

INSPECTION REPORT

GALLEY COMMON INFANT SCHOOL

Nuneaton

LEA area: Warwickshire

Unique reference number: 125539

Headteacher: Mrs Janet Whitehead

Reporting inspector: Mrs Rowena Onions
18354

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 248690

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
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Plough Hill Road Galley Common Nuneaton Warwickshire
Postcode:	CV10 9NZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Burnham
Date of previous inspection:	March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18354	Rowena Onions	Registered inspector	Mathematics Information and communication technology Music Religious education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
9103	Anita Strong	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
23233	Jo Cheadle	Team inspector	English Science Design and technology Physical education Educational inclusion Special educational needs	Quality and range of opportunities for learning
23026	Monica Mullen	Team inspector	The Foundation Stage Art and design Geography History	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Galley Common Infant School is below average size with 124 pupils on roll. It caters for boys and girls between the ages of four and seven years. Ninety one percent of pupils are of white United Kingdom heritage. Other pupils have a mix of cultural heritages. All pupils have English as their mother tongue. Currently, very few pupils (1 per cent) are entitled to free school meals, which is well below the national average. Children enter the reception class with a range of attainment but, overall, it is average. Fifteen pupils (12 per cent) have been identified by the school as having special educational needs. This is below the national average. A broadly average number of pupils have a statement of special educational need. The school has pupils with a range of special needs. Most have mild learning or communication difficulties but a few pupils have more complex difficulties. The school is situated in the village of Galley Common, which is just outside Nuneaton. As well as drawing from the immediate area, it attracts a significant proportion of its pupils from outside its catchment area.

HOW GOOD THE SCHOOL IS

This is a good and improving school. Pupils achieve well and, by the end of Year 2, they attain well above average standards in English and mathematics and above average standards in science. The teaching is good in all classes and the school is very well led and managed. Pupils behave very well and have very good attitudes to work. The school provides good value for money.

What the school does well

- Because they are well taught, pupils achieve well. They attain well above average standards in English and mathematics and above average standards in science.
- The headteacher leads and manages the school very well. She is very well supported by the senior teacher, the governors and all staff.
- Relationships throughout the school are excellent.
- Pupils like school. They work very hard and behave very well.
- The parents hold very high opinions of the quality of education provided by the school.

What could be improved

- The flexibility of the curriculum, to ensure that all lessons are of suitable length and that sufficient opportunity is provided to allow pupils to think and talk about their work *

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

* This aspect of the education provided has already been identified by the school as being in need of development and is included in the 2003-4 school improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown good improvement since its last inspection in March 2001. It has effectively dealt with the issues identified in that report. Standards in English, mathematics and science have risen more than they have nationally. Pupils, especially the higher attaining, achieve better. The quality of teaching has improved throughout the school. Behaviour and attitudes have improved from good to very good and rates of attendance have increased. The leadership and management provided by subject co-ordinators have been strengthened, and the school now has a very effective strategic plan for school improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	B	B	A	B
writing	B	B	A	A
mathematics	B	A	A	B

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

Children enter the reception class with a range of experience and attainment but overall their attainments are average. They achieve well and, by the end of the year, most are likely to attain the national goals set for this age. A greater than average number will exceed them, especially in their personal development, in communication, language and literacy and mathematical development, and in their knowledge and understanding of the world.

Over the last four years, standards in reading, writing and mathematics, for pupils at the end of Year 2, have risen more than they have nationally. They continue to rise in line with the school's high targets. This improvement is seen in the high standards attained in the national Year 2 tests and in the work being done by current Year 2 pupils. Compared with those in similar schools, the pupils do well, attaining above average standards in reading and mathematics and well above average standards in writing. Pupils achieve well in English, mathematics and science. By Year 2, most pupils write independently and quickly. They write for many different purposes, for example writing notes, poems and instructions for a science investigation. They write legibly and spell simple words accurately. They read suitably challenging texts, tackling new words confidently. In mathematics, they think how to solve problems and talk about their work using correct mathematical vocabulary. They calculate with numbers up to 100 accurately and know how to use these skills when solving practical problems. In science, standards are above average. Pupils have good understanding of how to question and investigate as well as good scientific knowledge.

The school has worked hard to improve the achievement of potentially higher-attaining pupils. Standards amongst this group have risen steadily and inspection evidence shows that this trend continues. Pupils with special educational needs also achieve well, and those with complex difficulties achieve very well because the provision for them is especially well thought out.

Pupils achieve well and attain above average standards in art and design, design and technology, information and communication technology and in singing. They attain average standards in geography, history and religious education. This is also true in physical education despite the unsatisfactory accommodation available for the teaching of the subject. Overall, pupils achieve well in the light of their initial attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy going to school and join in all activities with great enthusiasm. They work very hard.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in class and very sensibly around the school. Behaviour in the playground is also very good.
Personal development and relationships	Very good. Pupils show increasing maturity and sensitivity to others as they get older. Relationships are excellent and have a significant impact on the progress made by pupils because they are very keen to please the adults with whom they work. Pupils work and play together very well.
Attendance	Good. Rates of attendance are above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.

Teaching is good throughout the school. Teachers plan lessons well and are very careful to prepare suitably challenging work for pupils of different ages and levels of attainment. Discipline is very good and excellent relationships are forged between adults and pupils. As a result, pupils try very hard to complete the work set. The levels of challenge of the work and the efforts of the pupils combine to ensure that all learn well. Pupils with special educational needs and those of higher attainment learn equally well. Teachers work very closely with teaching assistants to ensure that all pupils are effectively supported. Teaching assistants play a very positive role in the good education provided. Teachers give careful thought to the linking of work in different subjects, for example linking work on electricity in science with designing a lighthouse in design and technology. This helps pupils to understand how to apply what they learn. Both literacy and numeracy are well taught and particularly effective emphasis is given to the successful teaching and learning of basic skills such as spelling in English and arithmetic in mathematics. Pupils are given numerous opportunities to read and write in other subjects and this practice assists them to consolidate their learning well. In a good proportion of the lessons, the quality of teaching and learning is very good. Where this is the case, it is usually because the lesson has been of a suitable length, allowing pupils to see a practical project through, or ensuring that pupils are not expected to concentrate too long for their present stage of maturity. These very good lessons are also characterised by a very good mix of different types of activity, with direct teaching being mixed with independent or practical activities that are well suited to the age and ability of the pupils. All this enables the best use to be made of the time available and thus ensures that pupils learn as much as they can. The effectiveness of teaching and learning in some lessons is, however, affected by the length of lessons and the way they are organised. Teachers use assessment well to help them plan suitable work and to set targets for individuals and groups of pupils. They mark written

work well and are careful to ensure that pupils know how to improve their work. This actively promotes better learning and attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a wide curriculum in which good links are made between subjects. On occasions, however, lessons are too long or too short to enable pupils to take full advantage of the activities planned for them.
Provision for pupils with special educational needs	Good. The provision is well organised and successful. The provision for pupils with complex difficulties is particularly effective and ensures the very successful inclusion of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The values of the school, which place importance on the all-round development of pupils, are very successfully translated into practice. Provision for social and moral development is very good and that for spiritual and cultural development is good.
How well the school cares for its pupils	Very well. All pupils are known and valued as individuals. Very great care is taken of pupils' safety and welfare. Assessment procedures are good and assist pupils to make good progress.

There are very effective links with parents. Parents are very well informed about their child's progress and they are actively encouraged to be full partners with the school in helping their child to do well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well led and managed by the headteacher. The senior teacher and subject co-ordinators play a full role in ensuring that the quality of education continues to improve. A significant factor in the success of the school is the team that the headteacher has developed in which all associated with the school play a full part in its successful running.
How well the governors fulfil their responsibilities	This is done well. Governors are knowledgeable about what goes on in the school and play a significant part in planning developments. They are very supportive of the headteacher and staff, but are aware of the need to question and challenge. They successfully ensure that their statutory responsibilities are met.
The school's evaluation of its performance	Very good. The school has very effective systems for checking and evaluating its work. As a result, the action taken to improve has been appropriate and successful.
The strategic use of resources	Very good. All money is carefully allocated and spent. Spending is very well linked to the current priorities for the school. All specific grants have been spent for the purposes intended and have often been supplemented by the school. The school applies the principles of best

	value well in ensuring that money spent has a positive effect on pupils' achievement.
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The school has a suitable number of well-qualified staff and a good number of teaching assistants. There are good resources to assist teachers to teach and pupils to learn. The school's accommodation is satisfactory overall, but is unsatisfactory for the teaching of physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children like the school • The progress the children make • That children behave well in the school • The quality of the teaching • The approachability of the school • The information they are given about their child's progress • That the school expects children to work hard • The way the school helps children to become mature and responsible • The way the school is led and managed 	<ul style="list-style-type: none"> • A very small number of parents are concerned about the work their child is given to do at home.

The team agrees with the parents' very positive views of the school. They consider that homework is well organised and assists pupils to make good progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes with average attainments. They make good progress and the vast majority attain the nationally expected standards (the early learning goals) by the end of the year. A significant number exceed these, especially in their communication language and literacy, personal, social and emotional and mathematical development and in their knowledge and understanding of the world.
2. By the end of Year 2, standards in English and mathematics are well above average. This is to be seen both in the 2002 national tests and in the work of the current Year 2 pupils. Pupils achieve well. They are particularly successful in their acquisition of basic skills. They read independently and with enjoyment. They can use a range of techniques to help them read an unknown word. They will, for example, reread the first part of the sentence, so that they can use the context of the word or try grammatically sensible words, as well as using phonics (the link between sounds and letters) to break up the word into sound units. They use reading skills very well for their age when reading in subjects such as history, knowing how to use information books well. Writing too is of high standard. Pupils write letters, poems, scientific reports, instructions and stories very well. They spell and punctuate accurately using the simple punctuation they have been taught. Listening skills too are very well developed, and pupils listen with care to their teachers and to each other. This strength greatly enhances their ability to learn in other subjects. Pupils speak clearly and confidently but, as they are given too little opportunity to talk about their work and feelings, they do not do this as well as they might. This has been identified by the school and plans are in place to make improvements, as part of a curriculum review.
3. In mathematics, pupils quickly gain competence with number and work confidently when applying their number skills both to problems in mathematics and to work in other subjects. Mathematical vocabulary is very well developed and this enables pupils to describe the way they work as well as giving them the words to use when describing shapes and measures. In science, standards are above average. Pupils have good levels of knowledge for their age. They show themselves capable of questioning and investigating within the subject. They use their literacy and numeracy skills well when conducting investigations and writing about what they have done and found out.
4. Standards in information and communication technology (ICT) are above average and pupils achieve well, knowing how to use computers to write, draw, display data, research and to make a 'robotic' toy move. They use technology confidently to support learning in many different subjects. Pupils also have above average attainments in art and design and in design and technology. In both subjects, the breadth of the curriculum and the links with other subjects mean that pupils achieve well. Standards in singing are also above average. Standards in other subjects are average and pupils achieve in a satisfactory way. Levels of attainment in physical education are average despite being adversely affected by the school's accommodation.
5. The school takes particular care to ensure that all pupils achieve well. Pupils with special educational needs achieve well in relation to the individual targets set for them, and most attain the nationally expected level (Level 2) in English, mathematics and science by the end of Year 2. Higher-attaining pupils also do well. This is a significant improvement since the time of the last inspection and is a result of the efforts made by the staff to improve the way in which these

pupils are taught. This improvement is shown by the fact that in 2002, a higher than average number of pupils attained the higher level (Level 3) in reading, mathematics and science.

Pupils' attitudes, values and personal development

6. Throughout the school, pupils respond very well in lessons and to all aspects of school life. Their very good attitudes are a strength of the school and make a decided contribution to the continually improving standards attained. Parents express positive views on these aspects of their children's education. They are similarly very appreciative of the high standards of behaviour encouraged by the school.
7. Most pupils enjoy coming to school and are generally very willing to learn. They are notably attentive listeners and settle down to work with purposeful effort. They show well-developed concentration for their ages and usually are keen to do well. Because relationships are very strong, pupils try particularly hard to please the adults around them. When teachers provide work that is particularly interesting and challenging, pupils become absorbed in their tasks. They always work co-operatively and are aware of what is expected of them. They become confidently involved in their work and enjoy succeeding with it.
8. Pupils' behaviour in and around the school is very good. The carefully promoted high levels of behaviour help make teachers' efforts much more effective. Pupils know the standards of conduct expected from them and try to obey. Classes are very orderly and a positive working atmosphere is noticeable. Pupils are suitably responsive to the systems of praise and appreciation of work that are in place, and are encouraged to try harder. They are noticeably courteous and treat each other with respect. They are increasingly considerate of the concerns of others. When approached by visitors they are open and friendly and willing to talk about their work in a sensible way. Outside, they play well together, and no incidences of aggressive behaviour were observed.
9. The personal development of pupils is good. Pupils are able to take responsibility for aspects of their own learning in the classroom, for example in understanding and striving to meet their personal targets. Pupils are not, however, always given sufficient opportunity to reflect on what they are learning in lessons. This lack of opportunity inhibits pupils' capacity for reflection and therefore to develop a deeper understanding of what they are learning. Most pupils willingly help to get out and put away learning resources, for example clearing up after a printing activity in art and design, and those given the everyday responsibilities, such as taking registers to the office, undertake their responsibilities with obvious pride. A welcoming atmosphere of consideration, care and tolerance of others permeates the whole school. Through the sensitive support they receive, pupils with special educational needs develop and maintain good self-esteem. They work hard when in small groups and are very proud of their achievements. These positive attitudes contribute well to their continued progress. Because they are given the right level of challenge, pupils of higher attainment strive hard to improve their work.
10. Over the last two years, the school has worked hard to raise the level of attendance, which is now good. Very good monitoring procedures ensure that the authorised rate is kept well below that of the national average and unauthorised absence is very low. Holidays taken in term time account for much of the absence. Pupils are very happy to come to school and are punctual; lessons begin on time. Registration is taken very quickly and meets all legal requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching and learning throughout the school is good and has improved since the time of the last inspection. A strength of this teaching is the way in which pupils are managed and the excellent relationships that are formed as a result. Teachers have a real interest in their pupils and take time to show this. Discipline is very good because all adults have clear expectations and provide positive role models. As a result of this and the excellent relationships that exist in the school, children in the reception classes settle very quickly into school routines and become increasingly confident. Older pupils, too, work and play well within the limits set and there is seldom a need for overt keeping of discipline. Pupils clearly like their teachers very much and this is a key aspect influencing the quality of their learning, because pupils are very anxious to try their best in order to please them. Teachers and teaching assistants are particularly good at managing pupils with specific emotional or behavioural difficulties and this helps these pupils to make good progress in their work and in learning to modify their behaviour.
12. Teachers plan work well and base this planning on the good assessment and evaluation of work already completed. The practice of teachers planning together is very effective because they not only benefit from each other's expertise, but they are assisted to plan work that shows a good development of skills and knowledge as pupils get older. This particularly benefits the pupils in the mixed Year 1 and 2 class. Teachers set work of different levels of difficulty for pupils of different levels of attainment, including those with special educational needs and those of higher attainment. In a Year 2 science lesson, for example, some pupils were asked to construct a simple circuit with a battery and a buzzer to make an alarm for the Billy Goats Gruff, while others were asked to add a number of lights to a circuit to light their bridge. The highest-attaining pupils were asked to consider how they could make a light in a circuit brighter and were given a number of different types of battery to test. Thus, all pupils were suitably challenged and learned very well. Teachers utilise the good skills of teaching assistants very well to further ensure the good learning of different groups of pupils. Overall, the quality of teaching and learning for pupils with special educational needs and those of higher attainment is good, as it is for all pupils.
13. Basic skills, especially those in literacy and numeracy, are taught very well. Daily practice is a key feature of this teaching. There is, for example, regular practice of phonic skills for the children in the reception class and this is built upon in Years 1 and 2. This, together with much other work reinforcing literacy, means that pupils learn to read and spell well. Basic computation is also regularly practised and, as a result, pupils become speedy and accurate. The practice of these basic skills that is given in other subjects further promotes high standards.
14. Teachers have high expectations of what pupils will learn and the quality of the work they will produce. These expectations are made very clear to pupils and, because pupils are so keen to please, they try hard to meet them. Lessons are conducted at a good pace and this means that pupils complete a good deal of work in a given time. Teachers use a good number of different methods in the way they teach the pupils, generally getting a good balance between direct teaching and independent or group activity. In the reception classes, for example, children are given good opportunity to learn through independent play-based activities, as well as working with adults in small groups and as part of a whole class. However, some aspects of the way the curriculum is organised (see paragraph 21) have an impact on the success of some of the teaching. On occasions, lessons are too long for the age and maturity of the pupils. This means that, although they wish to succeed, some pupils are unable to maintain the levels of concentration required, and the time at the end of the lesson is not used as productively as it might be. On other occasions, lessons are too short for the activity in hand and pupils must wait until another day to finish. This interruption means that learning is not as effective as it could be. In addition, pupils are sometimes expected to undertake work that requires high levels of concentration for most of the day. This proves too demanding for some and they do not learn as

well as they would if a more balanced programme of work were planned. This type of programme does not allow pupils sufficient time to talk about or reflect on what they are learning.

15. Teachers try very hard to consider the interests of the pupils when they plan work, for example linking work in design and technology or science with favourite stories. This is successful in motivating and interesting the pupils and helps them to learn. Resources are used well for the same purpose. The good use of computers, for example, encourages high interest levels. School-made resources are of good quality and this sets a good example to pupils for the standard of presentation of their work. The newly introduced interactive whiteboards (a system by which information stored on computer can be projected onto a large white screen and changed or added to as part of the lesson) are rapidly being assimilated into everyday practice and are enabling teachers to prepare flexible and motivating resources to further improve the impact of their teaching. On occasions, however, pupils do not have access to suitable resources to assist them make maximum progress. This is particularly true of the lower-attaining pupils who sometimes are asked to write work down that would be better learned through a more practical activity.
16. Teachers assess pupils well. Work is carefully marked and pupils are given information about how to improve. This, together with the targets set for them in English, helps them to focus their efforts and to understand what they need to concentrate on. This understanding has a positive effect on the quality of their learning. Homework is well organised and pupils understand how it is linked to the work that they do in school. Thus its use is productive.
17. The quality of teaching and learning in other individual subjects is at least satisfactory and is good in science, art and design, design and technology, ICT and physical education.

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

18. There has been good improvement to the curriculum provided since the last inspection. Learning opportunities for children in the reception classes are now planned in line with national recommendations for the Foundation Stage. Throughout the school, very good attention has been given to ensuring that all pupils learn in progressive steps that help them to achieve well and attain good standards. In particular, very good provision is made for the learning of basic literacy and numeracy skills, with the result that pupils attain well above average standards in reading, writing and number by the end of Year 2. These very good basic skills encourage pupils' good progress in many other subjects. All pupils, regardless of the levels they start from, or their special educational need, have equal access to the whole range of learning opportunities that the school offers. This includes pupils with physical and complex behavioural needs, who participate in lessons well and make good progress.
19. The curriculum is well adapted to be relevant to pupils with a range of special educational needs and those of higher attainment. A pupil from a local special school works at Galley Common for some of his school week. There is excellent provision made to ensure that he feels very much part of the class and learns as well as other pupils. As a result of clear assessment procedures, the school can quickly identify those pupils who are particularly talented in English and mathematics. These pupils are provided with work that is challenging enough to develop their talents further. Identification of pupils with gifts and talents in other areas of learning is not yet as rigorous. Teachers are, however, fully aware of such pupils and although there is no specifically identified provision, they are mainly appropriately challenged in lessons.

20. Very good links are made between subjects that encourage pupils to be extremely enthusiastic about their work, understand the relevance of what they learn and make use of their learning in new situations. A good programme of lunchtime and after-school activities extends pupils' learning. These include swimming, recorder lessons, a dance club and lunchtime computer and library work. An interesting range of visits out of school and visitors to school also enhances the curriculum. Visiting authors have positively influenced pupils' ideas about books and poems. Visits to local ruins gave pupils first-hand experiences of the past.
21. At the present time, although there is very good breadth and balance within the curriculum as a whole, there are aspects of the way in which this curriculum is organised on a daily basis that are preventing pupils from making even better progress in subjects than they already do. The current curriculum organisation is somewhat inflexible, caused to a large extent by the very successful drive to raise standards in English and mathematics. As a result, some lessons are too long and the end part of each is not as well used because pupils' concentration has waned. Other lessons are not sufficiently long for pupils to satisfactorily complete practical work. On occasion, too, the overall structure of the day is unbalanced so that young pupils are expected to undertake work that requires high levels of concentration for almost the whole of the day. Some are understandably unable to do this, which slows their overall progress. The school has already identified the need for change as part of its school improvement plan, in particular to look at the curriculum from the learner's point of view. When giving consideration to this, the school also needs to review the amount of time given to pupils to reflect on what they are learning.
22. The school makes very effective use of the community to contribute to pupils' learning. The school is firmly at the heart of the community, taking part in events that are long-time traditions, such as the egg rolling at Easter and the 'Rose Queen' celebrations. The school retains its links with the church, although unfortunately, at present, the local church building is unsafe. Older local people, often also former pupils at the school, visit and bring a valuable insight into the earlier times when the village was in a mining community. Year 2 pupils entertained senior citizens at the Harvest Festival, cooking and providing them with refreshments. Senior citizens are also invited to school for other celebrations throughout the year.
23. The school provides a variety of visits in the locality that enrich many areas of the curriculum. Pupils have, for example, been to the Toy Museum, a butterfly farm at Stratford-upon-Avon, Ash End Activity Farm and the Science Museum at Coleshill. Local walks and visits, such as visits in November by groups of Key Stage 1 pupils to the local war memorial, further enhance their cultural understanding. Visits to a Sikh Temple, a Mosque and a Synagogue in Birmingham provide an understanding of other people's faiths and beliefs. Younger pupils have been shopping in the village shop and local businesses provide items for the Parent Teacher Association's events. The school makes good use of visiting professionals such as the school nurse and there is an annual visit from the Fire Brigade. Local police officers visit and a visiting theatre group also promotes road safety. Some work done in school has contributed very positively to the life of the local community. Written concerns from the pupils to the local authority have, for example, produced 30 mph signs on the road outside the school. When invited by a local builder to name a new street, the school chose a children's author, Rod Campbell, for this honour. Links were further enhanced when the author visited from his current home in Paris to attend a special assembly and opening ceremony where gifts were exchanged. All these activities have a very positive effect on the pupils' personal development and their learning in general.
24. Relationships with partner institutions are good. There is a good and very supportive induction programme in place for children coming into the school both from the privately run on-site

nursery and other nurseries in the area. Staff from the reception classes visit the nurseries and exchange information. The children spend time in school to experience school life before starting. There are good procedures for preparing pupils in Year 2 for the next stage of their education at junior school. The pupils visit Michael Drayton School, the main school to which they transfer, at the end of the summer term. Staff from both schools hold joint meetings to ensure a smooth transfer of information. Students from the high schools come to the school for work experience. The school also has a link with North Warwickshire College, for mentoring students. The school is a member of a cluster of infant schools, which enables foundation stage staff to share good practice at joint meetings. All these links help raise the profile of the school in the wider community, as well as offering pupils a continuous, well-supported transition through the early stages of their education.

25. Provision for pupils' spiritual, moral, social and cultural development is very good overall. This represents a further improvement on the good provision identified at the time of the previous inspection.
26. Provision for spiritual development is generally good. Opportunities for spiritual awareness are informally promoted during the school day. Suitable emphasis is placed on the appreciation of the unique value of each individual child with their separate identities and needs. Assemblies and corporate acts of worship take place daily and contribute significantly. These usually provide interest and the motivation to think about important aspects of life, such as service to others. Pupils are encouraged to reflect on the varying feelings and needs of those around them and to think about their beliefs and those of others. Curriculum subjects such as art and design sometimes make a contribution by inspiring sensitivity and personal enjoyment in creativity. However, teachers do not always understand well enough how the spiritual dimension of learning can be specifically built into planning or routinely promoted in teaching styles and approaches, such as by giving pupils time and space to reflect on their achievements.
27. Provision for moral development is very good. From the start of reception, appropriate emphasis is placed on very good order and behaviour. All teachers set markedly high standards and provide good examples of what is expected. The general consistency of provision is particularly helpful in ensuring that pupils know what patterns of behaviour are considered right or wrong. The agreed rules of the school are very visible in all areas of the school. Pupils are expected to adopt and conform to these standards and generally try to choose the correct moral path. Messages of good principles and behaviour are reinforced throughout the school day. Systems of praise and reward are very effective in the classes as teachers seek to encourage good behaviour as well as good work. Pupils are encouraged to show care for other children by raising money for such charities as 'Operation Christmas Child', Red Nose Day and Children in Need. The Harvest Festival contribution was to send filled shoeboxes to Romania.
28. The school's provision for social behaviour is equally very strong. Pupils are expected to mix well and to display appropriate concern for their neighbour. Lessons are frequently arranged to allow pupils to work in pairs and in larger groups. In this way, they are enabled to collaborate with others and learn to take their turn. They are also given good opportunities to share materials and equipment when necessary. A sense of responsibility is encouraged through praise and through the good levels of personal relationships that are found.
29. Pupils are given good opportunities for cultural development. They learn about British culture and traditions through various areas of the curriculum, such as when appreciating the display of work and achievements of famous artists and figures in history. Pupils are also given wider experiences through, for example, Aboriginal art and artefacts, and a Chinese Dragon dance demonstration. They also enjoy listening to some of the music of other lands and peoples. They

benefit from a good diversity of outside visits to various places of worship, such as the recent, successful visit to a Gurdwara. The school has begun to recognise the need to further promote pupils' understanding of life in a community with a greater cultural mix than the one they experience in their everyday lives. There has been, for example, a link with a school in Birmingham that has a greater number of pupils from ethnic minority groups, giving pupils a wider view of life. There are, however, some missed opportunities in display and in some lessons to further promote pupils' understanding of life in multi-cultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Galley Common is a caring, safe and supportive school that looks after all its pupils very well. It is very successful in its aims to have children happy to come to school. Pastoral care throughout the school is very good. All the staff know their pupils very well, are sensitive to all their needs, and provide very good personal support and guidance. The excellent relationships between staff and pupils are a strength of the school. The children have every confidence in the support they receive and parents have no concerns about their children's welfare. Child Protection procedures are very good and the staff are aware of the need to be vigilant. Health and safety procedures are very good and safety checks and inspections meet legal requirements. Separate risk assessments are carried out for all trips outside school. Due diligence is taken to prevent safety issues arising through lack of good storage for physical education equipment in the small hall. Several members of staff are trained in first aid and any accidents are addressed immediately and recorded in one of the accident books. Fire drills are carried out regularly, not always when the pupils are in class, to practise a change of location.
31. Procedures for monitoring and promoting good attendance are very good. Attendance is carefully monitored and most parents have fully supported the prominence given to it in the home/school agreement, which has resulted in raising the level successfully. The authorised and unauthorised absences have decreased but there are still some holidays being taken in term time. The occasional instances of absence or lateness are rigorously followed up and addressed.
32. Procedures for monitoring and promoting good behaviour and procedures for monitoring and eliminating oppressive behaviour are very good. Pupils are aware of the standards of behaviour expected of them and almost all respond accordingly, which creates an orderly, harmonious atmosphere conducive to good learning. Incidents of challenging or inappropriate behaviour are dealt with immediately and very successfully. No incidents of bullying or racism were witnessed or reported during the inspection. There has been only one temporary exclusion which was appropriate and was handled very sensitively by the school. There are a number of both formal and informal ways of rewarding good behaviour, for example stickers are awarded in class and certificates given out in assembly. Awards are displayed on a notice board and continual good behaviour is recorded in the 'Good Behaviour Book'. Each pupil has a record of achievement, containing their awards for achievements in all areas both in and out of school.
33. Pupils with special education needs are very well cared for. Needs are quickly identified and support is quickly given. Assessment procedures are very thorough and give a clear picture of the progress that pupils make. Assessments are used effectively to plan for future learning to ensure that good progress continues. The school works very hard to make sure that pupils with complex behavioural needs are given every opportunity to learn as well as they can. Staff persevere to provide the best learning environments and activities to help these pupils make good progress. Every effort is made to ensure that these pupils can continue to benefit from education at Galley Common. Pupils with complex physical needs are also very well cared for

and make good progress. The inclusion of all pupils is a great success at the school and is greatly appreciated by parents.

34. Overall, the school has good procedures for assessing how well pupils are doing. Since the last inspection, methods of checking children's progress in the reception classes have improved significantly. Systems are now thorough, and the information gained is used well to plan for new learning. Throughout the school, assessment procedures are particularly comprehensive in English and mathematics. Teachers now have a very clear picture of how much progress pupils are making at frequent intervals throughout the year, and can check that individuals are on line to achieve the targets that have been set for them. A very useful 'progress in writing' book clearly shows improvements in individual's attainment over time. Information is used well to change what or how pupils are taught and this is having a positive impact on attainment by the end of Year 2. Currently, teachers are undertaking and recording many assessments about pupils and it is not always clear that each is having sufficient impact on achievement to warrant the time taken by staff in doing them. In addition, because assessments are carried out very frequently, it sometimes appears that pupils have not made sufficient progress in their learning, when in fact they have simply not had enough time to progress to the next level. This is unhelpful. Procedures are simpler in science and ICT, but provide equally useful information that is also resulting in improving standards. Managers for other subjects are now working to produce simple ways of checking the progress of groups of pupils in order to make sure that the development of basic skills and knowledge is equally as good in all subjects.
35. Pupils are very well supported in their personal development. They are encouraged to take responsibility for themselves and others. Pupils act as monitors for taking registers and help one another in class and in the playground. Stickers and certificates are awarded for all aspects of good behaviour, kindness and good deeds. 'Circle time' (a class discussion time) encourages expression of thoughts and feelings. Pupils have input into their own class rules. Personal development is recorded in detail on each pupil's annual report. In the pre-inspection questionnaire, almost all parents expressed the opinion that the school is helping their children to become increasingly mature and responsible, an opinion with which the team agrees.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The partnership between school and parents is strong. Parents hold very high opinions of the education provided. Parents are very satisfied with all aspects of school life, have no concerns and feel very welcome in the school. They say they are very satisfied with the progress their children are making and how happy their children are to come to school.
37. Parents are pleased with all the information they receive. The quality of written information is very good. The regular newsletters contain information on all aspects of school life, and pupils' annual reports are very detailed, personal and informative and meet all requirements. The governors' annual report to parents is informative, the prospectus is well set out and clear and, together, they meet legal requirements. Information on the class curriculum is sent out termly to parents and this is helpful in enabling them to assist their children at home. An annual questionnaire on such topics as homework or the new reading scheme provides valuable information to the school. Oral information is also very good. There are three parents' meetings a year to give parents the opportunity to meet with the class teacher, and the 'open door' policy enables any concern to be addressed immediately. Parents are welcomed into classrooms. Parents of Year 1 and Year 2 pupils may accompany their children for reading on three mornings during the week and the classrooms are a hive of activity on these occasions.

38. Parents of children with special educational needs are kept very well informed. They have regular and clear communications from teachers and the special needs co-ordinator to keep them up to date about their children's progress, allowing them good opportunity to play an active role in their children's education. All parents are invited to attend termly meetings with teachers and the co-ordinator to talk about individual programmes of work for their children. Most parents, but particularly those whose children have statements to support their needs, come to these meetings.
39. Parents make a positive contribution to their children's learning at school and at home. The effect of the parents' involvement in the school is very good. A number of parents help in school each week. Activities include helping in art and design or design and technology. Parents and other family members give help to the Parent Teacher Association for example by making Santa's Grotto and sleigh for the Christmas Fayre and other items. The Parent Teacher Association is very active and supported not only by parents but often the whole community. The 'Christmas Fayre' and the 'Sausage Sizzle' are popular events in the community and are well attended. Discos are held for the children in the school and those from the nursery. Funds raised provide welcome resources for the school, for example software to support work in ICT. The home/school agreement, with its emphasis on supporting good attendance, has had a positive effect on raising the levels of attendance. Parents strongly support the ethos and aims of the school and the behaviour policy. Some parents have been involved in the school workshops, for instance on modern methods in mathematics, and have, as a result, been able to more easily help their children at home. Many parents and other family members hear children read at home and also complete their reading diaries. This is valuable in helping to improve the children's literacy skills.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Both the leadership and the management of the school are very good. This has enabled the school to improve steadily over time. Standards have risen and continue to rise. The school's aims and values are clear in all the work undertaken. The particular emphasis on valuing each individual, for example, is very evident in the very successful inclusion of a number of pupils with complex difficulties. The headteacher leads the school very well. Her strong leadership has enabled the staff to work very well together in a very strong team. The headteacher is very well supported by the senior teacher who undertakes a considerable amount of management tasks very well. All other staff, including administrative, mealtime and premises staff and governors, play a full part in the very effective teamwork seen. This strong team shows very good commitment and capacity to succeed in raising standards still further.
41. Responsibilities are very well delegated. Most teachers take a leadership and management role in co-ordinating one or more subjects. The leadership and management of key subjects and aspects of school life, for example English, mathematics, science and special educational needs, are very good. These co-ordinators are closely involved in checking the work in their subject and in identifying action needed to improve. The rise in standards is evidence of the success of these activities. The leadership and management of other subjects is very sensibly organised so that, as subjects become the focus for review and development, the co-ordinator takes a larger role in the overall school management. At the same time, non-focus subjects are kept under a lighter touch review to ensure that standards are maintained. Good care is taken to track the attainment of boys and girls to ensure that each benefits from the teaching and curriculum provided.
42. The headteacher leads and manages special needs work at the school well. She keeps up to date with all special needs issues in order to keep teachers and parents well informed. Her

support for teachers in creating individual educational programmes ensures that targets are clear, measurable and appropriate.

43. The monitoring of the schools' work is very good. Very good use is made of the data from assessments to check the progress of individuals and groups, and decisions, about how for example to support some groups of pupils, have been made as a result. In mathematics, for example, the school has identified that pupils who have low average attainments do not make as much progress as the lower or higher-attaining ones. As a result, a programme is to be begun to give these pupils extra help in Year 1. There is a good amount of checking on the quality of teaching, and improvements in aspects of teaching have resulted. For example, higher attaining pupils are now given more challenging work. At present, however, there is no clear system for identification of strengths in the teaching and of how these will be shared for the benefit of other pupils. As well as this more formal monitoring of work, the school has a number of very effective informal methods. The music co-ordinator, for example, is able to monitor pupils' progress in music through teaching the 'singing' assembly each week, and the ICT co-ordinator can see how some pupils are getting on through informal observation of them at work in the lunchtime club. Governors play a full part in the monitoring of work and so are able to contribute effectively to the development of the school improvement plan. As a result of all this self-evaluation, the headteacher, staff and governors are very aware of what needs to be done next. The school improvement plan is, therefore, a very apt and useful document. This is an improvement since the last inspection.
44. The governing body fulfils its function well. All statutory duties are met. Governors are justly proud of the school, but are assiduous in seeking evidence to support their judgement. There are very good relationships between headteacher, staff and governors and a good balance between support and challenge is maintained. The governors have set appropriate performance targets for the headteacher that are firmly linked with the raising of standards. This is also true of the targets set for the performance of teachers.
45. The financial management of the school is very good. Staff and governors consider carefully school priorities before allocating funds. In the past two years the school had accumulated a larger than average reserve of funds. This money was allocated to some much needed improvements in the school's accommodation. This money has now been spent and the proposed reserve at the end of the current year will be well within that which is considered appropriate. The headteacher and governors have drawn up a plan to show the likely financial position of the school in future and have clear priorities for the spending of funds. They are aware, for example, of the heavy load placed upon the senior teacher and have costed ways in which this can be lightened when funds allow. All subjects are well resourced and this makes an active contribution to the success of the teaching. Grants have been used well and have often been supplemented by the school. The money allocated for pupils with special educational needs, for example, has been added to so that pupils with more complex difficulties can receive very good levels of support. The money for early literacy support has also been supplemented by the school and standards in Year 1 have been raised as a consequence. In many aspects, the school applies the principles of best value well. The standards attained are considered in the light of those in similar schools and there are suitable systems in place for competitive tendering when new projects are planned. Parents are consulted from time to time, but the school is not yet regularly comparing its costs with those of similar schools. Day to day financial management is efficient. The school office is well run and the friendly manner of the administrative staff creates a very positive first impression of the school. At the time of the inspection, the school had had the report of a financial audit for just one week. Despite this, action had already been taken to rectify some of the minor concerns raised.

46. The original school building built in the 1890s has been altered and refurbished and provides satisfactory accommodation overall. The facilities provided are adequate, although some classrooms are small. The buildings are well maintained and kept very clean by the premises staff. The school has had significant alteration to enable access for disabled pupils and parents. Ramps have been installed and a toilet has been converted for wheelchair users. Capital funds have also been used well to provide more storage areas and a group room. The accommodation for teaching and learning in physical education is, however, unsatisfactory and this has a negative effect on the overall standards in the subject. The school hall is small and there is no storage for the physical education equipment. Consequently, items are stored around the perimeter of the hall, which impedes more energetic activities. The school playground is limited in size, but there are markings for games and activities and the pupils make good use of all the area. Its sloping surface, however, limits activities in both ball games and athletics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to improve even further the education provided by the school, the staff and governors should:

(1) Further improve the quality of the curriculum provided by:

- ensuring that all lessons are of a suitable length for the powers of concentration of the pupils and for the activities planned;
- ensuring that the balance of activities in the day is suited to the age and maturity of the pupils;
- identifying and allowing suitable time and opportunity for pupils to talk about and reflect on what is being taught and learned;
- ensuring that all activities and resources used take into account the differing needs of pupils.

(see paragraphs 2, 9, 14, 15, 21, 26, 59, 65, 76, 79, 87, 90)

Other issues that should be considered by the school:

- Review and streamline assessment procedures to ensure that they are effective and efficient of staff time.
(see paragraph 34)
- Seek with the local education authority ways of improving the school's accommodation for the teaching of physical education.
(see paragraphs 4,30,46, 94-5)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	18	2	0	0	0
Percentage	3	28	62	7	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 three percentage points

Information about the school's pupils

Pupils on the school's roll

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	124
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	15

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	24	18	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	23
	Girls	17	18	17
	Total	41	42	40
Percentage of pupils at NC level 2 or above	School	98 (94)	100 (88)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	18	17	17
	Total	42	41	41
Percentage of pupils at NC level 2 or above	School	100 (91)	98 (94)	98 (88)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	113	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Financial information****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20.5
Average class size	24.6

Financial year 2001-2002

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	114

Total income 286,827

Total expenditure 289,823

Expenditure per pupil 2,356

Balance brought forward from previous year 26,035

Balance carried forward to next year 23,039

*FTE means full-time equivalent.***Recruitment of teachers**

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	47	47	5	0	1
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	77	22	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	1	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	63	37	0	0	0
The school is well led and managed.	91	8	1	0	0
The school is helping my child become mature and responsible.	86	13	0	0	1
The school provides an interesting range of activities outside lessons.	41	41	1	0	17

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

48. Children enter the reception classes on a full-time basis in the September following their fourth birthday. Very good induction procedures are in place to ensure that a smooth start is made. There are currently forty-seven children at this 'Foundation Stage' of their education. Many have had pre-school experience at local nurseries. Particularly close contact is kept with the on-site nursery from which many children enter the school. Standards on entry are average overall. Since the last inspection, there has been a general improvement in standards for children in the reception classes, including in the progress made by the higher-attaining pupils who are now working at a more appropriate level.
49. Teachers' planning takes proper account of the learning requirements of this age group. An interesting programme of activities is organised which enables the children to follow successfully the 'stepping stones' towards the nationally expected standards for children of this age (the early learning goals). Good progress is made and, by the end of the year, they have generally attained these goals and achieved well. Some children attain standards beyond the average in several areas of development. Required assessments are properly carried out. The information gained is appropriately used to prepare for National Curriculum-based work in Year 1. In addition, teachers continually monitor the children's achievements throughout the year to ensure that the needs of the individual child are properly met.

Personal, social and emotional development

50. Good progress is made in personal, social and emotional development. Most children will meet the early learning goals by the end of the reception year and a good number will exceed them. Children settle comfortably into the structures and routines of the class. They learn to listen particularly well. They pay very good attention to the adults who care for them and respond with suitable willingness and obedience. They begin to appreciate something of the standards of behaviour expected. Good teaching in these fundamental areas of learning ensures that a sense of security is promoted in which all can develop happily. Through properly organised activities, children learn to work well together and take their proper place in the class. They are able to share equipment, take turns fairly, and show a growing respect for the needs of others. They are notably to be trusted to work in groups with minimal supervision and generally remain on task.

Communication, language and literacy

51. In all aspects of communication, language and literacy good progress is made. Most children will meet the early learning goals by the end of the reception year and a good number will exceed them. Particularly strong emphasis is placed on the development of listening skills. As a result, children are able to benefit from all the other learning experiences provided. Good speaking skills develop through the many verbal contacts that occur throughout the day. In imaginative play situations, such as the 'Three Little Pigs' House' or the puppet theatre, children engage in fairly sustained conversations. They enjoy listening to stories and looking at books. They are already appreciative of the fact that reading is fun. An early start is made on recognising letters and words. They are able to read their own names and identify a suitable range of additional vocabulary. All are beginning to apply this knowledge and are making a

good start in writing simple text. Teaching is good as staff are skilled at promoting language continually, to get the best they can from the children.

Mathematical development

52. Good opportunities are in place for mathematical development. Children make good progress in acquiring the early elements of the subject. They have above average attainments by the end of the reception year. Teaching is good overall, and sometimes very good. Relevant activities to further the children's knowledge and understanding are well organised. Regular practice is provided which enables them to become familiar with small numbers and their values to fifteen or more. Very good emphasis is placed on counting and checking answers. Some children already have an elementary understanding of subtraction and can write down their findings in a meaningful way. They are helped in this by the teachers' careful use of suitable language to clarify the topic. Ideas of weight and capacity are appropriately developed through such suitably planned activities as sand and water. Children are also learning about length as they experience the measuring of the heights of class members and recording the results well on graph paper.

Knowledge and understanding of the world

53. A broadening of children's knowledge and understanding of the world is well developed and standards in this aspect are above average. Teaching is good and generally matches the needs and interests of the class. Tasks are well planned to integrate the elements of a topic and maximise learning. Children are, for example, able to test the relative strengths of materials to decide the suitability for construction of the Three Little Pigs' house. When using water, they are also able to make reasonable predictions as to whether things will float or sink. A sense of the past is fostered through such activities as the study of the locality with its buildings of varying age and period. Children are beginning to develop an understanding of place and can competently draw very simple maps of their routes to school. They are already using technology well as, for example, when working with the computer independently and manipulating the tape recorder very efficiently.

Physical development

54. Children are provided with various opportunities for physical development and achieve well. They are well taught in this area as teachers focus purposefully on their ever-changing needs. Pencils, crayons, brushes and other small tools are used quite efficiently. Children learn to cut, paste, and join materials satisfactorily using basic methods. In doing so, they develop hand and eye co-ordination appropriately and prepare themselves for later schooling. Children make confident use of the apparatus of the outside classroom. They are also able to control large tricycles properly. In physical education lessons, standards are sometimes above average. Good use is made of space as children ensure that they move around safely as required. They are able to choose their own equipment sensibly and demonstrate good control of small equipment, such as balls and bean bags. By keeping their eyes on the ball, most children are able to throw, catch and bounce accurately.

Creative development

55. In the areas of creative development satisfactory progress is made as children explore some of their own ideas in drawing and painting. They work on large pieces of collage, such as that on 'bears', using relevant materials and textures. Some collage work has been stimulated by the

good use of a visiting artist. Teaching is satisfactory as encouragement is given to developing the imagination and making use of current levels of experience. The children are constantly organised to create lively drama in a variety of role-play situations. This is effective in developing imagination, while at the same time, improving language noticeably. They use malleable materials suitably to produce animals and objects such as robots to a pre-selected design. They are familiar with a range of songs and effectively explore the sounds that instruments make. There is not, however, as much direct teaching in the creative aspect of the children's development as in other aspects. Activities are often undertaken independently and, whilst this is often appropriate, it means that children do not learn as rapidly as they do in the other aspects. Most are, however, in line to attain the early learning goals by the end of their reception year.

ENGLISH

56. Results in national tests at the end of Year 2 have improved each year since 1999. In the most recent tests in 2002, results in reading and writing were well above the national average. The proportion of pupils attaining at the higher level was similar to the national average and also an improvement on previous years. There has been good improvement in English since the last inspection, and pupils now achieve well.
57. By the end of Year 2, standards in reading and writing are well above average. Pupils love reading and not only understand that books are vital sources of information, but are also excited and creatively motivated by interesting new ideas they gain from stories and poems. They make excellent use of contents pages and an index to locate places in a book. In a Year 1 lesson, pupils used the contents page of the 'big book' to locate the poem to be used in the day's lesson. Lower-attaining pupils have very good understanding of the storyline in their books, recounting it in detail and at length. When reading aloud, they read accurately and, when encountering a new word, they hesitate only momentarily to apply very well developed phonic skills to break the word down to readable chunks. Higher-attaining pupils read with great confidence, fluency and expression. In reading sections of speech in stories, they create voices for characters that add interest to their renditions. Lower-attaining pupils also understand that expressive reading voices are needed. When reading to the inspector, one pupil very wisely followed the hidden instruction given by exclamation marks after a sentence and read the words '...big, bad elf!' with very good dramatic effect.
58. Pupils write stories, poems, letters, diaries, plays and information text to a high standard. They have a very good understanding of story structure, and write stories, often following a story plan, with an opening that grabs the reader's attention, good development of the story through the middle section and a well thought-out ending. Handwriting is most often in a good joined style by Year 2, although some pupils whose handwriting is very well joined and neat in handwriting sessions do not always apply these skills in their independent work. This sometimes means that they write more slowly and do not always finish their work. Good language and interesting vocabulary modelled by teachers is used very well in stories. Pupils try very hard to think of interesting words in their work. Devices for use in poetry writing are very well taught. In Year 1, pupils use rhyming words to add a verse to a poem they have listened to. In doing so, they are very aware of the context of the original poem, its rhythm and rhyme pattern. In Year 2, pupils have a very well-developed understanding of poetry techniques. In one lesson, the teacher began by asking pupils how they would recognise a poem. Pupils listed characteristics, including shape, grammar clues, rhyming patterns and rhythms, very confidently. They also suggested that most poets use imagery and gave an example of what this is. When recognising that the poem being used contained no imagery, they did not hesitate to say, '....we can put

some in'. Pupils enjoy note taking, and make good use of punctuation, such as commas and colons, to write lists and glossaries.

59. Pupils are very good listeners, which is fundamental to how well they learn in many lessons. Teachers have very clear and appropriately high expectations about how pupils will behave, and this means that pupils know that they should listen carefully. Moreover, and most importantly, pupils understand why it is important to listen. They show evidence of this in class or group discussions when they respond very appropriately to contributions made by an adult or another pupil, following or extending the theme of conversation, or asking a question that prolongs or clarifies what is being said. Pupils speak clearly and confidently and make very good efforts to use a wide range of vocabulary. In a Year 2 lesson, they accurately referred to the verse of a poem as a stanza. Currently, however, speaking skills are not as well extended as they could be, because discussion is most often the preamble that leads to writing, rather than being the main focus of the lesson. There are insufficient opportunities for pupils to practise and improve their speaking as the main objective for their learning in a particular lesson. The school has already identified this as an area for development.
60. Teaching in English is good overall. In lessons seen during the inspection, teaching was often very good. Very importantly, basic reading, spelling and grammar skills are taught very well, which means that pupils are armed with the necessary literacy skills to attain well in all areas of their learning. Teachers have very high expectations about behaviour, and shouting out is very clearly not acceptable. In lessons in Years 1 and 2, teachers very carefully explained why it was important not to call out. This was particularly beneficial to pupils needing support for their behavioural needs, who were given clear guidance to follow, ensuring their full participation and involvement in the lessons. In all lessons, work is very well matched to the needs of pupils of all ability levels. This is a consistent feature of teaching at the school, and ensures equal rates of progress for all ability groups.
61. The subject is very well led and managed. The co-ordinator has a very clear understanding of the subject's strengths and where there needs to be improvement. Although standards are high, she is not complacent about where they could be better, such as pupils' speaking skills, and improvement plans clearly identify future action to be taken in this area. There are good resources for the subject, carefully chosen to interest pupils and also promote their cultural and multi-cultural development. Very good use is made of technology. In lessons where the interactive whiteboard was used, teachers demonstrated competent skills and pupils were totally captivated in learning. The use of technology adds a sparkle to even the most mundane task, such as the spelling of words ending in a double consonant.

MATHEMATICS

62. Pupils achieve well in mathematics and both inspection evidence and national tests show that, by the end of Year 2, standards are well above average. Because the subject has been very well led by the co-ordinator and headteacher, the quality of teaching has improved since the last inspection, standards have improved more than they have nationally and they continue to rise. Pupils gain very good skills in handling number that will stand them in good stead when they move into Year 3. The vast majority add and subtract numbers to 20 with accuracy and speed. Higher-attaining pupils do this with larger numbers and with simple fractions such as a half or a quarter. Most have gained early understanding of multiplication and division by activities such as counting in different sized 'jumps'. Many know a good range of number facts by heart and this assists the speed of their calculations. Pupils are able to use such knowledge in practical situations, for example saying how much longer one cake will take to cook than another or calculating the change they should receive when spending a sum of money and paying with a

pound coin. Pupils learn a good range of mathematical language to assist them in talking about their work and they discuss different ways of making a calculation using this vocabulary well. Attainment is also well above average in aspects of mathematics such as measures, where pupils measure classroom objects with reasonable accuracy using metric measures such as metres and centimetres. Pupils have the mathematical vocabulary to describe shape, knowing not only how to describe two and three-dimensional shapes in terms of their sides and faces, but also by attributes such as symmetry.

63. Pupils with special educational needs achieve well in mathematics. The attention that is given to this group of pupils, both in class and in some small group sessions, means that most achieve the expected level (Level 2) by the time they leave the school. Higher-attaining pupils also do well. As a result of the recent school focus on improving the achievement of this group, standards amongst them have risen and continue to rise. In 2002, the school had a well above average number of pupils who attained the higher level (Level 3). This has been maintained in the current year group.
64. Mathematics is taught well and this means that learning is good. Teachers have very good understanding of the need to provide pupils with daily structured practice in basic computation and this is paying off in terms of the speed of pupils' learning and their ability to work confidently and accurately. Lessons are well planned so that teachers are clear about exactly what they want pupils of different attainments to learn. This clarity enables them to be exact in telling pupils the point of the lesson. In a Year 1 and 2 mathematics lesson, for example, pupils were clear that they were not only transferring information from a table to a graph but that they were doing so in order to make the information contained easier to interpret. This meant that pupils gained understanding that will enable them to begin to select ways of displaying data in later lessons. Teachers are very careful to plan work that suits the needs of the pupils of different ages or abilities in their class. In a Year 2 lesson, for example, some pupils made, with the support of their teacher, a pictogram of some information about the cooking time of cakes while others did this unaided. The highest-attaining pupils were asked to transfer the information from their pictogram into a bar chart and then to answer some questions about the information displayed. This careful targeting of work is seen in all lessons and is evident in the pupils' books, ensuring that each pupil, including those with special educational needs and those of higher attainment, is assisted to learn well.
65. Teachers have an enthusiastic approach to the teaching of the subject and this enthusiasm is conveyed to the pupils. Many said they liked mathematics and displayed a confident approach to their work. This, together with the excellent relationships between staff and pupils, means that, although expectations are high, pupils believe they can succeed in the work in hand and are willing to put in extra effort to do so. On occasion, however, lessons are overlong and some pupils cannot sustain this effort, and their learning is reduced as a consequence.
66. In the main, teachers use a good range of ways of teaching mathematics. They explain and question very clearly in whole-class parts of lessons. The probing questions asked at the start of a Year 1 lesson, for example, made an active contribution to their understanding of telling the time on an analogue clock. Activities that follow explanations are well linked to the initial teaching and, where most successful, provide pupils with practical experience of what they are learning as well as written practice. Generally there is a good balance of written and practical activity but, on occasion, there is a rush to get pupils to produce written work before they have had sufficient practical experiences and this reduces the security of their understanding of what they are doing. Pupils are often taught or supported by teaching assistants during parts of lessons. The good skills of these assistants make a very positive contribution to the overall success of the provision. Teachers make good use of the resources available to them to make

activities both appropriate and fun. Good use is made, for example, of a range of computer programs to teach or reinforce what is to be learned.

67. Teachers are very thorough in the way that they assess pupils. Marking is helpful in identifying misconceptions and this helps the teacher know how to help the pupil concerned. The assessments also allow teachers to see where groups of pupils need extra help and this raises standards. Data from tests has been used equally well to identify areas of general weakness. Teachers use homework well to extend learning in mathematics. Parents are especially appreciative of the response sheet which allow them to indicate to the teacher how easily their child completed the homework.

SCIENCE

68. There has been good improvement in science since the last inspection. In 2002, teacher assessments showed standards at the end of Year 2 to be above the national average. The proportion of pupils attaining at the higher level, Level 3, was well above average. Inspection findings are that standards are above average overall. Pupils achieve well in science because pupils' scientific skills are developed systematically and progressively through Years 1 and 2.
69. By the end of Year 2, pupils demonstrate a good understanding of life cycles and food chains. They learn how plants, animals and people change as they grow. Visitors to school, such as a mother and baby, motivate their good understanding. They learn about food groups and healthy eating, completing a food diary and considering whether their own eating patterns are healthy. In grouping foods, they create their own ways of grouping, explaining reasons. Pupils carry out investigations, such as creating a switch to light the bulb in a circuit. When undertaking this, they planned the investigation appropriately, thinking of equipment and materials they would need and predicting what they thought would happen. In testing, pupils used their initiative and tried a variety of ways to make the switch, with tinfoil for example. In marking pupils' work, teachers ask very relevant questions that promote further development of scientific skills, such as 'Can you think of anything that may have been unfair about the test?'
70. A real strength of the provision is the very good links made with other subjects that make learning meaningful and relevant. Links with design and technology were very well demonstrated during the inspection, when pupils' understanding of electrical circuits was effectively combined with designing and making skills, with the result that attainment in both subjects was above average.
71. Teaching in science is good. Teachers allow good independence for pupils to learn through trial and error, but use careful questioning techniques to guide them towards a useful conclusion. Pupils make choices about how to test and record their work, but are then required to assess the value of their decisions and how they could make improvements. Fewer examples of tests carried out over a period of time were seen in pupils' work. Skills in observing changes over time, measuring and collecting results and drawing conclusions from a set of results are not yet as well established as they could be.
72. The subject is well led and managed. Very good and appropriate priority has been given to the subject's development since the last inspection, with positive results. The co-ordinator has observed all teachers teaching and has herself been observed many times. Teachers have been very responsive to suggestions about how to improve their own practice and this has had a marked impact on standards. Resources for the subject are good and well organised. Simple assessment procedures give a clear picture of the progress that pupils make in developing scientific skills and knowledge. The information from these assessments is now being used effectively to plan for the next steps in pupils' learning

ART AND DESIGN

73. By the end of Year 2, standards in art and design are above average. Examination of work and displays, as well as the one lesson observed, show that pupils of all abilities make good progress and achieve well. There has been a successful maintenance of the good levels identified at the previous inspection.

74. Teaching is good. Teachers have a good knowledge of the requirements of the subject, as well as a good understanding of the pupils' potential capabilities. They choose imaginative topics with which to work, and often seek to take ideas just that little bit further than is generally seen. Pupils benefit from the good range of art topics provided. They encounter a particularly rich diet of artistic experiences for their age. There is very good integration of artwork with other subjects. As a result, learning is re-enforced and enhanced very effectively. ICT is also used productively to add further dimensions to pupils' knowledge, for example they use a suitable program to produce pictures influenced by such artists as Mondrian and Pollack. Pupils are generally able to draw well and use pencil constructively, as when producing representations of their school. They have opportunities to mix and apply paint effectively and often use their skills to undertake pictures that relate to other subjects. They are able to use a variety of colours and tools, such as when painting fruit and vegetables, to print regular and irregular patterns properly. They understand the procedures for varying printing techniques and can select the most appropriate for a particular purpose.
75. A good breadth of artistic skills and ideas is developed through the creation of a particularly diverse range of collage and three-dimensional work. Good quality pieces are completed and sometimes framed, representing, for example, abstract ideas of positive feelings like respect, forgiveness and peace. Pupils are shown some unusual techniques, for example using paint and textured materials viewed through a net effect. Pupils also work well with paper, using differing methods to alter shape by, for example, curling, pleating and fanning. Work in clay is well represented, and the frequent practice provided in this aspect allows skills to develop well. Pupils have designed attractive clay discs, well textured with patterns and small stones. They have also completed very effective three-dimensional tiles, imaginatively decorated.
76. In lessons, the very good relationships that exist in the school are well exercised. This results in very attentive pupils who listen carefully to instructions and are accordingly enabled to carry out their work more effectively. Occasionally, instructions are a little too prescriptive and pupils do not always experience sufficient opportunities for experimentation and learning through their own mistakes.

DESIGN AND TECHNOLOGY

77. Standards attained by the end of Year 2 are above average and pupils achieve well. The most positive aspect of pupils' work is that they are very well encouraged to evaluate what they produce at various stages of completion, and to think carefully about how effectively their work meets original intentions. There is clear evidence in pupils' work that original ideas are amended and improved to be as effective as possible. Pupils are persuaded to think for themselves, and are allowed to try out their ideas and independently reach a conclusion about their effectiveness. The process of generating an idea on paper, creating something from a plan and testing how well it works, is well developed. Pupils understand this process well and effectively develop practical skills that enable them to be young inventors.
78. Very good links are made with other subjects that make learning meaningful and encourage good standards. Work in a lesson timetabled as science illustrates this well. The story of 'The Three Billy Goats Gruff' was used as the stimulus for a project to create a way for the goats to cross the river safely. Working in groups, pupils appropriately planned their ideas on paper, carefully indicating the materials they would need and the basic functions of their design. In making their designs, they used previously learned skills about joining techniques, levers and characteristics of materials. They applied their knowledge of electrical circuits to add lights to guide the goats across the bridge and buzzers to alert them if the troll was coming. Pupils' ideas are original and they are confident to be different. While some groups created bridges for the

goats to cross the river, another created a plane to fly over the river, with a light shining from the bottom that would illuminate the troll. They thought carefully about the best method to hold the light in place, changing their minds as they worked. In the final part of the lesson, pupils independently began to think about the appearance of the work produced, recognising that this is important in creating a best quality final product. Overall learning was good in both science and design and technology but was somewhat restricted by the length of the lesson that did not allow pupils to fully complete their work.

79. Although no lessons in design and technology were timetabled during the inspection, it is clear from the outcomes seen and work observed in the linked science lesson that teaching and learning in design and technology are good. The school has begun to consider the best way of teaching design and technology to encourage consistently good progress in learning. Teachers recognise that pupils' very good attitudes and extreme enthusiasm for the subject are key to high standards. Pupils' frustration at not having enough time to finish work, or having to stop a crucial moment, is very apparent. Pupils are taught skills that enable them to work very well independently but, in some instances, pupils do not have enough time to make enough use of their skills and use their initiative to the full. As yet, there is no record of the skills that groups of pupils have attained in design and technology. The subject co-ordinator has plans to create a simple way of recording these skills, so that progress is clear to see.

GEOGRAPHY

80. No geography lessons were observed during the inspection. Examination of teachers' plans and pupils' work, however, shows that by the end of Year 2 pupils of all abilities reach average standards. Pupils make satisfactory progress throughout the school and achieve appropriately for their abilities. This judgment shows that the standards found at the previous inspection have been maintained.
81. Pupils are developing the ability to understand and draw simple maps. They demonstrate an increasing sense of distance and place. Higher-attaining pupils already know the function of a key and can use appropriate symbols correctly. They are able to use basic grid references to find or plot objects. They appreciate the style and function of various types of house and public buildings. Many can make quite a fair attempt to draw detailed maps of the way to and from school.
82. An interesting study of Galley Common has greatly helped to foster the development of a satisfactory range of knowledge and ideas relating to the immediate locality. Pupils have, for example, carried out useful work stimulated by a recognition of local problems. They have examined the difficulties caused by unsuitable parking and have collected relevant data to support ideas and findings. They have also developed a range of skills when carrying out a practical pedestrian survey within the school. Pupils are given suitable opportunities to study aspects of the wider world, comparing life in other places with life in Galley Common.
83. Although no direct teaching was observed, the overall impact is satisfactory. Teachers plan their work to meet the needs of pupils of this age. Appropriate links are made to other subjects, as pupils are able to practice their literacy and numeracy skills on real topics. Suitable links are made with ICT. The links between the geographical survey of traffic, graph work in mathematics and the use of a data-handling program in ICT were, for example, well made. Good use is sometimes made of the local environment. Through this, teachers make learning more relevant for their classes. Pupils are thus enabled to develop sound geographical skills through direct observation and first-hand experience.

HISTORY

84. By the end of Year 2, pupils reach average standards in history. They make satisfactory progress throughout the school and achieve appropriately for their age and abilities. This is a similar finding to that of the previous inspection report.

85. Pupils are becoming aware of the constant passage of time and that it brings about changes in people and society. They are beginning to appreciate some of the features of past times, mainly through a relevant study of certain famous people and their achievements. They can recall a suitable amount of information about the lives of such people as George Stephenson, Florence Nightingale and Alexander Graham Bell. They are beginning to understand a little of the influence of such characters on progress and developments in modern life. They have, for example, considered some of the deprivations occurring in the Crimean War and can make comparisons with the differing conditions of nursing today.
86. Pupils have made a start in acquiring some simple understanding of aspects of history such as gaining understanding of what life in the past might have felt like and of chronology. Pupils have, for example, not only a satisfactory breadth of information about the life and bravery of Grace Darling, but they also express suitable admiration for her heroism. They are aware that the achievements of Neil Armstrong are of a comparatively more recent era. They are able to write a suitable account of the first moon landing which recognises some important aspects of the event. More distant times are appropriately encountered when studying a few features of life in Tudor times. They can identify and compare such things as the differences in roofs and chimneys of Tudor houses with their own homes. They also know a little about Guy Fawkes and the Gunpowder Plot. Pupils with special educational needs are well supported, often by teaching assistants, and the careful structuring of their work means that they too acquire knowledge and understanding of life in the past. Like others, their achievement is satisfactory.
87. The teaching of history is satisfactory. There are strengths in the very good way in which pupils are managed and their attention held throughout a lesson. Teachers ensure that pupils try hard and seek to make the topics interesting for them. A suitable range of subjects is selected to appeal to pupils' growing sense of the past, and this means that pupils are motivated to put effort into their work. This has a very positive effect on their learning. Lessons are well planned to include a range of activities, including those related to the use of ICT, for example the use of video, or opportunity to research using the computer. In lessons, pupils are given direct information and are encouraged to use their literacy skills in reading and writing about the past. On occasion, however, teachers do not allow for sufficient investigation of historical ideas, and there is not always enough time given to discussion of the work being covered because teachers move on too quickly to recording information at the expense of developing more rigorously the necessary skills of enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. As at the time of the last inspection, standards in Year 2 are above average. Pupils achieve well. Standards are now rising as teachers and teaching assistants become more experienced in using the available software and in planning ICT work that links with other subjects. Very good subject leadership has ensured that teachers and teaching assistants have had the training, support and encouragement to do this and ICT is now being well taught throughout the school.
89. By Year 2, pupils are comfortable with the use of computers and some other equipment. They load programs and files, save and print their work, selecting from the two available printers, in most cases unaided. Pupils write and amend their work and begin to be able to present work, for example poems, for display. They can combine their written work with pictures or clip art. They have begun to understand the usefulness of computers, for example in enabling them to change their work when they have made a mistake, or wish to improve it. Pupils have also used simple art programs to draw, for example, a picture in the style of Mondrian or Jackson Pollack. The examples seen were of a good standard. Pupils have had opportunity to research, for

instance accessing a website to gain information during a topic on Florence Nightingale. Records show that pupils have undertaken work in control technology and that standards were at least average when this was done. Pupils have used programs to help them display data, for example about how pupils get to school. During the inspection, pupils showed considerable speed and confidence in producing a pictogram related to their work in mathematics. Pupils know how to operate a tape recorder to record and to play back.

90. The overall quality of teaching and learning is good. Much of the teaching, although planned by teachers, is undertaken by well-trained, effective teaching assistants. There is good teaching of ICT skills. This means that pupils attack work confidently and enthusiastically. Adults have high expectations of what will be achieved and pupils try hard to live up to these. There is also good use made of ICT in other subjects. This gives pupils opportunity to practice the ICT skills they have learned and increases the rate of their progress. Pupils research and take notes in history, consolidating both ICT and English skills, and use graphing programs in geography, as well as using a range of programs to consolidate mathematical and literacy skills. Year 1 pupils, for example, used a time-telling program to assist their understanding of this concept. In the lunchtime club, Year 2 pupils show themselves to be able to work very independently. Despite this, there is a tendency to over control some lessons and not allow pupils to learn through making mistakes.
91. Good support is given to pupils during lessons. These are well managed so that pupils have good opportunities to use computers. Pupils are encouraged to work together, for example when undertaking research in a Year 2 lesson, one pupil used a computer to find information from a CD-ROM while his or her partner made notes on a second computer. This makes a significant contribution to pupils' moral and social development as well as their English and ICT skills. Adults group pupils so that boys and girls work together. There is no evidence of difference between the attainment or progress of boys and girls. The ICT suite is used well, largely by teaching assistants with small groups. These groups contain pupils of all abilities, sometimes in mixed groups and sometimes grouped by attainment. The carefully targeted expectations and variable support provided means that all make similarly good progress. Opportunities are provided for pupils to experience a wider range of equipment including the digital camera and tape recorders.

MUSIC

92. During the inspection, no music lessons were available for observation. Evidence was gathered from observation of a whole-school singing assembly and from teachers' planning. Standards in singing are above average and pupils achieve well in this. Pupils sing a wide variety of songs sweetly with good attention to pitch and rhythm. They show themselves capable of controlling the dynamic of what they sing. The good teaching and learning in this aspect was evident in the assembly with teachers insisting, for example, on good diction and repeating and rehearsing parts of the songs that were less well sung. Pupils clearly enjoy singing and do so with enthusiasm. The small number of pupils who played percussion instruments during the assembly did so with above average attainment, being able to maintain a rhythmic line as well as a steady beat. Pupils clearly have listened to a wide range of types of music and remember some detail of what they have heard, remembering, for example, that a piece of music they had heard two or three weeks before came from Africa. When waiting for assembly, they listen to the well-chosen music with attention. There is not, however, sufficient evidence to make firm judgements on these aspects of music.
93. The co-ordination of music has been good. Decisions have been made to ensure that pupils receive a wide musical education. A specialist teacher, for example, teaches much of the music

in the school and this has the benefit of ensuring that class teachers' knowledge of how to teach music is supported and updated. Recorder clubs and school productions enhance the provision in music and are enjoyed and appreciated by pupils and parents alike.

PHYSICAL EDUCATION

94. By the end of Year 2, pupils attain average standards. They enjoy their work and try hard to improve their performance. The school has good resources and a well thought-out curriculum; the subject is well led and managed. Accommodation for teaching and learning is, however, unsatisfactory. The school hall is very small and, as storage space is very limited, physical education equipment can be stored only around the perimeter. This further restricts space. The playground is also small and there is a strong downward slope, which means that pupils spend a fair amount of time chasing runaway balls when playing games. For this reason, although physical education is well taught within the restrictions of the accommodation, pupils achieve only in a satisfactory way.
95. Two lessons were observed during the inspection. Teaching in both sessions was good. Teachers make good use of a published scheme to plan for physical education lessons and there is appropriate emphasis on the development of skills. In Year 1, pupils already have a very clear understanding of why warm-up is important at the start of physical activity. They know that a gymnastic routine begins and ends with good body positioning. They combine a balance, a roll and a jump to create a short sequence. This sequence is successfully performed on hall apparatus. However, due to the size of the space, some apparatus is very close to the hall walls and other furniture, there is insufficient space for an appropriate number of mats and pupils cannot form a tidy queue as they wait for their turn. This is unsatisfactory in terms of safety and good performance. In Year 2, pupils were extremely well behaved in the small playground area when practising balls skills. Throwing and catching skills were well demonstrated, with good understanding that in order to catch accurately the ball must be watched carefully. Pupils moved with the ball, balancing it on their hands, kicking and following it or bouncing it in front of them. Many pupils had very good control. They thought of original ways to move with the ball, not copying their neighbour. One girl was particularly talented at controlling the ball with her foot and moving with a dribbling technique. Pupils learned basic skills that would later be used in team game situations.
96. The subject is well managed by a knowledgeable co-ordinator who has already worked hard to ensure that there are good and well-organised resources for physical activities. The school's programme of learning in physical education is comprehensive and should ensure good standards if more appropriate accommodation were available.

RELIGIOUS EDUCATION

97. Only one religious education lesson was seen during the inspection. Other evidence was gathered from teachers' planning, from discussions with pupils and from looking at their work. As at the time of the last inspection, standards in religious education are in line with those set out in the Warwickshire Agreed Syllabus. All pupils, including those with special educational needs, achieve in a satisfactory way. The school is currently developing a new scheme of work based on that recently published by the local authority. Further development of religious education is identified in the current school improvement plan, as the school rightly identifies a need to further refine the curriculum as teachers become more accustomed to its demands.
98. By Year 2, pupils have a secure knowledge of some of the traditions, beliefs and stories associated with the Christian faith and begin to relate these to their own lives. They can, for

example, talk about the story of the Good Samaritan and relate this to the need to be kind to others, for example in the playground. They understand that festivals such as Christmas and Easter are not just secular festivals. Pupils talked about the coming Easter period with some knowledge of its significance. Pupils know about the religious significance of some books and some buildings. They had, for example, recently visited a local Gurdwara and knew about some of its important features. They were able to identify some of the ways in which it was like a Church and some of the significant differences. Through work in assembly and religious education lessons, they have knowledge of some different aspects of other faiths including Judaism and Islam. Good attention is given to providing pupils with a secure moral and social background as well as providing them with knowledge and understanding about Christianity and other faiths. Thus pupils are able to talk in simple terms about their understanding of right and wrong, giving examples from their own experiences.

99. Teaching in religious education is satisfactory. Work and discussion show that religious knowledge is clearly communicated to the pupils. The subject co-ordinator has ensured that each teacher has suitable knowledge of the aspects of religious education they teach and this is effectively supported by the scheme of work. Well thought-out assemblies are used to extend religious education knowledge and understanding. During the inspection week, these were related to the Easter story and pupils were given opportunities to understand why Jesus was angry with the merchants in the temple and the significance of the ceremony of washing of feet. The co-ordinator has assembled a small but useful collection of artefacts for teachers to use but rightly identifies the need to further extend these as the scheme of work develops.