

INSPECTION REPORT

ST NICHOLAS' C of E PRIMARY SCHOOL

Kenilworth

LEA area: Warwickshire

Unique reference number: 125661

Headteacher: Mr M Biltcliffe

Reporting inspector: N A Pett
17331

Dates of inspection: 16th – 19th June 2003

Inspection number: 248699

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Priory Road Kenilworth Warwickshire
Postcode:	CV8 2PE
Telephone number:	(01926) 853257
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Laura Schlotel
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17331	Mr N A Pett	Registered inspector	Geography Information and communication technology Religious education	Standards: the school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14756	Mr J R Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27826	A Parsons	Team inspector	Science History Special educational needs Educational inclusion	
31075	D Harris	Team inspector	Foundation Stage Mathematics Music Physical education	
25203	R Cooke	Team inspector	English English as an additional language Art and design Design and technology	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in an established housing area in the historic town of Kenilworth. It caters for boys and girls aged between four and 11 years of age and the majority of pupils come from the immediate area. There are 369 pupils on roll and it is larger than other primary schools nationally. Pupils come from the full range of social and economic backgrounds and the number of pupils eligible for free school meals is below the national average. The ethnic heritage of the large majority of pupils is white European, although the percentage of pupils who do not have English as their mother tongue is higher than in most schools. Five pupils are at an early stage of learning English. The percentage of pupils identified as having special educational needs is below average and no particular category dominates the identified needs. The number of pupils holding statements to address specific special need is average. Attainment on entry is broadly in line with the expectations for their ages for most children.

HOW GOOD THE SCHOOL IS

This good school has a very distinctive ethos based on its Christian values. The breadth of learning opportunities and the good quality of teaching enable the pupils to develop into well-rounded individuals, and to celebrate both their academic and personal achievements. This is a significant strength of the school. Results in the 2002 National Curriculum tests at the end of Year 6 were above average overall. The school is well led and managed and gives very good value for money.

What the school does well

- Provides a stimulating and inclusive learning environment which supports pupils' achievement.
- Maintains very good expectations for pupils' personal development, attitudes, behaviour, values and relationships.
- Provides very well for children in the Foundation Stage.
- Teaches effectively across Years 1 to 6 to promote pupils' progress.
- The very positive approach for pupils with special educational needs supports their progress very well.
- The very good provision in music enhances the school's ethos and leads to high standards.
- Enjoys a very effective partnership with parents and the community.

What could be improved

- The procedures for assessment so that they are consistently used and help to raise standards even further.
- The provision for information and communication technology to meet statutory requirements.
- The opportunities for subject co-ordinators to carry out their leadership and management roles even more effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been good since the last inspection in 1998. In relation to the key issues, the improvement in teaching has been very good. Standards have been significantly raised in information and communication technology and raised well in design and technology by the end of Year 6. The overall progress that pupils make has been recognised by a national award for improvement in standards. Other aspects which show improvement are the provision in the Foundation Stage, pupils' attitudes in Years 3 to 6, extra-curricular activities and the provision for special educational needs. Continuing progress has been made in making the overall learning environment stimulating. The school now holds a Gold Award for Health promotion. The capacity for further improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	B	A	B
mathematics	B	B	B	C
science	C	C	C	D

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

Taken over the past three years, results at the end of Year 6 have been above the national average and the trend for improvement in this time has been broadly in line with the national trend. Targets for the percentage of pupils reaching the national levels in 2002 were met. No judgements can be made on the recently received test results for 2003 until national comparative figures are published. However, the results have been well maintained and Year 6 pupils have attained well for their prior attainment. Children in the Foundation Stage achieve well and standards are at least average in the Early Learning Goals overall and for a significant proportion of pupils, they are above average. Standards for the pupils currently in Years 2 and 6 are above average in English and most aspects of information and communication technology and average in mathematics and science. Standards in music by the end of Year 6 are well above average. Pupils with special educational needs and those who have English as an additional language make good progress, as do pupils who have particular gifts. However, whilst most pupils achieve well for their prior attainment, better use of assessment is required to raise standards further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes make a very positive contribution to their learning and are a significant strength of the school.
Behaviour, in and out of classrooms	Very good. Pupils recognise the importance of good behaviour and respond very well to the high expectations set, helping to create an environment in which all pupils can learn. A small minority of pupils experience difficulties and their behaviour can be challenging, but it is very well managed.
Personal development and relationships	Very good. Most pupils enjoy stable relationships although there are occasions when these breakdown. They understand the impact of their actions on others and respond very well to opportunities for their spiritual, moral, social and cultural development. Pupils enthusiastically accept opportunities for posts of responsibility.
Attendance	Satisfactory. Both authorised and unauthorised absence are broadly in line with the national average for primary schools.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lessons seen overall	Very good	Good	Good

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

During the inspection the quality of teaching was at least satisfactory or better in all lessons, being good or better in well over eight out of ten lessons and very good or better in just over four out of ten. This is a clear improvement since the last inspection when one in ten lessons were judged as being unsatisfactory. The quality of teaching is very good in the Foundation Stage and consistently good in all other year groups. The teaching of literacy and numeracy is good overall. There are some good links in subjects across the curriculum to support pupils' literacy, numeracy and information and communication technology skills. Teachers are adept at showing pupils how different aspects of their work link together and this adds to the learning opportunities. Most lessons are well planned and where teachers set work which meets pupils' differing needs, achievement is good. Pupils with special educational needs are supported well through the effective partnership between teachers and learning support staff. Pupils with English as an additional language are also very well supported and learn well. Overall teaching and learning are consistently good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The provision for the Foundation Stage is very good and there is a good range of learning opportunities in Years 1 to 6, which are very inclusive. The National Curriculum requirements for information and communication technology are not fully met in relation to measurement. Extra-curricular activities are very good.
Provision for pupils with special educational needs	Very good. The effective partnership between teachers and support staff in lessons and the quality of individual and group support sessions, enable pupils' needs to be very well met. The school has been very successful in integrating a very small number of pupils who had given cause for concern at their previous schools.
Provision for pupils with English as an additional language	Very good provision is made and these pupils rapidly develop their command of English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. There are many opportunities for pupils to develop their sense of responsibility and there is a good personal, social and health education programme. Spiritual, moral, social and cultural provision is very good and reflects the school's denominational status but also its high expectations for recognising diversity and achievement.
How well the school cares for its pupils	Good provision is made for pupils' pastoral support and their personal development is very well monitored. The procedures for assessment are developing but they are not consistently applied and pupils' academic development is not well enough monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The headteacher provides clear direction for the school and manages well, and the senior staff work very effectively as a team. Not all subject coordinators are sufficiently involved in monitoring the standards and quality of teaching and learning to raise standards further.
How well the governors fulfil their responsibilities	Good. The governors are aware of the school's strengths and weaknesses and they effectively monitor the standards and quality of education. They fulfil the large majority of their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. There is an effective approach in the evaluation of test results and added value to compare and contrast the school's performance. Monitoring and evaluation have contributed well to school improvement, although further improvements are required in assessment procedures.

The strategic use of resources	Very good. The school operates the principles of best value. The school development plan priorities are well costed and specified funds are used well. The school is giving very good value for money.
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The match of teachers and support staff to the demands of the curriculum and to meet pupils' learning needs is good. Subject expertise is good overall. The accommodation is good and although the access for physically disabled pupils is restricted in some parts of the school, very good arrangements are made to offset any problems. Learning resources are good and are used well. The very good displays add significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases them most	What they would like to see improved
<ul style="list-style-type: none"> • That their children like school and are helped to mature and show responsibility and that behaviour is good. • The good quality of teaching. • The good progress made by their children. • The high expectations set by the school. • How well the school cares for its pupils. • The range of activities outside of lessons. • The school is easily approachable and is well led and managed. 	<ul style="list-style-type: none"> • How well they are informed about their children's progress. • The way in which the school works with them. • The differences in the quality and quantity of homework set.

There was a good attendance at the pre-inspection meeting and a good return to the questionnaire, which shows parents' and carers' interest in their children's education and the effective partnership between them and the school. Inspectors firmly agree with all of the points that please parents and carers most. Inspection evidence does not support the views about the lack of information on pupils' progress, although pupils' reports do not consistently include targets for improvement. The use of homework is good but there is some inconsistency in teachers' practice. From the evidence available, inspection judgements are that the school does its utmost to work effectively with all parents and carers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2002 National Curriculum tests at the end of Year 2 were average in reading and writing at the expected level and below average at the higher levels. In comparison with similar schools, results in both reading and writing were below average. The results in mathematics were average when compared to all schools and below average when compared with similar schools. Results in National Curriculum teacher assessment in science were average at the expected level but well below average at the higher level. Girls performed better than boys in reading and writing, but boys did better in mathematics.
2. Results in the 2002 test at the end of Year 6 were well above average at the expected level in English and mathematics and average in science. The targets set for the school were met. Taken together, results were above average overall. The percentage of pupils gaining the higher levels was well above average in all three subjects. In comparison with similar schools, results were above average in English, average in mathematics and below average in science. In relation to pupils' prior attainment at the end of Year 2, results were average in English but well below average in mathematics and science. Boys performed better than girls in the 2002 tests.
3. No judgements can be made on the recently received test results for 2003 until national comparative figures are published. However, the results show that Year 6 pupils have attained well for their prior attainment. Overall, results by the end of Year 6 have been well maintained since the last inspection and the trend for improvement has matched that found nationally.
4. Standards on entry to the Foundation Stage are broadly average. By the end of the reception class most children achieve the expected standards in all six areas of learning and a small number of them exceed these. The children have good listening skills and speak with confidence. Children make good progress and achieve well as a result of the consistently high quality teaching and opportunities they are given. Children with special educational needs make very good progress.
5. Standards by the end of Year 2 for the current cohort of pupils are above average in reading and writing and in their overall standards in English and in art, information and communication technology and music. In other subjects standards are average. By the end of Year 6, standards are well above average in music and above average in English, art, design and technology, information and communication technology and religious education, being average in all other subjects. There is a significant minority of pupils who attain well above average standards and also a minority who, despite working hard, only achieve below average standards. Raising standards in design and technology and in information and communication technology, a key issue in the last report, has been addressed very well. Standards have improved in information and communication technology through the better provision and use of resources and the quality of teaching. Similarly, in music, standards have risen as pupils are taught well and music is an important part of the life of the school. Standards have also risen in religious education by the end of Year 6. The school's aims of developing well rounded pupils is achieved by linking work across subjects very well but this does mean that standards are not always as high as they might be. The procedures for assessment do not always inform teachers and pupils well enough so that planning and work set is always sufficiently challenging enough. Nevertheless, many pupils are enthused and do learn well and also achieve well. By the end of Year 2 and Year 6, inspection evidence does not show significant differences between the performance of boys and girls in their general work.
6. There are many pupils who speak in a very articulate manner throughout the school. Above average standards of speaking and listening and above average standards of reading are particularly strong features. The large majority of pupils are reading confidently, fluently and with expression and understanding. Pupils write well for a range of purposes and audiences, attaining above average standards. From Year 1 onwards there is good progression in pupils' skills so that by Year 6 they display a good range of vocabulary in their work, which is often vibrant and accurately structured. There are many good opportunities for writing across the curriculum. When writing in other subjects

standards of presentation are generally maintained and pupils show a good knowledge of appropriate vocabulary in different subjects. Pupils make good progress at all levels of attainment. Those with English as an additional language, some who arrive at the school with very limited command of the language, make good progress through the effective support that they receive, especially in small group sessions.

7. Standards in numeracy are average and pupils have the required skills to meet the demands of other subjects. Teachers make good links between numeracy and the wider curriculum in science, design and technology, music, history, physical education and geography. For example, numeracy skills are used well to produce tables of results and graphs to illustrate scientific findings and in work on the canals and waterways in history and geography, numeracy is used well when pupils calculate measurements and scales. Games activities often involve counting and measuring and in music pupils accurately maintain time. Standards in information and communication technology are above average, in both discrete skills and in their developing use across the curriculum.
8. Pupils with special educational needs make good progress throughout the school and the special needs co-ordinator and class teachers work together to monitor and assess progress at regular intervals. The co-ordinator also monitors the entire special needs register carefully so that pupils move up and down the register according to the degree of help they need. This ensures that support is focused on those pupils who find it hardest to make progress. Across the school pupils meet the targets set for them in their annual reviews and individual education plans and they are involved well in evaluating those targets and in setting new ones.

Pupils' attitudes, values and personal development

9. The standards achieved are a strength of the school. They make a significant contribution to ensuring that children and pupils learn to live in a Christian community and to recognise, accept and applaud diversity. Not all pupils are from a Christian background but the inclusive nature of the school is to be applauded. Pupils have very good attitudes to work and play, achieve high standards in their behaviour and enjoy very good relationships. The large majority of pupils display very good levels of personal responsibility and respond very well to opportunities to use their initiative. These characteristics make a very positive contribution to children and pupils' learning.
10. Children in the Foundation Stage are keen to learn and behave well and responsibly. They are enthusiastic about school and follow class routines very well. Most children collaborate well. They listen carefully to instructions and concentrate on their work and a significant minority confident enough to make their own choices and decisions. The high expectations of teachers and other adults enable the children to make good progress in their personal development and the majority achieve beyond what is expected for their age.
11. There has been a good improvement in pupils' attitudes in Years 1 to 6 since the last inspection, when they were generally found to be satisfactory. The difference in response between those children aged under seven and those aged between seven and 11 is no longer marked. Almost all parents state that their children like school and this, too, is a very significant increase in the level of positive responses since the last inspection. Pupils value school and what it has to offer within lessons and extra-curricular activities. In Years 1 to 6, about one third of pupils participate in one or more extra-curricular activities. Pupils with special educational needs are as positive about their lessons as every other pupil and they are fully included and accepted in everything that goes on. Pupils actively support a range of charities and have a very good understanding of the needs of others, gained through personal, social and health education lessons, assemblies, religious education and visiting speakers.
12. The very good quality of relationships contributes significantly to pupils' social development and pupils work together as a community, ensuring that everyone is included and supported according to their individual needs. They are very inclusive in their play and lunchtime is a social occasion in which all pupils mix together very well and talk about their lessons and their interests outside school. Pupils support each other very well. They take great pleasure in sharing individual successes and pupils value each other as individuals. This is particularly so in relation to pupils with emotional and behavioural difficulties and other pupils recognise the difference between genuine bullying, which does

not exist in the school and the behaviour associated with some special educational needs. Pupils with English as an additional language are fully integrated into the life of the school. They are enthusiastic and respond well in lessons. Pupils relate very well to their teachers and other adults. They are keen that others should gain a good impression of them and the school to which they belong and they are proud to be identified with the community of St Nicholas' Primary School.

13. When the pace and challenge of lessons is good or better, pupils sustain their concentration very well, undertaking work with great interest and enthusiasm and persevering when faced with difficult tasks. For example, a class of the oldest pupils, using the Internet to research waterways, were redrafting their notes in the form of a narrative. All pupils displayed excellent independence and effectively extended the task to increase their knowledge and understanding. The response to teaching has improved since the last inspection and is generally very good and sometimes excellent. Improvements in the quality of teaching and management of pupils have effectively eliminated the differences in response between older and younger pupils. However, when pupils are not fully engaged in an activity, they are still sometimes less focused although behaviour remains good. Pupils listen very carefully to teachers and to each other and there is a constructive learning environment in which all pupils confidently contribute and share ideas to extend their understanding. Pupils display maturity and considerable sensitivity and consideration for other people's feelings, values and beliefs and have an excellent understanding of the impact of their actions and words on others. Throughout the school, pupils develop their sense of responsibility very well. From simple classroom tasks, they take on increasing responsibility for their own learning, behaviour and actions as part of a community that cares for and values all of its members and visitors. This makes a very significant contribution to pupils' personal development and their acquisition of skills.
14. Pupils' behaviour is very good in lessons and around the school. Very occasionally, a very small minority of pupils misbehave or act in an immature manner, although the effectiveness of teachers in managing pupils' behaviour ensures that it does not disrupt the learning of others. Pupils recognise the importance of good behaviour and positive attitudes in creating an environment in which all pupils can learn. The school is an orderly community in which pupils understand the difference between right and wrong. Pupils are very courteous and polite. They are trustworthy and care well for resources and property. There are no signs of graffiti or litter and pupils are concerned to maintain and improve their school. For example, the school council met during the week of the inspection and considered improvements to playground equipment and outdoor games to benefit both play and learning for all pupils. Pupils are very aware that bullying, racism and oppressive behaviour are wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with effectively. No pupils have been excluded during the school year prior to the inspection and this compares very favourably to the 12 fixed period exclusions which occurred in the year prior to the last inspection. The school has been very successful in integrating a very small number of pupils who had given cause for concern at their previous schools. Overall, the very good standards of behaviour help to create an environment in which all pupils can learn.
15. Overall attendance levels are broadly in line with the national average and similar to those recorded at the time of the last inspection. Figures for 2002/3, for which at present there is no national comparison, remain broadly similar to those recorded in recent years. The very significant majority of pupils are punctual for school at the start of the day and sessions begin on time.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is good, with examples of very good and excellent teaching and there has been good improvement since the last inspection when one in ten lessons were judged as being unsatisfactory. No unsatisfactory teaching was seen during the inspection. Teaching was good or better in well over eight out of ten lessons and very good or better in about four out of ten.
17. The quality of teaching is very good in the Foundation Stage, leading to children's very good learning. Activities are well planned to ensure that all of the Early Learning Goals are appropriately covered and that the children, including those with special educational needs, have full access to the curriculum. The very effective use of the resources contributes well to children's learning. There is good use of assessment which allows for work to be set to meet the differing needs of the children. The children are very well managed and through the effective use of rewards and praise, enjoy the challenge in

their work. This approach impacts well and prepares the children very effectively for their move into Year 1 as they have experienced good learning opportunities.

18. Teaching in Years 1 and 2 and across Years 3 to 6 is good overall. Teachers have good subject expertise and they use this well to extend pupils' knowledge, understanding and skills in question and answer sessions. Teachers are adept at showing pupils how different aspects of their work link together and this adds to the learning opportunities. However, in the foundation subjects, discussions often take precedence over written work, which inhibits apparent standards in work books. The teaching of literacy and numeracy is good overall, fully utilising the National Literacy and Numeracy Strategies, but also using some good links in subjects across the curriculum to support pupils' literacy and numeracy. This also applies to the development of basic skills in information and communication technology and the use of these skills across the curriculum.
19. The planning of lessons is good, making good use of the recently published national planning guidelines and schemes of work. This is an improvement since the last inspection when issues were raised about short-term planning. Because of the mixed age classes, planning is mainly based on a two-year rolling cycle, which is well structured. In many lessons, the learning objectives are shared with the pupils, so that they know what they will be learning. They are often referred to again in the summary sessions to check on how well the pupils have learnt. Most teachers use opportunities to assess pupils' learning during discussions, when by good questioning, they ask for explanations. This activity helps to develop pupils' own understanding of their learning and effectively develops their literacy and thinking skills. There are some dedicated lessons on thinking and pupils thoroughly enjoy these opportunities. Where teaching has shortcomings is in the link with assessment procedures. Marking varies from being exemplary to some cursory marking; this does not tell pupils how to improve. The quality of ongoing assessment is only satisfactory because systems are not well established for the recording and analysing of pupils' progress. Thus, whilst informal assessment maintains standards there is not enough rigour to raise them further.
20. Teachers have generally high expectations in relation to work and behaviour. Classes are very well managed and, where a minority of pupils pose difficulties, the teachers use the appropriate school guidelines well. Time, resources and support staff are used well. In a significant majority of lessons, work is set which meets the differing needs of the pupils. In a minority of lessons, lower attaining pupils are given similar tasks to the rest of the class, which, despite learning support, are not always appropriate to their capability and learning needs. Lower attaining pupils generally learn well and benefit from the provision made to extend their learning through the good use of learning support staff and additional literacy and numeracy support.
21. The teaching of pupils with special educational needs is very good. The setting of targets and the well-planned use of support staff ensures that provision matches the identified needs of different pupils. All staff know and understand the targets that different pupils are working towards and they adapt their teaching style accordingly whilst maintaining a clear focus on the new concepts and language that supports the learning objectives. The school uses the advice of outside agencies to good effect in planning programmes and to buy any aids that will enhance learning further. The special needs co-ordinator has done some interesting work that enables other staff to know what they can expect of her in terms of support and assessment to facilitate their teaching whilst her own reflections about her practice are very well focused around the impact of her role on pupils' learning. Teachers manage the behaviour of pupils who have emotional and behavioural difficulties very well, adopting a variety of strategies to deflect pupils which are very successful. Pupils with English as an additional language receive very good support in small groups and are very well taught. Again good use is made of links with local authority support staff, although the high quality of teaching in support groups ensures that pupils gain a rapid command of language. They are given a wide range of activities, which they enjoy and work hard at completing. In mainstream classes, support is generally satisfactory for these pupils.
22. Teachers' enthusiasm is often transferred to the pupils and this leads to enjoyable lessons in which pupils work hard and their learning is good. The wide range of teaching strategies are effective in ensuring that pupils attain at least average standards and most achieve well. The effective links in the study of canals and waterways by older pupils leads to their understanding of the historical development and the geographical aspects of transport and infrastructure. In science, they enjoy the

opportunities for investigations and the vibrant work undertaken in art links well with their personal development. These opportunities are developing pupils' independent learning skills. Nevertheless, they enjoy collaborating in topic work and share their ideas willingly, learning from each other. Some pupils pose good questions to their teachers, displaying their interest and in circle time they contribute well to the overall learning because teachers structure discussion very well. Homework is used effectively and encourages pupils to take further responsibility for their learning.

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

23. The learning opportunities provided are a significant factor in developing pupils' well-rounded development in fulfilling the school's aims. There has been good improvement since the last inspection because of improved planning and the integration of work enables pupils to understand how the knowledge, understanding and skills they acquire are linked.
24. There are very good pre-school links with parents of pupils prior to entering the foundation stage. The nationally recommended curriculum is followed well. The six areas of learning - personal, social and emotional development, communication (language and literacy), mathematical development, knowledge and understanding of the world, physical development, and creative development – are all comprehensively taught and provide a good foundation for pupils as they enter Year 1.
25. The curriculum for Years 1 to 6 is broad and balanced with appropriate time allocations for all subjects. It is updated in accordance with national developments and an appropriate two-year curriculum cycle is used in teaching to mixed age classes in Years 3 to 6 through cross-curricular themes and subject specific topics. The arrangements for the teaching of literacy and numeracy are good. Coverage in specific English and mathematics lessons is well supported in other subjects across the curriculum. Statutory curriculum requirements are met in all subjects except information and communication technology in Years 3 to 6, where the work on measurement is not undertaken. However, there is good use of skills acquired in subjects across the curriculum.
26. Provision for pupils with special educational needs is very good and the recent acquisition of a number of laptop computers that are now in class enhances their inclusion and reduces the amount of withdrawal time. Learning support staff and some parental volunteers are well deployed to support teaching and learning and there is effective use of small groups. The development of 'The Zone' as a special educational needs base and resource centre for pupils and teachers is a very useful additional provision and the quiet room is invaluable in helping some children with autistic features. All pupils with English as an additional language receive their full entitlement to the National Curriculum, including educational visits. They are very well supported through withdrawal sessions to receive good support from specially trained assistants.
27. There is very good provision for pupils' personal development. The personal, social and health education programme (PSHE) is well organised and through it older pupils receive appropriate sex and drug education. Teachers are appropriately trained and supported in the use of weekly circle time in which pupils are helped to express and share their feelings. This helps to develop good self-esteem and a marked respect for the feelings and thoughts of others. The school has received a Gold Award for its health education programme.
28. Provision for extra-curricular activities is very good and supports personal development. There is a wide range of sporting and other activities taking place at lunchtime and after school for pupils in Years 3 to 6. Lottery funding is well used for tutors for certain courses or coaching for short periods. Competitive fixtures are played against other schools. Artists in residence have played an important part in supporting the curriculum and pupils' interest and enthusiasm for art. One is currently helping pupils to produce a mural for the school playground. Two choirs and a steel band achieve music of a very high quality. These have a marked impact on the very good singing heard in assemblies. The choirs and band play a significant role in local events and some pupils have sung at the Albert Hall. Good opportunities are taken to widen the curriculum and links with the local authority's inter-cultural support service have resulted in a visit to a Sikh temple and an Indian food demonstration in school. Good use is made of visitors to the school to enhance social and cultural development. Visitors have included firemen, police, local members of parliament and a member of the European parliament.

Talks with local people and the consideration of issues such as a proposed new airport help to develop pupils' awareness of local community issues. Appropriate provision is made for all pupils with special educational needs, including pupils with autism and English as an additional language. All activities are accessible to all pupils including residential visits. They participate well in extra-curricular activities.

29. Judgements on the provision for pupils' spiritual and moral development and for acts of collective worship will be reported on by the Section 23 inspector appointed by the diocese. Nevertheless, the contribution of the overall learning opportunities makes for very good provision. Spiritual awareness permeates school life. Excellent robust singing led by school choirs and the steel band contributes to the pupils' spiritual awareness in assemblies. Teachers promote spiritual awareness by providing opportunities for reflection in lessons such as art, music and poetry. For example, spiritual awareness is promoted in studying landscapes and the wonders of the natural world. Pupils have opportunities to explore the values and beliefs of world faiths and those with no faith and to visit places of worship such as a Sikh temple. There are strong links with the local church. A children's Christian group meets at lunchtime each week and involves pupils of all ages. The pupils themselves generated the idea. A pupil prepares a half hour of discussion, reflection and games based on a biblical theme or story and leads the group each week. Work in PSHE and in religious education gives opportunities to reflect on themes such as keeping on the right path, the needs of others, safety issues and being a good neighbour.
30. Very good provision is made for moral development. There is a good behaviour policy with appropriate rewards and sanctions and a focus on self-discipline. All staff including lunchtime supervisors and support staff consistently apply the policy. The school places much emphasis on people's feelings and respect for others and promotes these issues through weekly circle time and other PSHE lessons. Teachers are very good role models and use effective strategies to promote good moral conduct by, for example, talking quietly to pupils when they have acted inappropriately. Very good relationships between staff and pupils ensure that pupils know whom they can turn to when they have any concerns. Teachers have high expectations of good behaviour and pupils are very well aware of the difference between right and wrong. Teachers consistently promote such values as honesty and fairness and the school places a strong emphasis on self-esteem. In PSHE lessons pupils discuss and learn from such issues as their responsibilities in caring for the environment, how they feel when they are left out of a game and what worries them about "moving on" to secondary school.
31. The very good provision for pupils' social development reflects the many opportunities for pupils to work in collaboration with others as well as opportunities to work independently and show initiative. Pupils of all ages are given responsible tasks within their classrooms and these are rotated on a regular basis. Teachers use assemblies to celebrate good work and achievements. There are very good relationships between the pupils themselves and between pupils and the adults who support them. Teachers encourage pupils to co-operate through discussions and through paired and group working. There are very good links with the local community and pupils are given opportunities to consider local issues and their local environment. Consideration for others is promoted through charitable work in support of organisations such as the Edward's Trust and Barnardo's. Pupils' social development is enhanced by visits to local places of interest and by residential visits for older pupils.
32. There is very good provision for pupils' cultural development. Country and maypole dancing, visits to local parks and castles and links with the community help the pupils' awareness of their own cultural identity. The school promotes the study of other cultures through, for example, the study of different religions and writing and art based on African themes. Pupils use a wide range of musical instruments, a number of which derive from other cultures. Links with a village in Tanzania, writing to pupils in New Zealand, playing music with different cultural origins such as Afro-Caribbean tunes and visits by a Euro MP contribute well to pupils' awareness of other cultures. A cross-curricular approach to learning allows pupils to explore different cultures in depth. Good examples are exploring an African hunter theme through role-play in literacy and using religious motifs in art. Multicultural awareness is enhanced by excellent displays of work around the school that exemplify the cultural diversity of today's society. The school gives very good support to pupils from different cultural backgrounds and could enhance this support further by finding more opportunities to celebrate their cultural heritage and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Assessment

33. The procedures used to assess pupils on entry to school, to identify those with special educational needs and those for whom English is an additional language, are very well developed. Assessment in the Foundation Stage is good and used well to guide planning. Although teachers have satisfactory knowledge of their pupils' strengths and weaknesses in the core subjects of English, mathematics, science and in information and communication technology, there are shortcomings. The range of individual and school based systems look at pupils' attainment and progress. However, they do not facilitate a ready overview of whole groups nor do they help to demonstrate how well each individual is progressing from one year to the next. Assessment in the other subjects is unsatisfactory as it does not inform planning or pupils as to what they need to do in their work to improve their performance. The procedures in the core subjects, some very good practice by individual teachers and some exemplary work in special needs, have the potential to address this issue to raise standards further as they will inform the setting of clear challenging targets for pupils. A good start has been made in some subject areas such as art and English to involve pupils in their own self-evaluation, so that pupils are learning about how to learn.
34. The school analyses national test results effectively to compare and contrast its performance from year to year. Data analysed does show that there is a value added factor for the majority of pupils. However, pupils' records are not rigorously analysed to assess performance in different areas, preventing how the school can easily ask more critical questions of itself with regard to determining the extent of improvement in different subjects across the year groups. The school, as a whole, has not done enough since the last inspection to ask searching questions of itself and to test out different hypotheses that more rigorous analysis suggests. Although the number of pupils with special educational needs varies from one year to the next, the impact of such pupils on test results is not analysed sufficiently to explain successfully any variation in those results. The school recognises that more needs to be done in this area to ensure that the standards that pupils achieve are more in line with the very positive ethos of the school and that even more pupils achieve a higher standard.
35. There are very good procedures for identifying pupils with special educational needs. The school tracks and monitors pupils' progress in a way that offers a model of good practice for all subjects. The involvement of pupils in assessing the effectiveness of their individual education plans is only one example of good practice and the teacher conferencing guidelines that enable pupils with statements to reflect on their progress and to contribute to their reviews, are exemplary. There is not, however, a separate analysis of national test results for pupils who speak English as an additional language to ensure that they are not being disadvantaged.

Support and guidance

36. The school is very successful in creating a happy, caring community, both within the Foundation Stage and in Years 1 to 6. Each pupil and member of staff is valued for their individuality and for their personal contributions. The school provides a very good and orderly learning environment, in which staff know all pupils well and expect very high standards of them in their work and their attitudes. Teachers and staff act as very good role models. They have a very good understanding of children and pupils' personal development and provide very good pastoral support which enables pupils to develop both as independent learners and as mature and responsible members of society. Good improvements have been made in this area since the time of the last inspection and the pastoral support for pupils is a strength of the school. Procedures for ensuring pupils' welfare are satisfactory but improvement has been inconsistent and has not always been sustained. There are well-established liaison arrangements with outside agencies, including educational specialists, social services and the health authority, all of whom provide good support and advice for pupils and staff.
37. Pupils' personal development and wellbeing are supported very well. They speak highly of the quality of support provided and almost 95 per cent of parents state that the school helps their child to mature and show responsibility. The effectiveness of the very good personal support provided and the very close monitoring have a positive effect on pupils' personal achievement and progress. They contribute to ensuring very good standards of behaviour and very good personal relationships. However, whilst

pupils are generally well supported in their academic development the shortcomings in assessment limit the impact of monitoring for their academic progress.

38. The revised Code of Practice for special educational needs is implemented fully and used well to structure the support given to pupils. Good links exist with the full range of external services and the school not only uses the advice that these services provide well but is also developing a wide range of resources and skilled staff. The arrangements made to support those pupils on the autistic spectrum are particularly good. All pupils with statements of special educational needs receive the full provision outlined in their statements and there are regular reviews for all individual education plans. These reviews are used well, alongside other assessments, to track progress and to inform future planning. The school has taken full account of the Disability Code of Practice and identified what needs to be done to make sure that it complies with requirements. In addition to specialist support, pupils with English as an additional language receive good support in classrooms from teachers and support staff as for all other pupils. They are well supported by their peers and fully integrated in all school activities and grouping arrangements.
39. There are very good links with the pre-school groups, two of which are attached to the school prior to children entering Reception. Parents and their children make several visits to the school before they start in September and these enable children to settle in without problems. The teachers undertake home visits and these are arranged for the beginning of the autumn term. Good links exist with the local secondary school. Bridging work for Year 6 pupils and good co-ordinator links with secondary school staff help the smooth transition to the next stage of education for pupils in Year 6.
40. The staff are very successful in promoting very good standards of behaviour. Although a very small minority of pupils misbehave, this is managed very effectively and does not disrupt the learning of other pupils. There are very good procedures for promoting an atmosphere that is free from bullying, sexism, racism or other oppressive behaviour and in which every person is valued and differences celebrated. Isolated instances of bullying or breakdowns in relationships are quickly addressed by staff and parents are fully involved. The behaviour policy is very effective, consistently applied by all staff. It is very well understood by pupils, who value the praise of staff, the award of certificates and the rewards such as stickers and a weekly 'smiley tie' award. Pupils feel that sanctions are applied fairly.
41. The overall management of health and safety is satisfactory. Teachers have a good awareness of safety and pupils are taught safe practices in lessons. In an assembly for younger pupils, they were very effectively involved in identifying and explaining safety issues that could be met outside school and away from home. The school has an appropriate policy and the headteacher is responsible for its implementation. There is a developing portfolio of risk assessments. Regular safety audits and emergency evacuations are conducted and recorded.
42. The overall arrangements for first aid have been reviewed since the previous inspection when they formed a key issue and are broadly satisfactory. Children who suffer minor injuries or are unwell are looked after well. Although the action plan proposed to address the issue, in part, by training a group of staff in basic first aid, there were only two qualified first-aiders on the staff at the time of this inspection. Arrangements for providing first aid cover by the staff are insufficient to ensure that a qualified first-aider is available at all times, including after school when a very good range of extra-curricular activities takes place. There is a formal agreement with the on-site nursery group that their first-aiders, who are available from 8.00 am until 6.00 pm, will supplement the provision, thereby enabling the school to meet its responsibilities. Arrangements are in hand to train further staff. Adequate first-aid supplies are readily accessible throughout the school and first-aid kits are taken on visits and activities off-site. A recent review of accident records has led to some significant improvements and these are now very good and are being regularly reviewed to enable potential risks to be identified and any necessary action to be taken.
43. Child protection arrangements are satisfactory and comply with requirements. There is an appropriate child protection policy, using the procedures laid down by the local area protection committee. The assistant headteacher has responsibility for child protection and through appropriate training is fully aware of current practice. All adults working in the school know the procedures to be followed in the case of any concerns and the school exercises its responsibilities with vigilance and care. There are

very good policy and procedures for the use of intervention/restraint to protect children from harming themselves, or others. Inspection evidence clearly identifies that it is used very effectively and sensitively in appropriate circumstances and combined with other strategies, enables staff to manage difficult episodes very well.

44. Procedures to monitor and promote attendance and punctuality are satisfactory and parents are usually supportive in informing the school of any absences. The school contacts parents on the first day of a pupil's absence if no explanation has been received. Parents are encouraged not to take holidays during term time and, other than in exceptional circumstances, holidays in excess of two weeks are not authorised. Registers are marked accurately and the data transferred to a computer. The analysis obtained from this system is used to support the monitoring of attendance and there is good support from the educational welfare officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school's partnership with parents remains good since the time of the last inspection. The school works hard to involve parents in supporting their children's learning and the work and life of the school, for the benefit of pupils. This partnership is reinforced by a home/school agreement which has been signed by almost all parents and children. The significant majority of parents provide good support for their children's learning. In addition the school is a base for a social support network for newly-arrived families from overseas in which both pupils and their parents are involved.
46. Parents are pleased with the school and the education which it provides. They are particularly pleased that their children enjoy school, with the quality of teaching and the progress their children make. They endorse the high standards of personal development and behaviour that the school successfully promotes. Inspectors' judgements firmly support the many positive views expressed by parents. However, a small minority of parents expressed some concern about the information provided about pupils' progress, the amount of homework that is provided and the closeness with which the school works with parents. The inspection team found that the information provided to parents about pupils' progress is satisfactory and that homework is used appropriately to support and extend pupils' learning, in the classroom, up to the age of seven and is good for children aged from seven to 11.
47. The quality of information provided for parents, particularly about pupils' progress, is satisfactory overall. Annual reports are carefully written and comments show that teachers have a good knowledge of individual pupils and their attitudes to work. Reports describe what pupils have done, what they know and what they understand. However, they are inconsistent in quality and generally do not provide clear targets that identify specific areas for improvement. This limits parents in supporting their children and helping them to move to the next stage of their learning. The reports are supplemented by an open evening and a consultation evening together with the opportunity for a further consultation meeting following the issue of reports. The support of the parents for these evenings is very good. The annual reviews of statements of special educational need are scheduled well in advance and are appropriately organised so as to involve parents fully and to collect the ideas of the pupils as well. Parents are very positive about the provision. The school maintains very good links with parents of pupils with English as an additional language.
48. Regular newsletters provide good information about the life and work of the school, including an outline of the work pupils will be covering. Generally the information is satisfactory but is sometimes insufficient to help parents to know how to support their child's learning in specific curriculum topics/areas or to plan to support their child's learning at home or on family visits and outings. On some occasions the dates of specific events or activities (or a reminder) are provided at short notice and this is of concern to some parents who have difficulty in making arrangements to attend school at short notice. A strength of the school's communications with parents is the accessibility of staff. Parents generally respond very well to any concerns expressed by the school and provide good encouragement and support for pupils' learning which has a very positive impact on pupils' progress in areas such as reading.
49. The parent-teacher association is run by a small but very hard working committee. Events are organised such as a May Fayre and salsa dancing lessons for pupils. These not only raise money which is used to benefit the opportunities available to pupils, but also seek to involve pupils. Recent

purchases include a playing field seat, digital cameras and a trailer to enable the steel band equipment to be transported to local events.

50. About 20 parents help regularly in classrooms, providing good support, for example with practical work and reading. In addition, parents provide very good support for specific activities as well as helping with the supervision of pupils on visits. The good support of parents is greatly appreciated by pupils and staff and makes a positive contribution to pupils' learning, to the learning environment and to resources to enhance and enrich the experiences available to pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school's aims are very well shared by all involved with the school. They centre on valuing every member of the school, developing self-esteem and creating opportunities to support pupils' personal development and develop their learning potential. The Christian influence is very clearly discernible within these aims, which are particularly well met in relation to pupils' personal development, but not as effectively in academic standards attained.
52. The school is very well led by the headteacher who was appointed after the last inspection and the effectiveness of the leadership and management remains a strength. He has vision and provides good educational direction, playing a distinctive and highly visible role in the life of the school through his commitment to the pupils and staff. The quality of leadership and management has initiated the effective improvement in the school through addressing the key issues from the last report by raising the quality of teaching and standards and identifying the school's own priorities. In particular, the links with the community have been significantly strengthened. The deputy headteacher and assistant headteacher give very good support, as do all of the staff, who are a committed team of colleagues. They have the potential to continue improving the overall provision, although there are some aspects which require improvement.
53. Recognising the pressures placed upon staff with full teaching timetables, the headteacher does not always delegate sufficiently. There is good co-ordination of the work in the Foundation Stage, in Years 1 and 2 (Key Stage 1) and in Years 3 to 6 (Key Stage 2) as colleagues plan in teams. Whilst some co-ordinators do monitor teaching and learning, it is mainly carried out by the senior staff and the impact on classroom practice is not always shared sufficiently. This limits the awareness of the staff as a whole, and their involvement in ensuring that initiatives reflect the importance of whole school vision and not just individual year groups. Where assessment procedures are not rigorous, it does not enable co-ordinators to monitor standards and progress consistently to inform target setting. This limits staff professional development and the identification of appropriate areas for strategic development.
54. The work of the special needs co-ordinator has made a significant impact since the last inspection and the quality of the provision has improved. Effective procedures contribute very well to pupil reviews, the deployment of support staff and the involvement of outside agencies. The use of information and communication technology to support the writing of individual education plans is well established and enables the teachers to plan effective lessons that take differing literacy and numeracy needs into account. The co-ordinator leads by example, commitment and understanding. The management of pupils with English as an additional language is satisfactory. Newly arrived pupils from overseas with English as an additional language are identified on arrival, although in some cases where there is not a serious problem the home language is not recorded. Although the headteacher undertakes the management of this area the lack of designated responsibility and no separate policy for pupils with English as an additional language does not formally ensure that all pupils' needs are met.
55. The governors are appropriately involved in the management and leadership of the school. They are well aware of strengths and weaknesses and play an active part in the forming and monitoring of the school development plan. For example, governors are linked to each subject area for the purpose of monitoring the standards and quality of education to inform their decision making. The nominated governor for special educational needs has monitored provision. Statutory requirements are met with the exception of some elements of the information and communication technology curriculum. The good partnership between the headteacher and governors is effective in promoting the good quality of

education throughout the school. Whole-school policies are in place and there is a process for review to ensure that they contain sufficient structures for guidance, monitoring and evaluation.

56. The whole-school development plan is a detailed and effective document and contains a comprehensive approach for development. Financial planning is good and supports educational priorities well. Data is effectively used to compare and contrast the school's performance. Specific funds for special educational needs, standards funding allocated to the school and other specific grants have been targeted effectively and are having a positive impact on the learning opportunities provided by the school. The headteacher and governors apply the principles of best value very well and are very conscious of the limitations of their budget. As an example of a current project that is being carefully evaluated using the principles of best value, governors are closely monitoring the impact of 'booster classes,' which run throughout Year 6 and provide additional support for all pupils. Overall, the management and leadership of the school are providing good and appropriate structures to enable the school to address areas for improvement and to maintain the momentum in the future. Taking into account the unit costs, the standards being achieved through effective teaching and the overall very positive learning ethos in which pupils develop into well-rounded individuals, the school is giving very good value for money.
57. The number of suitably qualified and experienced teachers is appropriate to carry out the work of the school. They are very enthusiastic and committed to their work and they fully embody the aims and ethos of the school. A good number of teaching assistants, who also demonstrate high levels of commitment and enthusiasm, support the teachers and help pupils with learning and other difficulties. All staff have regular in service training opportunities and these take account of both national priorities and the particular needs of the school and individual pupils. Appropriate arrangements are in place for the induction of staff new to the school. A recently appointed newly qualified teacher is receiving effective formal and informal support during her probationary year. The school has adopted performance management procedures effectively and these are in use to promote the professional development of teachers in line with the developing priorities within school.
58. The accommodation is good overall and is maintained well by the site manager and his staff. This allows the curriculum to be taught effectively. The redevelopment of the area for children in reception classes has overcome the problems noted in the last inspection and these facilities are now good. The stimulating sculpture around the main entrance is of a high standard and this standard is maintained throughout the school. The quality of the displays makes a significant contribution to both reinforcing curriculum links as well as enlivening the entire learning environment. Changes in the use of staff have largely overcome the problem of overcrowded classrooms noted in the previous inspection; however the number and size of the oldest pupils continues to need to be monitored in some classrooms. The library facilities have been completely refurbished recently to good effect. The provision of a quiet room meets some particular special educational needs very well. The contrasting environments on either side of the school building provide a good variety of curriculum opportunities that teachers use well. The school has identified problems of access for the disabled to the first floor and has fully reviewed its provision in the light of the recent Code of Practice. The school does need to attend to the adequacy of ventilation in the ICT suite because pupils tire and the quality of learning falls away quickly as the temperature in the suite rises. The computer suite provides a good facility but, in hot weather, the temperature rises to unacceptably high levels because of inadequate ventilation, which has a significant detrimental impact on both teaching and learning.
59. Resources for learning are satisfactory over all. Since the last inspection the library stock has been completely reassessed and a programme of replacement, supported by the Parent Teacher Association, started. Both libraries are now bright and up to date, while the dispersal of non-fiction books around the school makes a real impact on the quality of independent research into such questions as the identification of mini-beasts. The ratio of computers to pupils is now in line with national expectations and the developing use of digital cameras to record particular curriculum opportunities enhances the quality of learning well because of its ability to provide almost instant feedback to pupils. Shortcomings with regard to sensing equipment restrict pupils' entitlement to the full information and communication technology curriculum and also put limits around the development of extension activities in science, geography and mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to raise standards still further by:

- i. improving the procedures for assessment so that they are consistently used;
(Paragraphs 5, 19, 33 - 35, 53, 87, 94, 99, 105, 109, 114, 118, 130 and 134)
- ii. improving the provision for aspects of measurement in information and communication technology to meet statutory requirements; and
(Paragraphs 115 - 118)
- iii. extending the opportunities for subject co-ordinators to carry out their leadership and management roles even more effectively, especially in the monitoring of teaching and learning and for assessment.
(Paragraphs 53, 94, 99, 105, 110, 114 and 134)

Other aspects which warrant consideration are:

- improving the provision for first-aid by increasing the number of qualified first-aiders; and
(Paragraph 42)
- addressing the problems of ventilation in the computer suite.
(Paragraphs 58 and 118)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

60

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	23	28	8	0	0	0
Percentage	2	38	47	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR - Y6

Number of pupils on the school's roll (FTE for part-time pupils)	369
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs

YR - Y6

Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	45

English as an additional language

No of pupils

Number of pupils with English as an additional language	19
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	25	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	24	25	24
	Total	39	41	40
Percentage of pupils at NC level 2 or above	School	95 (80)	100 (80)	98 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	15	15
	Girls	25	24	23
	Total	41	39	38
Percentage of pupils at NC level 2 or above	School	100 (82)	95 (91)	93 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	28	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	26
	Girls	23	19	24
	Total	47	43	50
Percentage of pupils at NC level 4 or above	School	85 (79)	78 (70)	91 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	24
	Girls	21	19	22
	Total	43	40	46
Percentage of pupils at NC level 4 or above	School	78 (79)	73 (87)	84 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
323	0	0
0	0	0
7	0	0
4	0	0
0	0	0
4	0	0
5	0	0
4	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
3	0	0
8	0	0
9	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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	318

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	779,094
Total expenditure	763,095
Expenditure per pupil	2,120
Balance brought forward from previous year	54,262
Balance carried forward to next year	70,261

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	369
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	1	1	0
My child is making good progress in school.	51	45	4	0	1
Behaviour in the school is good.	40	56	1	0	2
My child gets the right amount of work to do at home.	34	47	11	4	3
The teaching is good.	52	43	1	0	3
I am kept well informed about how my child is getting on.	34	48	13	4	1
I would feel comfortable about approaching the school with questions or a problem.	54	37	6	2	1
The school expects my child to work hard and achieve his or her best.	54	37	4	1	3
The school works closely with parents.	39	43	13	3	3
The school is well led and managed.	44	47	2	2	4
The school is helping my child become mature and responsible.	51	43	4	0	1
The school provides an interesting range of activities outside lessons.	49	38	4	1	6

There was a good attendance at the pre-inspection meeting and a good return to the questionnaire, which shows parents' and carers' interest in their children's education and the effective partnership between them and the school. Inspectors firmly agree with all of the points that please parents and carers most. Inspection evidence does not support the views about the lack of information on pupils' progress, although pupils' reports do not consistently include targets for improvement. The use of homework is good but there is some inconsistency in teachers' practice. From the evidence available, inspection judgements are that the school does its utmost to work effectively with all parents and carers.

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

60. Children enter the reception classes in the year in which they are five. There is a staggered entry during the autumn term but all children are full time by the end of the first half term. The majority of children have attended local playgroups before starting school, two of which are attached to the school and the links with these are strong and well developed. Parents and their children make several visits to the school before they start in September and these enable children to settle in without problems. Parents are provided with clear information about starting school and encouraged to help their children at home. The teachers undertake home visits and these are arranged for the beginning of the autumn term.
61. The provision, in spacious indoor and outdoor accommodation, is very good. It has significantly improved since the last inspection, especially the outdoor covered area. The nationally recommended Foundation Stage curriculum is well followed. The six areas of learning - personal, social and emotional development, communication (language and literacy), mathematical development, knowledge and understanding of the world, physical development, and creative development - is made up of four stages or stepping-stones, from which progress and standards can be measured. This curriculum promotes the Early Learning Goals (the standards expected for their age) well in all areas of learning and development and this is an improvement from the last inspection. All children, including those with special educational needs or who have English as a second language, make a very positive start to their school career.
62. During the inspection the quality of teaching by teachers and classroom assistants in both classes was very good overall, leading to very good learning. This is an improvement since the last inspection. Activities are well planned to provide interesting experiences that are varied and which children greatly enjoy. Staff form very good relationships with children and are very good role models, ensuring that children are happy and relaxed and benefit fully from activities. All children, including those with special educational needs, are well cared for and supported and have full access to the areas of learning. Staff are encouraging in their conversations with children and when needed they quietly reinforce the rules, praising and rewarding effort. This approach prepares the children well for their move into Year 1. The reception classes are extremely well led and managed by the early year's team that includes the co-ordinator and the two class teachers.
63. The school has piloted the new national assessment profile for the foundation stage and this is completed by the end of children's first year in school with the results shared with parents. Children enter the reception classes with standards that are broadly average when compared to children of a similar age. Very detailed records are kept of what children can do on entry. The varied and interesting range of learning experiences together with the very positive relationships between staff and children and very effective teaching provide a stimulating learning environment. Staff work and plan well together to ensure this good start is maintained. By the end of reception, standards are above average for their age in personal, social and emotional development and in knowledge and understanding of the world and average in communication, language and literacy, mathematics, physical development and creative development overall. A significant number of children exceed the expected standards. Work is carefully matched to their needs to move learning forward. The children have good listening skills, speak with confidence, are keen to learn and behave responsibly. All children including those with special educational needs make good progress and achieve well as a result of the consistently high quality teaching and opportunities they are given.

Personal, social and emotional development

64. Children come into and leave the class happily at the beginning and end of the day. They quickly settle into the class routines of registration, putting up hands to answer questions and listening to others. In lessons, they generally listen carefully to instructions, confidently asking relevant questions and can make their own choices and decisions. Children concentrate on a chosen activity, such as working on the computer or making a card for a child in hospital, for appropriate lengths of time. They

eagerly await their turn to join in adult-led activities. Children co-operate well with each other, as demonstrated by the activity of keeping a ball rolling on a parachute that is held by all the children. They take responsibility for equipment; for example, when taking games equipment onto the field. A few children are good at organising others and creating their own games. They respond well to feelings and show respect for all living things. The high expectations of teachers and assistants and the opportunities given to the children through the effective teaching, enable them to make good progress in this area and the majority achieve beyond what is expected for their age.

Communication, language and literacy

65. With the security and independence learned in school, children quickly become confident communicators with adults and each other. Good opportunities are provided for children working in small groups with adults to express their ideas and opinions. The children are willing to explain in detail what they are doing and why. In whole class sessions skilful questioning helps them to gain confidence and speak in a larger group. Some children can describe the sounds of the sea using words such as 'splash', 'shushing', 'moving waves', and 'pebbles rattling'. They know that staff will value all contributions. Children enjoy books and choose favourites to share with friends and adults. They are systematically taught letter sounds and at least half of the children are confident across all sounds. This is transferred to their writing and they enjoy showing what they can do, writing such words as 'cat', 'dog', 'mop' and 'pet' and beginning to build up sounds to spell simple words. Evidence of the very good teaching is seen when the children are asked to write a shopping list linked to a seaside theme. They begin to apply some of the spelling rules previously taught and approach the task with confidence writing such words as "buckit", "suf bod" (surf board) and "is crm" (ice cream). Most children are developing good pencil control and have no difficulty colouring within shapes and copying letters. Most can write their own name from memory with the letters correctly formed. Some copy the date from the board. Children often choose to write in the writing corner or as part of their role-play or topic. They observe carefully as demonstrated by their drawings of different shells. Considerable progress has been made during the year and the majority of children are at least at the expected levels for speaking, listening, reading and writing with some pupils exceeding those expectations.

Mathematical development

66. Most pupils can count numbers from zero to 20 with confidence. Opportunities are used to develop counting such as when taking the register where some children demonstrated that they can add one more or one less than a number from one to ten when counting the numbers of children in the groups. The language of mathematics is carefully developed and children are encouraged to use the correct terms in their oral answers. Most children can recognise numbers up to 20 with the highest achievers capable of seeing patterns of fives and tens. The children can write numbers for themselves with most correctly orientated. The majority understand that combining two groups of objects is addition and can add the number of ice creams on cards. Children learn to record this as addition sums and learn the meaning of + and = symbols. Higher achievers can accurately combine and record the cost of three different ice creams up to a value of 20p for themselves. The children use the "pixie" where they program the machine with the two or three numbers and it moves up a number line alighting on the answer enabling them to check their answers. By experimenting with sand and water, children develop an understanding of capacity and the meaning of 'full', 'half full' and 'empty'. Teaching is very good and well structured to enable children to make good progress. Assessment is carefully managed and recorded and used effectively to plan for the next stage of learning. Progress is very good overall with the majority of children achieving the expected levels and with a minority exceeding them.

Knowledge and understanding of the world

67. The effective planning of a wide range of activities encourages the children to use all their senses. This successfully introduces them to a world of meaningful experiences, which they enjoy immensely and from which they learn well. For instance, through looking at pupas and moving them to an environment that would support the emerging butterflies, they begin to understand the life cycle of the butterfly. Through observing and feeling the many different seashells to be found on our seashores the children develop a curiosity about the creatures that lived in them. They see and experience the

growth in the plants in their outside area. Through all of these and similar experiences the children become aware of their environment and show curiosity. All staff are readily involved in these well-planned experiences and this ensures that children are interested, motivated and challenged.

68. Children show good control when using the computer and some work well without any support. They show interest, skill and confidence with a variety of technologies often choosing to work on the computer or when programming the machine that will move its own length times the input number.
69. A varied and interesting range of activities based around a theme develops the children's knowledge of the world around them. From the story of the "light house keeper" a pulley system has been set up outside and the children move buckets of sand from one sand tray to another across about a metre gap. They work co-operatively and develop their language as the classroom assistant asks the children questions. Visits and visitors also support this area of learning as well. Celebrations of festivals develop the children's awareness of the importance of different events in people's lives. Once a week, they attend the whole school assembly and learn about aspects of their Christian faith. They recall that we celebrate the birthday of Jesus at Christmas and long ago kings brought Him presents. Teaching and learning are very good overall and because of this high standard of enriching and varied experiences and the wide range of practical opportunities they are given, standards are at least in line with and for a significant majority of children, above the expectations in this area of learning.

Physical development

70. By the time children leave the reception classes they achieve the expected standard in both movement and in using tools to paint, write and cut with increasing control. The children use scissors and hold pencils and paint brushes with good co-ordination. They also use a variety of construction kits that develop their co-ordination. The outdoor area is used well by both classes and on occasions the children are taken to the adjoining playground and grass areas to provide them with more space to develop their skills in throwing and catching balls and dribbling a ball around skittles. They show good awareness of personal space and demonstrate skills in catching and throwing. In all activities children are made suitably aware of safety issues without destroying their confidence. Teaching is very good in this area and children of all abilities make good progress in their learning.

Creative development

71. By the time children leave the reception class the majority will achieve the expected standard in this area. Creative development is well promoted through art, music and role-play. Children have a good knowledge of colours and can talk about differences within a colour such as when making a sea collage as the base for their lighthouses. They choose materials from a wide variety provided to build a textured sea picture. During activities they concentrate well and exchange ideas with adults and each other about how an article feels or looks. Children are proud of the quality of the finished product. The care they take and the detail they observe and record, are of a high standard as demonstrated by their drawings. Most children enjoy music and showed enjoyment in using different percussion instruments to represent the sounds of the seaside. Children "conduct" using hand signs for when to finish playing. In the one class the classroom assistant worked with a group who made a sound story about the sea and the children happily performed it to the class. Children's artwork is carefully displayed and is of a high standard. Teaching is good and children have a wide range of opportunities to take part in imaginative role play as the activities and areas are changed to fit in with the theme.

ENGLISH

72. Results in the 2002 National Curriculum tests in reading and writing by the age of seven were average for the expected level and below average at the higher levels. In comparison with similar schools, results in both reading and writing were below average. Girls performed better than boys. By the age of 11, test results were well above average at the expected level and at the higher levels. In comparison with similar schools, results were above average and in relation to pupils' prior attainment at the age of seven, results were average. Boys performed better than girls in these tests. Over time, results at the end of Year 6 have been above average overall with a good trend of improvement. Results in the 2002 tests for Year 6 were better than those in mathematics and science.

73. At the time of the inspection standards attained at the age of seven and at the age of 11 are above average and high achievers achieve well. There are many pupils who speak in a very articulate manner throughout the school. Above average standards of speaking and listening and above average standards of reading are particularly strong features. Pupils make good progress at all levels of attainment. Those with English as an additional language, some of whom arrive at the school with very limited command of the language, make very good progress.
74. Teachers provide good opportunities for speaking and listening and pupils are encouraged to present their ideas and responses clearly. In Year 1 a number of pupils each confidently and accurately contribute a sentence in retelling a story they have heard before. By the age of seven the majority of pupils are responding to questions in clear, full sentences. They listen well to instructions and express themselves well when talking about what they are doing. In Years 3 to 6 good speaking and listening skills are displayed when pupils assume different characters in order to explore a story from different points of view. Very good dialogue takes place between pupils when one plays the part of an African hunter. Skills are further developed in Year 6 where teachers work with pupils in different situations such as where a father finds an animal has stepped on a freshly cemented driveway or when a child is being sent away for his misdeeds. Older pupils in assemblies display very good speaking skills. They act as good role models for the rest of the school.
75. By the age of seven many pupils are reading confidently, fluently and with expression. They are beginning to develop an awareness of the type of books they like and two out of three pupils heard to read were able to name a favourite author. Most pupils benefit from the fact that they report that they have access to a good range of books at home and they read regularly. By the age of 11, the large majority of pupils at all levels of prior attainment can read confidently and fluently with understanding and expression. They have good awareness of their own standards and achievements and all said they had developed more interest in reading in Year 6. Pupils can talk about the stories they were reading and describe the characters. One high achiever who is reading the Lord of the Rings gave an analytical account of the differences between the film and the book.
76. Standards in writing are above average overall. By the age of seven many pupils write good accounts using a succession of sentences with the correct use of full stops and capital letters. In handwriting letters are generally well formed. A considerable number of pupils can produce neat, joined writing on lines by the age of six. Words are well spaced, clear and legible. Lower achievers in Year 1 are making their first letter joins with words such as “an” and “on.” Some pupils are beginning to work independently. Spelling is of a good standard overall and higher achievers can spell polysyllabic words such as “necklaces, glittering and diamonds” accurately. Pupils show a good awareness of grammatical and literary terminology. They respond enthusiastically when they recognise alliteration and are familiar with the term phonemes, understanding the words “blurb, author and illustrator”.
77. By the age of 11 most pupils display a good range of vocabulary and phraseology that they use well in their writing. They write extensively and many express well-developed ideas in a range of different situations. Many pupils in Years 3 and 4 produce a good series of colourful sentences using powerful verbs, adjectives and adverbs. Higher achievers produce good, descriptive complex sentences and understand that a variety of simple and complex sentences produces effective writing. In one class, the sentence “The early morning African sun came blazing through Jamina’s window almost blinding her” was produced as an opening sentence. Most written work in Year 6 shows good use of punctuation including speech marks although some pupils have difficulty in distinguishing between *you’re* and *your*. They know that an apostrophe is used when a letter is omitted. In work on waterways, which are being studied through history and geography, the pupils show that they can turn facts into narrative. They can explain what they are doing and why. Some pupils can use paragraphs effectively. Most written work is neatly presented with writing joined and in ink. Spelling errors are often through carelessness rather than a lack of knowledge. Pupils use drafting and redrafting well and many are becoming skilled at evaluating their own efforts and those of others. Some can add prefixes to words such as legible and most can identify words from definitions.
78. The quality of teaching is good. In Years 1 and 2 it ranges from good to very good and in Years 3 to 6 from satisfactory to very good. Most lessons are well planned and proceed at a good pace. Teachers use good, challenging vocabulary and support pupils well at all levels of attainment. Teachers make good use of grammatical terms as a matter of course so that pupils become familiar

with these from an early age. They provide good opportunities for speaking and listening and pupils respond by joining in well and showing enthusiasm and confidence when responding to questions. Pupils' work throughout is well set out and is marked well with good, constructive comments by teachers. These help to take the pupils' learning forward and give the pupils a sound knowledge of their own achievements. In some instances where the same worksheets are set for pupils at all levels of attainment in Years 1 and 2 and where the same written task has been given to all pupils in Years 3 to 6, there is insufficient challenge. Pupils with special educational needs and with English as an additional language are well supported by class teachers, support staff and appropriate structured programmes. Teachers direct their questioning and prepare tasks well so that pupils of all attainment levels are included in all parts of lessons. In all lessons pupils behave very well and show interest in and enthusiasm for what they are doing. The curriculum is well supported by displays of pupils' written work throughout the school and by the display of key words, grammatical terms and spelling lists in classrooms.

79. There are many good opportunities for writing across the curriculum and information and communication technology is widely used for word processing both at school and by some pupils at home. When writing in other subjects the high standards of presentation are not always well maintained, although pupils show a good knowledge of appropriate vocabulary in different subjects.
80. Leadership and management are good. The National Literacy Strategy is well established, and is effectively modified to give pupils opportunities to develop their skills. Staff and governors have received appropriate training and governors are well informed and actively involved. Much good practice takes place in the monitoring of teaching and learning and teachers receive appropriate constructive written feedback when classroom observations and sampling of work take place. There is, however, insufficient time allocated for the co-ordinator to carry out her monitoring role effectively on a regular basis. Assessment takes place, both formally and informally, with examples of the recording of progress by support staff in lessons and by teachers working with guided reading groups. National test results are carefully analysed and areas of weakness addressed in the following year. There is good tracking of individual pupils against baseline assessments so that teachers are aware of the progress that pupils have made. There is, however, no system for the regular tracking of the progress of pupils against end of year targets and targets to be achieved at age seven and 11 so that it can be seen at a glance which pupils are "on track" to achieve their targets. The writing of specific learning objectives for pupils to achieve is being developed, but at present some of these targets are set for the whole class and are not sufficiently focused on attainment groups.
81. There has been good improvement in the quality of teaching and learning since the last inspection which has led to pupils' better progress and standards by the age of 11 are now above average. Speaking and listening were unsatisfactory at the time of the last inspection because of a behavioural issue. This problem has now been resolved and pupil behaviour is very good. In one lesson the behaviour was excellent. Writing in Years 3 to 6 no longer lacks depth and detail and is often above average for pupils of this age.

MATHEMATICS

82. The results in the 2002 National Curriculum tests at the end of Year 2 were average when compared to all schools and below average when compared with similar schools. The percentage of pupils attaining at the higher levels was well above the national average. Boys performed slightly better than girls. Test results at the end of Year 6 were above average at the expected level and average in comparison with similar schools. In relation to pupils' prior attainment at the end of Year 2, results were well below average. The percentage of pupils attaining at the higher levels was well above the national average. Results at the end of Year 6 were lower than those in English but above results in science. Results have matched the national trend for improvement over time. Although boys outperformed girls in both the Year 2 and Year 6 tests last year, no significant differences were seen during the inspection.
83. Inspection evidence shows that by the end of Year 2, standards are broadly average with a significant number of pupils achieving above average standards. Pupils undertake a satisfactory range of practical and problem solving activities. They build on previous learning to understand how numbers are made up and most pupils know by heart the addition and subtraction facts of ten and 20,

whilst a minority know the numbers facts of 15. Pupils can count to 100 confidently and identify odd and even numbers. They know and use halving as an inverse of doubling. Most pupils write their numbers correctly and order the digits correctly. All pupils can add and subtract using aids to assist them particularly when exchanging units into tens and units. A few discovered that adding three, two digit numbers can be done in other ways without apparatus and that this was more efficient. Pupils show a secure understanding of halves and money, in the context, for example, of adding four or five different amounts on vets' bills. Evidence was seen of pupils' work on shape and this included quizzes with pupils' contributions on display. Pupils collect data to use in graphs and pictograms. In Year 1 pupils use terms such as more than and less than and made good progress when learning about odd and even numbers. All areas of the National Curriculum are covered with a positive emphasis on applying knowledge to real situations in both year groups. Pupils in Years 1 and 2 make satisfactory to very good gains in their learning in lessons and good progress in their work over the year. Pupils with special educational needs and those with English as an additional language make very good progress, receiving the support they need to achieve.

84. Standards by the end of Year 6 are broadly average although only a minority of pupils are working at the higher level. Most pupils in Years 3 to 6 make good and sometimes very good progress and this is an improvement since the last inspection when progress was only satisfactory. This is due to the good and often very good teaching observed. Pupils in Years 5 and 6 can represent, extract and interpret data. They can reduce fractions to their simplest form by cancelling common factors and can find fractions of numbers and quantities. They understand percentages and work confidently with decimals. They can identify and use appropriate operations to solve word problems involving numbers and quantities. Data handling is taught well in Years 3 and 4. In lessons seen pupils construct Venn and Carroll diagrams and discuss the most appropriate method to represent the data provided. The very good progress of pupils with special educational needs is due to the teaching meeting their needs and the support they receive in classes. All areas of the curriculum are covered and the quantity of work is appropriate.
85. The quality of teaching is good overall with the link between teaching and learning being very clear. In a third of the lessons the teaching was very good and no unsatisfactory teaching was seen. This is an improvement since the last inspection when teaching was only satisfactory in Years 3 to 6. Lessons are carefully planned, based on the pattern of the National Numeracy Framework. Teachers make effective use of mental activities at the beginning of lessons and in one class this was used as an assessment opportunity with the teaching assistant recording answers. The discussion period at the end of lessons is used well to revise learning, to check pupils' understanding and refer back to the learning objective. Teachers have good subject knowledge, provide clear explanations and instructions and give well-directed support. In particular, teachers make careful allowance for the provision of practical and problem solving activities ensuring that mathematics has a relevance to pupils' lives as well as other subjects.
86. Planning to meet the differing needs of pupils is done well in most classes. For example, in one very good lesson, on percentages, a high level of discussion was created. The teacher managed it very well, developing pupils' thinking skills and their understanding so that they all began to see the relationships and patterns in their work. In another lesson, the main activity was linked to work in geography on canals and patterns in their work. Pupils were asked to link ratio to scale and the examples provided by the teacher began on a simple scale ensuring that all pupils were successful. The explanation was very clear and the work prepared challenged the pupils in both developing skills in accurate drawing and in understanding scale. The teacher had high expectations throughout the lesson but she checked understanding at every stage. The pace and energy of the very good lessons are key factors in engaging and motivating pupils, so that they apply themselves and learn well. There is a high level of inclusion of all pupils and this is shown as teachers engage with pupils through focused questioning and discussion. Where teaching is very good the lessons are especially brisk in pace and pupils are consistently challenged. Most pupils enjoy their work and have a very positive attitude. They settle to their written and practical tasks with interest and enthusiasm, collaborate well, know what is expected of them and work hard to complete their work. Pupils are very well behaved and this enables them to concentrate well and contributes towards their progress. Work is well laid out and neat. Marking is sound and where best, comments show how work can be improved but this practice is not sufficiently developed across all classes. Similarly, some pupils are beginning to evaluate their work and but good practice is not routinely undertaken. Resources are good and used well. Teachers

make good links between mathematics and the wider curriculum and numeracy skills are used well in other subjects such as science and geography. The use of information and communication technology is underdeveloped as it does not help develop pupils' mathematical knowledge and understanding sufficiently.

87. The leadership and management are good. The co-ordinator provides support for planning and for staff development. She has a clear view of strengths and weaknesses in both the teaching and across the curriculum, achieved through monitoring and evaluation, but the very good practice in some teaching and learning is not shared sufficiently. The link between standards and the use of assessment is inconsistent and procedures do not fully inform future planning of lessons or make pupils aware of what they need to do to improve. Targets are set for the classes but these are too general and are not consistently updated. Some teachers are using an analysis of previous data and keep records but the systems lack cohesiveness and there is no overview from one year to the next. Tracking of pupils' progress across year groups will not only identify clearly any underachievement but support the targeting of resources and individual pupils in identifying their own strengths and weaknesses. Nevertheless, improvement since the last inspection has been good.

SCIENCE

88. Results in National Curriculum teacher assessment in Year 2 in 2002 were average at the expected level, but well below average at the higher level. Results in the tests at the end of Year 6 were average at the expected level and above average at the higher level. In comparison with similar schools, results were below average and were well below average in relation to pupils' prior attainment at the end of Year 2. Boys performed better than girls and over time the level of improvement has matched the national trend. However, results in the Year 6 tests were below those in English and mathematics. Standards are rising. The use of a good, comprehensive, commercial scheme of work has boosted teachers' confidence in their capability and ensuring work builds on previous learning and becomes more demanding. The good emphasis on experimental and investigative work now encourages pupils to ask questions, building the good background from the Foundation Stage. Overall teaching is now of good quality, inspiring pupils to achieve well and to make good progress in their learning.
89. Standards by the end of Year 2 are average. In Year 1 the pupils make good progress in the development of their enquiry skills when they make predictions and then test out the properties of different materials before grouping them by one and sometimes two attributes. They study forces and show a clear understanding of this work not only on worksheets but also in their writing and in their response to books from the reading scheme which indirectly deal with the same theme. Pupils in Year 2 use the micro-environments on either side of the main building to investigate and record the different habitats of mini-beasts. They not only undertake research to identify the creatures they find but also complete careful drawings of them. They have respect for the creatures they study and show real wonder when they turn over a stone and find an ants' nest. Pupils cover the full curriculum from constructing simple electrical circuits to naming all the planets in the solar system. Cross curricular work greatly enhances their understanding and there is good support for English, mathematics, information and communication technology, art and design and technology.
90. Standards by the end of Year 6 are average. Pupils in Years 3 to 6 cover a good range of topics. In Year 3 work using computers enables pupils to undertake good research into the skeletons of different animals and allows them to import some of that research as well as photographs to augment their own studies. In Year 4 pupils create balanced menus for a healthy lifestyle that show a good awareness of the importance of different foods. Throughout Years 3 to 6 pupils continue to carry out a wide range of investigations to develop their understanding of scientific enquiry and fair tests. Pupils in a Year 6 extension group, for example, use the notion of a fair test and the language of 'variable' and 'constant' to ensure that slices of orange are the same size and weight before conducting an experiment to extract moisture from them. Work on evaporation shows clear understanding about how to speed up or slow down the process and significant variables are identified in a series of experiments that look at the effects of exercise.
91. Numeracy skills are used well to produce tables of results and graphs to illustrate scientific findings. The good use of precise language and scientific vocabulary adds to the pupils' capability to explore

scientific thinking. Information and communication technology skills support not only the writing up of work but are also used well to represent the outcomes of their work in different ways. This supports the good strategy of using different learning styles; pupils who find language skills difficult to master, are given an alternative way of showing their understanding. It also provides a challenge to all pupils to think about the best way of demonstrating their findings. The use of art, design and technology and music also adds to the richness of the science curriculum and takes forward the school's fundamental commitment to a broad and balanced curriculum.

92. The quality of teaching and learning is good; in half of the lessons it was very good. There is no unsatisfactory teaching. Teachers have good subject knowledge and plan lessons well. Lessons have clear learning objectives, which are shared with pupils so that they know what they have to learn and why, capturing pupils' interest and attention. These objectives are generally referred to at the end of the lesson when teachers assess what has been learned and whether pupils' learning is secure. In a small minority of lessons the commitment of the pupils was so great that the final plenary had to be cut short and although the learning was still good, opportunities to consolidate that learning and to link into the next lesson were missed. Pupils' skills of enquiry, including observation, are being developed alongside knowledge and understanding. The widespread use of digital photography to record key discoveries and moments is a good example of a different way of recording teacher observations that is starting to make a significant impact on pupils' perceptions of themselves as scientists. Teachers' marking is satisfactory. Remarks to encourage and praise pupils are made, as well as some points for further improvement. Very good use is made of well-trained support assistants to ensure that pupils, including those with special educational needs, sustain their concentration during group activities and are fully included in all the work that goes on in class and outside. All pupils, including those with special educational needs, are making good progress throughout the school.
93. All classes are very well managed and very good relationships between pupils and adults go a long way to explain pupils' very good behaviour and positive attitudes to learning in this subject. This represents an improvement on the previous inspection, especially in Years 3 to 6. The pupils work well together in pairs and small groups, sharing their ideas and resources to complete activities. Independent research by different groups is a feature of many lessons and by the end of Year 6 pupils have developed good individual skills to complement their abilities in groups.
94. Leadership and management are satisfactory. The co-ordinator is knowledgeable and enthusiastic about the subject but his monitoring role is insufficiently developed. Assessment procedures are in place throughout the school, using both scheme related tools as well as individual pupils' tracking and have the potential to raise standards further. Too much reliance is placed on teachers' knowledge of what pupils can do and not on systematic assessments of what pupils know and understand, so that they can identify what to modify in their lesson plans to ensure higher standards overall. The moderated examples of work are a useful resource but they are not linked sufficiently to National Curriculum levels to support planning. Resources for learning are satisfactory but the acquisition of sensing and measuring equipment that can be linked to ICT and support cross-curricular work has been identified for future growth. Overall, improvement since the last inspection has been good. Standards are being raised through improvements in the quality of teaching and the educational experiences that pupils undertake.

ART AND DESIGN

95. Judgements are based on the limited opportunities to observe lessons because of timetable organisation, displays around the school, photographic evidence and work that has been saved in the school portfolio and on the school website. Standards by the ages of seven and 11 are above average. Art has a very high profile and all age groups have produced some very good work. Pupils throughout the school make good progress in acquiring knowledge and skills and the high standards referred to at the last inspection have been sustained.
96. Year 1 pupils have produced some very good paintings of a castle using a variety of media. There are excellent figures, which pupils have coloured in striking styles and printed them on silk. Examples of their paintings of "things I like to play on in the playground" are above average in style, shade and colour. In Year 2 pupils have produced "team paintings" of the school which are of well above average

standards and have produced outstanding drawings for pupils of this age showing buildings with brickwork patterns. By the age of seven pupils have looked at the work of artists such as Breugel, Van Gogh and Constable and have learnt about such aspects of art as “horizon” and “perspective”. The African masks made by pupils in Years 3 and 4 are of a very high standard and paintings and polystyrene tiles incorporating Egyptian symbols by Years 5 and 6 clearly depict pupils’ skills. Close-up paintings of parts of the local church show considerable maturity for pupils aged nine to 11. Clay models of “dreams” are very good and have been used to introduce pupils to the idea of surrealism.

97. The quality of teaching is good overall. Although no lessons could be seen in Years 1 and 2, the quality of work and pupils’ understanding show that they are well taught over time. Teaching in Years 3 to 6 is good. Teachers plan and prepare their lessons well, build on pupils’ previously acquired skills and knowledge and have high expectations of work and behaviour. The pupils respond by listening well, working quickly and quietly and making good progress. There is good dialogue between the pupils themselves about what they are doing and between the pupils and teachers. There are good opportunities for pupils to discuss and reflect on what they are doing and to study and reflect on the work of famous artists. Pupils with special educational needs are well supported, enabling them to play a full part in lessons and to achieve well.
98. The contribution to pupils’ personal development is very good. Multicultural aspects are very well covered through the use of themes, figures and symbols from different religions, the painting of African masks and work on aboriginal designs. Good progress is helped by the contribution of visiting artists such as “Artists in Residence” with whom the pupils have worked to produce the outstanding metal sculptures over the school entrance, wall decorations in the girls’ toilets and a mural on the playground wall of the youngest pupils’ classrooms. This adds to their spiritual, moral and social development as they reflect on the theme and work constructively together. It also makes them fully aware that not all wall paintings are just graffiti but work to be admired and preserved.
99. Leadership and management are satisfactory. The statutory curriculum is in place throughout the school and is taught appropriately. The school policy is up to date, but schemes of work are in need of review. Assessment is at an early stage, whereby a self-assessment process is being established for pupils in Years 5 and 6 prior to it being extended to the rest of the school. The coordinator gives support to other staff on an informal basis and monitors teachers’ planning but no structured arrangements exist to carry out the monitoring role effectively. There is sharing of good practice throughout and artwork is supported through cross-curricular themes and by good use of display space. There are good opportunities for using ICT. The school makes appropriate use of the local area and environment for sketching and painting. An after-school art club is currently producing interesting work stimulated by a recent visit to Coventry Cathedral.
100. Improvement since the last inspection has been satisfactory. The use of sketch books is now well established and more use has been made of outdoor opportunities for art in the surrounding area. More opportunities have been made to use art for pupils’ multicultural awareness.

DESIGN AND TECHNOLOGY

101. There were design and technology lessons at the time of the inspection. Judgements are based on the limited range of lesson observations, together with displayed work, photographic evidence and work that has been saved in the school portfolio and on the school website.
102. Standards by the end of Year 2 are average. Pupils have produced wind-up toys, wheeled vehicles, felt toys and puppets of a standard and range appropriate for their age. Some good cardboard shields have been made by pupils in Year 1 and some good paintings of playground swings and other equipment have been cut out and mounted on a map of the school playground. They make satisfactory progress.
103. Standards by the end of Year 6 are above average and pupils make good progress. Pupils in Years 3 and 4, using a wide range of materials, have produced some excellent models of mini-beasts. These are very well mounted and displayed and provide exemplars of good practice in “design and make” assignments. Pupils have also made their own pencil cases using a felt base. They have worked well

and independently to produce their own designs. In a lesson on designing and making musical instruments pupils in Years 3 and 4 are familiar with such terms as “design and make” and “product”. They know the names of the musical instruments and are familiar with the way in which they are constructed and used. One pupil was able to give a clear account of the use of a “bridge” on a stringed instrument. Older pupils have produced some very good masks using a papier-mâché base and a variety of materials for decoration. Plants of various shapes and sizes show that pupils can work independently at their own designs. A display of bridges shows co-operative work of a standard higher than that normally achieved by pupils of this age. Pupils have used a variety of designs and materials in making their bridges to scale. They can evaluate their work. Through the use of information and communication technology, older pupils experience elements of control technology during their visit to a research centre.

104. The quality of teaching is very good. Lessons are taught at a good pace and show good planning, preparation and good subject knowledge by the teacher. Appropriate interventions by the teacher to show examples of good practice inspired other pupils to improve their own efforts. Pupils responded enthusiastically to questions and were well behaved. There was a keen interest in taking homework sheets that were optional. Pupils with special educational needs are well supported enabling them to participate fully and to make good progress. Different expectations in recording sheets provided appropriate challenges for pupils of different levels of attainment.
105. Leadership and management are satisfactory. Some good business links have been developed and these have given effective support to the curriculum. Examples have been visits to a supermarket bakery, a French restaurant and the Gaydon vehicle research and development centre. Resources are good with equipment boxes for all year groups and a useful central store of further materials, tools and equipment. However, monitoring and evaluation are limited as no release time is currently available for the coordinator to carry out her monitoring role effectively. A school policy and guidelines are in place and a start has been made on introducing self-evaluation processes for pupils at the end of each unit of work. Appropriate priorities for development have been identified and the coordinator is developing a useful portfolio of work that contains the school policy, overall plan and samples of work from each year group, although approaches to assessment are underdeveloped. There has been good progress since the last inspection overall. Pupils at the age of 11 attained standards that were below average and made unsatisfactory progress and this key issue has now been addressed through effective teaching and links with other subjects.

GEOGRAPHY

106. Standards by the end of Year 2 and Year 6 are average and achievement is satisfactory. By Year 2, pupils have made some accurate observations about their immediate locality. They can explain about the variety of buildings that exist and can construct simple maps of the locality and show how the land is used. Pupils learn to compare and contrast the life style in India with their own surroundings and have a satisfactory understanding about differences in food, temperature and clothing. They also understand the purpose of an Atlas.
107. By the end of Year 6 pupils are developing their knowledge, understanding and skill in place, patterns and geographical enquiry. This is achieved, for example, through comparisons between the rivers Trent and Severn in England and the river Darling in Australia. They understand how and where rivers have their sources and can accurately name erosion and depositional features to be found in river basins and valleys. The work on rivers in the British Isles is effectively linked to work in history where, from a study of canals and waterways, pupils understand the importance of rivers as route ways and their contribution to the development of settlements at bridging points. Pupils understand that rivers are a natural feature and that canals are man-made structures built to link up industrial areas with ports. The curriculum is enhanced by links with design and technology in which they have designed and made bridges. This realistic work puts their developing knowledge into a good context. Pupils also understand latitude and longitude and can accurately calculate grid references. Above average standards are reached in their use of information and communication technology. They can research the Internet and CD-ROMs for information and then use this well in constructing PowerPoint presentations. However, standards are lowered because there is insufficient continuity in the work and in recording their work. Orally, pupils interviewed made several mistakes in naming features and had to rely on cues to generate their thinking.

108. The quality of teaching is good. Lessons are well planned and ensure that the two-year cycle is well covered. Lessons progress at a good pace. Teachers make effective use of the resources available, such as videos and computers. For example, learning was well supported through the effective use in Years 5 and 6 of a video on transport and through the use of the Internet for research. Very good questioning posed a significant challenge to the pupils as they had to suggest reasons why a river may be a barrier or a benefit. This work was good as it developed pupils' literacy and thinking skills.
109. Marking is satisfactory but the use of assessment is underdeveloped and is a key area for development to raise standards. Pupils with special educational needs and English as an additional language are well supported. Support staff are effective and teachers also address the differing needs of the pupils through worksheets and through questions. This enables these pupils to make good progress. Extensive displays, especially of a wide range of maps, add to pupils' learning opportunities. Those on waterways are of a high standard; they contain good descriptions of the river features and ask relevant questions to extend pupils' knowledge.
110. Leadership and management are satisfactory. The subject co-ordinator is aware of the strengths and aspects, which require improvement. Good developments have been made in the use of information and communication technology and to support pupils' literacy and numeracy. However, monitoring and evaluation is only satisfactory and the use of assessment is unsatisfactory. Overall, improvement since the last inspection has been satisfactory and standards have been maintained.

HISTORY

111. Standards by the end of Year 2 are average. In Years 1 and 2 pupils cover topics such as pirates, castles and transport. They learn to make simple time lines related to the development of the car and write effectively in detail about a visit to Coventry Transport Museum. Most acquire an appropriate understanding of how cars have changed over time. Their work on castles begins with a visit to Kenilworth Castle and they dress up in costumes that help to bring the past alive for them as they explore arrow slits and they stand in old fireplaces to gain an idea of the scale of the former fortress. They follow up their visit with detailed sketches, making and decorating shields and building castles out of construction apparatus. Most pupils can explain the purpose of castles and why shields were necessary. The work is well linked to art and to design and technology. Links are also well made with literacy as pupils write about their use of medieval tools in ways that show that they not only enjoy their work but that they learn a great deal from it too.
112. Standards by the end of Year 6 are average and pupils' achievement is satisfactory. In Years 3 to 6 pupils cover a range of topics that have more explicit links to established areas of historical study. Pupils learn about the similarities and differences between invaders and settlers through studying the Celts and the Romans. In their work on where ancient peoples worshipped and how they moved around the countryside they begin to understand the importance of the Roman road network. Opportunities are missed to extend pupils' awareness of language because not enough use is made of understanding Roman place names. Good progress is made in developing fact files as pupils' research on the Internet and then use ICT to present their work in different ways. For example, they evaluate their experiences of Egyptian dancing and they research into the importance of different symbols and then incorporate them into their artwork. Teachers create interesting opportunities to extend pupils' understanding across a wide variety of curriculum areas. In the work on the canal and waterways, numeracy is used well when pupils calculate the measurements of narrow boats and compile a series of graphs about the names of such boats and the range of flowers found alongside the canals they visit. In discussions with older pupils, they show their enthusiasm for their work and the knowledge and understanding they have acquired, which is better than that recorded in their books. Pupils' awareness of historical enquiry is only satisfactory and work undertaken does not equip them sufficiently to work with different primary sources and thereby begin to assess the importance of different accounts of the same events.
113. From inspection evidence the quality of teaching is broadly satisfactory. Because of timetable arrangements it was only possible to observe one lesson. In this lesson the teacher had set up an interesting and quite challenging research project about the use of canals that gave the pupils full opportunity to decide on how to approach it for themselves. In a related ICT lesson pupils were

developing hyperlinks on their topic web sites so that work of different kinds could be accessed easily. From the scrutiny of work, teachers' planning and discussions with Year 6 pupils, teaching within topics is closely based around the knowledge, skills and understanding that underpin the National Curriculum. The topics studied blend elements of history and geography together and make further cross-curricular links to work in other subjects such as art, design and technology, science, literacy and numeracy. This approach leads to some quite impressive results and a portfolio of art and craft that contained examples of work in the style of the ancient Egyptians and fabrics based on originals from the sixteenth century was particularly noteworthy. Pupils' work is used well in displays and this helps to maintain interest in the subject that was covered until the next topic takes shape. Pupils with special educational needs, and those for whom English is an additional language, are fully included and are supported by materials that address the needs of pupils with differing levels of skills in literacy.

114. Leadership and management are satisfactory. There has been satisfactory development in the subject since the last inspection and standards have been maintained. The co-ordinator is enthusiastic about history and its place in the curriculum. She has a range of ideas to take the subject forward that stress an experiential approach to the subject and include not only older pupils working as amateur archaeologists but also more role play and dressing up for younger pupils. A well established series of visits to local places of interest captures pupils' interest and in all years these promote the value of first hand experience for promoting better understanding. Although pupils have an awareness and understanding of history, the assessment of pupils' knowledge and understanding, especially when pupils make so many oral and joint responses to topics, is not effective enough. This is particularly important as the current timetable arrangements and use of topic based approaches can undermine the development of pupils' skills in a consistent, planned way.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards by the end of Year 2 are above average. Pupils can adequately program a floor turtle as they develop their skills and understanding in control technology. They build well on their previous experience and can use the basic skills competently; they can log on, use simple icons and save their work. Higher achievers have good keyboard skills as they recognise the letters more quickly, whereas lower achievers make spelling mistakes. However, they are aware of spell checkers. All pupils can use simple paint programs well.
116. Standards by Year 6 are above average in relation to basic computer skills but are only average in their use in subjects across the curriculum. From Year 3 onwards good progress is made in acquiring the basic skills of computing such as logging on, using icons to open programs, saving work to disk and also printing their work. By Year 6, most pupils are competent in word processing. They are also competent in their use of programs such as ClipArt and desktop publish their work very competently. Pupils also make good use CD-ROMs and the Internet to support their work, for example in history, geography and science. There is also effective development of PowerPoint programs. Pupils in Years 5 and 6 were very competent in their learning on the use of hyperlinks. This work leads to effective standards in illustrating written work, brochures and projects. Standards in the use of computer skills in other subjects is at least satisfactory, with some good examples, such as in history and geography. For example, a class of the oldest pupils were using the Internet to research waterways and were redrafting their notes in the form of a narrative. All pupils in this lesson displayed excellent independence in their learning and effectively extended the task to increase their knowledge and understanding. Higher achievers were beginning to consider factors such as profit and investment. In numeracy and science there are examples of data handling work, in which pupils are beginning to interrogate their information. They understand control technology, which they undertake in their design and technology course through a day visit to a local vehicle research plant. However, no opportunities exist for work in sensing and measurement and the full range of National Curriculum requirements are not met.
117. The quality of teaching is good overall. Teachers plan lessons well. Very good use is made of the projector linked for teaching directly to the screen so that pupils can see exactly what they have to do and for teachers to exemplify their teaching points. Through the development of activities pupils are effectively encouraged to develop independent learning and this they do well, for example, in their decision making, as they use ClipArt and in their ideas for adding to the information to be recorded in

a data base. Good support occurs for literacy as teachers explain the specialist vocabulary but also in ensuring that pupils spell correctly, although they know how to use a spell checker. Expectations are high and pupils respond well; they behave very well and care for their resources. Attendance at the extra-curricular session is good and this is well structured. The good use of the resources and effective planning of tasks, with good support from classroom assistants, means that pupils with special educational needs do well, as do pupils with English as an additional language.

118. Leadership and management are satisfactory. The headteacher has recently assumed responsibility following staff changes. There have been good developments since the last inspection in the development of resources and for the support of colleagues in planning lessons. The process of assessment is satisfactory. Teachers know how pupils are generally doing informally, but the school recognises that further development is required to inform both staff and pupils more clearly as to the progress being made. Monitoring and evaluation are satisfactory at a whole school level. The computer room and resources are very good although ventilation requires attention. During the inspection the weather was very hot and it is to the pupils' credit that they worked hard in the prevailing conditions. The overall improvement has been very good since the last inspection and the standards being achieved by the end of Year 6 are above average and pupils achieve well.

MUSIC

119. Music is a strength of the school. Standards overall are above average by the end of Year 2 and well above average by the end of Year 6. Singing is special in this school and of a very high standard, developing well from the youngest pupils. Pupils develop their knowledge, skills and understanding very well in performing, composing and appraising and the curriculum has both depth and breadth. There are good links to multicultural education and also opportunities to develop the pupils' spirituality through listening then describing feelings in relation to the music heard and also as part of the worship in school.
120. Pupils in Years 1 and 2 begin their lessons with warm up activities through singing a familiar song that is linked to the focus of the lesson. Each lesson uses voices, percussion instruments and hand bells. The pupils in Year 2 are taught how to improve their tempo particularly when playing the hand bells. They make a peal of bells that demonstrates their skills with every pupil contributing. The pupils begin to explore percussion instruments producing repeating patterns that represented music for a celebration. However, they found this aspect challenging but extended their learning by evaluating individual performances. After singing "Teddy Bear Rock 'n Roll" they discuss their performance expressing the difficulty of keeping the rhythm whilst remembering the loud and soft parts. Overall, pupils make good progress.
121. Older pupils in Years 5 and 6 make very good progress in their learning. In one lesson they listened to a range of musical pieces from Delius, Rachmaninov, Britten and Chopin with a water theme. In preparation for their own composing the teacher required pupils to discuss then record their feelings on the timbre, dynamics, texture and tempo of each piece. She valued every pupil's contribution and also used her excellent subject knowledge to revise using technical language. In assemblies music is an intrinsic part of worship but it also provides an opportunity for performance. Pupils in the steel band played exceptionally well, providing the music as pupils leave the hall. This band is taught within school by the co-ordinator. Although only a minority of lessons were observed, pupils with special educational needs and those for whom English is an additional language, make good progress in all aspects of music.
122. The quality of teaching is very good. Pupils in Years 1 and 2 are taught by a visiting teacher, who liaises with the class teachers. The visiting teacher encourages and supports the pupils' learning including developing their listening and performing skills. She is well prepared and took time to review previous learning to ensure that the new learning is built on a sound understanding. The variety of activities engaged pupils and therefore supported them in keeping on task. Her use of voice ensured pupils listened and reflected, creating a calm atmosphere particularly before returning to the classroom. The co-ordinator and one of the Year 5/6 teachers plan the teaching across the Years 3 to 6 although each teacher is responsible for their own class music lesson. Lessons have good pace, time is used well and pupils are given many opportunities to reflect and discuss before recording. During the junior hymn practice there are very high expectations with clear explanations of what

pupils need to do to improve their singing technically. Due attention is given to the correct breathing and dynamics. The teacher used her own voice as well as demonstrating on the word sheet on the overhead projector where pupils should take a breath. A pupil on the drums accompanied the co-ordinator on the piano supporting the rhythm and providing depth.

123. In school there are opportunities for pupils to learn the recorder, be a member of the choir and play in the steel band. These groups perform both in school at concerts and for regular public performances in the community. These include performances in the church, at carnivals and further afield at the "Young World" concerts in Birmingham as well as at the County Music Festival. Many pupils are encouraged to take up musical tuition and there is a wide choice including violin, flute, clarinet, keyboard, guitar and drum kit and about a third of the pupils have lessons with the visiting teachers. The cost of this is met by parental contribution but there is also provision for any pupil who shows commitment to learn to play an instrument but where assistance is required with tuition fees.
124. Leadership and management are good. The experienced co-ordinator, with the help of other musicians on the staff, provides very good support for the class teachers. She has developed a scheme of work linked to the national expectations that covers a two-year cycle ensuring a wide breadth of study. The use of information and communication technology for research about instruments or for capturing, changing and combining sounds is satisfactory. No monitoring of teaching has been undertaken although the coordinator provides advice and takes account of pupils' performances. Assessment is satisfactory and teachers in Years 1 and 2 keep notes on pupils' progress during the lessons taught by the visiting teacher. The range of both tuned and un-tuned instruments is very good and other resources including CDs and tapes enhance the curriculum. There has been good improvement since the last inspection when standards were in line with those expected nationally at the end of Year 6 and they are now well above average, reflecting the very good improvement in the quality of teaching.

PHYSICAL EDUCATION

125. Standards by the end of Year 2 and Year 6 are average. This is similar to the findings at the time of the previous inspection. There is little difference in the standards between boys and girls and both achieve satisfactorily. There is a high level of inclusion. Pupils with special educational needs make satisfactory progress and are well supported as are those with English as an additional language.
126. There is a broad range of varied activities to support pupils' physical development. The overall planning is satisfactory and follows a newly introduced scheme of work, providing opportunities for seasonal games, dance and gymnastics on a half-termly basis and mapped over the school year. Swimming lessons are held in blocks for pupils in Years 2 and 3/4. This is to be revised for September when pupils in these classes will receive shorter weekly lessons and will include any pupils in Year 5/6 who are not able to swim the expected 25 metres by the age of 11. Pupils in Year 4 have the opportunity to take part in an adventure weekend that covers a wide range of activities including canoeing.
127. During the inspection outdoor activities only were observed. These included athletics and games skills such as throwing balls, javelin, sprinting, long jumping and hurdling. Pupils usually made satisfactory effort despite the hot weather. In Year 1, the pupils follow instructions carefully particularly in the warm up activity, showing obvious enjoyment in developing a variety of actions. They have appropriate levels of co-ordination and control, for example when throwing different objects for distance. Some pupils can throw overarm using their other arm as guidance. In Year 5/6 pupils show good skills in throwing the javelin, developing their long jump techniques and in another class in their practice of the triple jump. However, most pupils have greater difficulty in developing satisfactory techniques when hurdling. In one athletics lesson notes were kept on pupils' personal performance to enable them to develop consistency in effort to improve their personal best.
128. The quality of teaching is satisfactory overall and sometimes good and this is similar to the previous inspection. Clear instructions are provided and these support pupils to make satisfactory gains in their skills, although little attention is given to expected outcomes. The staff act as role models demonstrating as required and using praise to encourage. However, a lack of pupil demonstration and evaluation restricted pupils' attempts to improve their performance further although evidence

exists in pupils' books of evaluations of their Egyptian and space dances undertaken earlier in the year. Lessons are generally conducted at an appropriate pace with teachers showing good control and management skills, especially when several different activities are being undertaken. In the best lessons the work focuses on building on what the pupils have already learned and can do and develops their skills and techniques. In these lessons pupils demonstrated that they understood the importance of a warm up at the start of the lesson and a cool down at the end. Pupils behave considerately towards each other and show respect for the equipment they use. In all lessons they are appropriately dressed for the activities and generally change quickly. Due attention is given to safety including instructing the pupils on where they can safely throw or jump and how to carry equipment. Games activities often involve counting and measuring and give support to the school's work in numeracy.

129. Very good use of is made of opportunities for professional coaching by cricketers from Warwickshire and for indoor athletics. There are a large number of after school and lunchtime activities that enrich the curriculum giving pupils opportunities to take part in athletics, country dancing and salsa dancing, cross-country, football, gymnastics, netball, rounders, rugby, tennis and orienteering. The country dancing observed was of a high standard with pupils confidently remembering a variety of dances. The school also takes part in local sporting competitions and this is raising pupils' self-esteem and developing team spirit.
130. The co-ordinator has only taken over the role this year and is developing it. He is keen to support his colleagues with advice if requested. He has no opportunity to observe lessons taking place, which would help him to identify the progress the pupils are making and where support is required. He is initiating the new scheme of work and is including resource ideas to ensure it meets pupils' differing needs. There are no assessment procedures in place although the new scheme does have that facility. At this stage he has had little opportunity to develop his ideas fully but his organisation of the equipment has ensured that both pupils and staff access them with ease. The school has large playing fields as well as hard playgrounds and makes good use of both the indoor and outdoor facilities. Resources are satisfactory and are in good condition. Improvement since the last inspection has been satisfactory.

RELIGIOUS EDUCATION

131. Standards are in line with the expectations of the locally agreed syllabus by the end of Year 2 and above average by the end of Year 6. By the end of Year 2, pupils understand at an appropriate level the main festivals of the major world faiths. They can recognise objects and symbols which characterise these faiths, for example, the cross for Christians and that there are 'special books' which are used by people to describe their faith. They also know that there are special buildings in which people go to worship, such as a mosque or church.
132. By the end of Year 6, pupils extend their knowledge and understanding in far more detail and have a good understanding of the culture and worship that is followed by Christians, Hindus, Muslims and Buddhists. For example, they are aware of how the creation is seen by members of different faiths. Older pupils have completed some very good work on the themes of light and darkness. These are good links with literacy and art as they write with confidence about their own feelings and produce some vibrant artwork. They understand the significance of the Jewish Menorah and The festival of Light, which they correctly name as Divali. Most pupils understand the significance of parables. They can research topics effectively and convey their understanding in a confident manner. Pupils in Years 5 and 6 made significant progress in a lesson about religious food and they reached a good understanding about the concept of fasting. They responded very well to the visiting speaker and enjoyed the wide range of tasks involved, as they tasted different foods. Recording is much better and pupils can make their own notes from their research and from lesson debates. Consequently, the subject makes a good contribution to pupils' spiritual development from an understanding of values and beliefs, held by other faiths. It also supports their moral, social and cultural development well.
133. Teaching is good. Teachers have good subject knowledge and use this very effectively to develop pupils' skills, leading to good progress. They encourage pupils to discuss issues to develop their understanding of different cultures and pupils respond well to their teachers' expectations. Very good practice for older pupils through discussions enhances their progress. Lesson objectives are well

shared with pupils so that they understand what they have to do and the activities are well structured to meet the differing needs of the pupils. Links with literacy are good as specific words are well explained. Good summary sessions check, both during and at the end of lessons, how well the pupils have learned. There is effective use of the resources and these are well supplemented by the use of visits and visitors. Information and communication technology is used for word processing and research by CD-ROM and the Internet. Because of the overall quality of teaching, the large majority of pupils behave well and respond with interest.

134. Leadership and management are satisfactory. Strengths and weaknesses are known but more from an informal basis than from the formal monitoring of teachers' practice. The procedures for assessment do not provide adequate data to monitor pupils' progress sufficiently. Resources are good and are used well to support pupils' learning. Improvement since the last inspection has been broadly satisfactory with rising standards as teachers plan effectively and teach well.