslim community. The lesson is part of a termly topic, which is intended to make pupils aware that everyone has a part to play in healing and repairing the world. The teacher skilfully drew on her personal experiences in Bradford when she taught Muslim pupils, and that helped the class to learn effectively. Year 6 pupils visited a Gurdwara to enhance their work on Sikhism. Teachers successfully create a climate in which pupils feel secure to reflect on, share and develop their thoughts and ideas. The locally agreed syllabus encourages teachers to promote religious education to make an effective contribution to pupils' personal development.
- 112 The locally agreed syllabus is being republished in the autumn term. The present syllabus makes it a statutory requirement to cover three topics on the natural world, human relationships, and devotion and meditation. The school covers these aspects of the syllabus well. The new syllabus will place much more emphasis on learning about major world faiths, which presently take up only a quarter of the school's allocated time for the subject. The school recognises that this will be a challenge for teachers who have little experience of other cultures and creeds. It will be necessary to include additional training for teachers in the school improvement plan.