

INSPECTION REPORT

COTEN END PRIMARY SCHOOL

Warwick

LEA area: Warwickshire

Unique reference number: 130867

Headteacher: Mrs S Burbidge

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 9th – 12th December 2002

Inspection number: 248805

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Coten End Warwick
Postcode:	CV34 4NP
Telephone number:	01926 491329
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Appropriate authority:	Local Education Authority
Name of authority Representative:	Mr R Beckett
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Sean O'Toole	Registered inspector	Art and design; Design and technology.	The school's results and pupils' achievements; How well are pupils taught; How well is the school led and managed; What should the school do to improve further.
14178	Patricia Willman	Lay inspector	Equal opportunities;	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.
18143	Bernice Magson	Team inspector	English as an additional language; Special educational needs; English; Music.	
20350	Vivien Davis	Team inspector	Mathematics. Information and communication technology (ICT); History.	
23566	John Iles	Team inspector	Science; Geography; Physical education.	How good are the curricular and other opportunities offered to pupils
20911	Judy Dawson	Team inspector	Foundation Stage; Religious education.	.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coten End Primary School, a larger than average sized primary school, is located in Warwick. Most pupils come from the surrounding area which is above average socio-economically. A total of 371 pupils aged between four and eleven attend the school with an almost equal number of boys and girls. Almost 14 per cent of the pupils have English as an additional language (well above average), their main languages being Punjabi, Kanada, Cantonese and Arabic; four pupils are at an early stage of English acquisition. About seven per cent of pupils are eligible for free school meals (below average). Fifty pupils have special educational needs (below average) but none has a statement of special educational need. Most pupils in the reception classes have benefited from some pre-school educational experience. Attainment on admission is average and the majority of pupils have good speaking and listening skills. There are high levels of mobility between Years 2 and 6. Since the previous inspection there have been significant changes of staff with three-fifths changing in the last two years; three staff are on temporary contracts. The headteacher was appointed this term.

HOW GOOD THE SCHOOL IS

This effective school provides a rapidly improving quality of education, under the very good leadership of the new headteacher, which is just beginning to raise standards and the quality of teaching. Standards at the end of Year 6 are not high enough in English, mathematics and science but are at least average in most other subjects. Teaching is satisfactory overall and excellent in the reception classes. The school provides satisfactory value for money.

What the school does well

- The provision and teaching in the reception classes are excellent
- Standards in English and mathematics are above average at the end of Year 2
- Standards in physical education, art and design and music are above average; pupils achieve particularly well in music by the end of Year 6
- The headteacher is a very good leader and the school is managed well
- Pupils' have positive attitudes and behave well; they have a very good respect for other cultures
- Parental support for the school is very good

What could be improved

- Standards in English, mathematics and science by the end of Year 6, and information and communication technology at the end of Year 2
- Some aspects of teaching in Years 3 to 6
- Specialist teaching of pupils at an early stage of learning English is not good enough
- The use of assessment

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good recent progress and has now tackled the issues raised in the last inspection report of November 1997. Monitoring of teaching and learning has improved and is raising the quality of teaching. Statutory requirements in ICT are met. The provision for the Foundation Stage is much improved. The school has a good system of performance management. Leadership and management are better. Standards in English are lower than those reported in 1997; standards in science have not improved at the end of Year 6. Overall improvement has been satisfactory because the rate of change has accelerated in recent months. The strong leadership of the headteacher, supported by staff and governors puts the school in a good position for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	D	E
Mathematics	C	C	C	C
Science	D	D	D	D

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

Over time standards have not risen sufficiently but the school is now receiving firm leadership from the headteacher and standards are beginning to rise. New initiatives, staff changes and better subject leadership are beginning to bite but have yet to show through in test results. Though inspection evidence points to recent improvement in English this year due to better teaching, standards in English, mathematics and science are not high enough given the pupils' good performance in the national tests at the end of Year 2. However, direct comparisons are not fully reliable as almost two-thirds of the pupils taking the tests in 2002 were not present in the school in Year 2. Current Year 6 pupils have good skills in speaking and listening. The more able achieve well in reading, writing and mathematics, but other pupils are capable of achieving more. Standards in English and mathematics in this year's Year 6 are average and in science they are below average. In the tests at the end of Year 6 girls achieve much better than boys in English and slightly better in science.

There is some variation in national test results at the end of Year 2 but there has been an improving trend since the previous inspection. Standards in reading and writing are above the national average and above those of schools with similar intakes. Standards in mathematics are well above average when compared nationally and with similar schools. Comparisons between the performance of boys and girls shows no significant difference in the tests at the end of Year 2 although girls achieve slightly better than boys in mathematics. Inspection evidence points to similar performance in this year's tests. Standards in most other subjects including religious education are at the levels expected. By the end of Years 2 and 6 standards in art and design and physical education are above those expected and well above average in music by the end of Year 6. Standards in ICT are average at the end of Year 6 but computers are not used sufficiently in some other subjects. Standards in ICT at the end of Year 2 are below average.

The excellent provision in the reception classes means that children's attainment is above average in communication, language and literacy, mathematical development and knowledge and understanding of the world, creative, physical and personal, social and emotional development at the end of their reception year. Those pupils who speak English as an additional language and those with special educational needs make satisfactory and sometimes good progress. Most of the pupils with English as an additional language attain at least average standards by the time they leave the school. Those at an early stage of learning English make inconsistent progress. The school now sets sufficiently challenging targets and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are usually enthusiastic in lessons. They concentrate particularly well in practical lessons.

Behaviour, in and out of classrooms	Good. Pupils clearly understand how their actions affect others and show kindness and thoughtfulness. There have been two exclusions.
Personal development and relationships	Good. Pupils show much respect for other's beliefs and cultures. They enjoy being involved in decision making through the school council.
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

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

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

Overall teaching is satisfactory, with good teaching in the infants. Teaching in the reception classes is of high calibre and provides the children with a very positive platform for the development of skills, knowledge and understanding in all of the areas of learning. Several examples of excellence were seen in the reception classes and in an infant lesson in English. Good lessons were observed in almost all classes and there was little unsatisfactory teaching. In the good and better lessons teaching has a brisk pace and teachers ask searching questions which include all pupils, making sure that the less able and those with English as an additional language are fully involved. This good practice of inclusion also means that pupils with special educational needs are taught well, often supported by skilled and effective classroom assistants. Support from outside agencies is unsatisfactory for pupils with English as an additional language. The management of behaviour and understanding of pupils' individual needs are good and the staff have good relationships with pupils. Teachers make appropriate use of homework to extend pupils' learning. Pupils respond well to the teaching and most learn effectively, working hard and producing good quantities of work. They are attentive listeners and good at contributing to discussions.

The literacy and numeracy strategies have been implemented satisfactorily; recent staff training and good subject leadership have sharpened up teachers' skills. However, records are not used well enough to keep track of pupils' progress in reading. English and mathematics are taught satisfactorily and the teaching of these subjects is usually good for the more and less able pupils. The arrangements for setting pupils in Years 5 and 6 by ability do not work well enough as teachers do not plan lessons which are matched closely enough to the pupils' needs and have high enough expectations. Marking is not sufficiently linked to targets and rarely includes guidance for pupils on how they might improve. Pace in some lessons is too slow and some activities lack challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and excellent in the reception classes. The curriculum is broad and balanced and there is a good range of activities and clubs. History and geography are not taught regularly enough.
Provision for pupils with special educational needs	Good. There has been much improvement in the provision this year and individual education plans are now well focused.
Provision for pupils with English as an additional language	The school receives unsatisfactory support from outside agencies for those at an early stage of English. Some teachers are very good at using the pupils' experiences and languages to enrich lessons.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Staff successfully promote self-esteem, moral values and care for others. There are many opportunities to celebrate the different cultures of pupils at the school. Pupils are prepared very well for life in a culturally diverse society.
How well the school cares for its pupils	Pupils are cared for well. Procedures for monitoring behaviour and attendance are good. Insufficient use is made of assessment.

The school's partnership with parents is very good. Parents keenly support their children's education by helping with homework and raising funds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good headteacher leads with flair and vision and manages the school well. There is now a determined drive to raise standards. Recent staff changes have made a good impact and staff share a common purpose.
How well the governors fulfil their responsibilities	The governors are supportive and knowledgeable about the school. They fulfil their responsibilities well, although are not involved enough in monitoring the school's performance.
The school's evaluation of its performance	Good. The headteacher analyses the information from tests well. There is a sharp edge to school improvement and targets are now challenging and linked to performance management.
The strategic use of resources	Good. The school uses its funds effectively and finances are managed robustly. Governors carefully consider best value when purchasing supplies and services.

The school's accommodation is good. Resources are satisfactory for the teaching of the subjects. There are sufficient teachers, and support staff make a successful contribution to learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The leadership of the headteacher and the approachability of staff The quality of teaching and the way in which their children make progress That their children really enjoy school The way in which staff help the children to develop positive attitudes and good behaviour 	<ul style="list-style-type: none"> A few parents would like more information about their children's progress

The inspection team supports the positive views of parents. The school provides very good information about pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. Children start school with average attainment for their age and with good speaking and listening skills. The excellent and stimulating curriculum provides a spur to learning and the children are particularly successful in their personal, social and emotional development, being prepared very well for the next stage of their education. Staff expect much of the children and this often results in excellent progress in all of the areas of learning. Exceptional teaching enables the children to learn and achieve very well. Standards have improved since the previous inspection and, by the end of the reception year, the children exceed the goals expected for their age in physical, creative, personal, social and emotional development, communication, language and literacy mathematical development and knowledge and understanding of the world. The exceptional quality of the teaching of music means that children's attainment is about two years ahead of that expected for their age.
2. In the past the school has not had sufficiently challenging targets and there has been a lack of rigour in tracking pupils' performance. This year the school is likely to attain the targets set and to increase the percentage of pupils attaining above average levels in national tests as the leadership and management of the school have grasped the issues and begun to provide a firm steer to improvement. There is now no sense of complacency and the headteacher is making good use of performance management to accelerate the rate of change and improve standards and teaching. The recent staff changes, sharpening up of teaching through effective monitoring, and more demanding targets for performance in national tests, are beginning to have a good impact. Much has been achieved in a short time and standards are rising.
3. Factors that have had an effect on standards at the school since the previous inspection.

The circumstantial elements include	Those within the school's power to influence
<ul style="list-style-type: none">• Average attainment on admission to the school• High mobility between Years 2 and 6• There has been a large turnover of teachers	<ul style="list-style-type: none">• The teaching and curriculum for the juniors have been inconsistent• Limited effectiveness of assessment due to weaknesses in target setting• Until recently, there has been insufficient support for pupils with special educational needs• There has been a lack of rigour in monitoring and improving teaching

4. The school received an achievement award for raising standards in 2001. Standards at the end of Year 2 have improved since the previous inspection and in the 2002 national tests results were above the national average and above average when compared with similar schools. Standards in mathematics were well above the national average and well above those of schools with similar intakes. Teacher assessments showed that standards in science were average. Test results in 2002 at the end Year 6 showed that standards in English and science were below average and average in mathematics. When compared with schools with similar intakes standards were well below average in English, average in mathematics and below average in science. Analysis shows that 60 per cent of the pupils taking the tests in

Year 6 had joined the school since Year 2 and, therefore, direct comparisons with the same cohort's performance at the end of Year 2 are unreliable. Nevertheless, given the pupils' overall ability, good language skills and wide general knowledge, standards for that year group were not high enough in English, mathematics and science. More able pupils underachieved significantly in the tests as the teaching and curriculum had not been challenging enough and assessment had not been used to target improvement. The impact made by the new headteacher and subject leaders has created a climate of improvement and purpose and standards are beginning to rise but more remains to be done to accelerate the pupils' progress.

The progress and achievement of specific groups of pupils:
<ul style="list-style-type: none"> • Comparisons between the performance of boys and girls showed no significant difference in the tests at the end of Year 2 although girls achieve slightly better than boys in mathematics • In the tests at the end of Year 6 girls achieve much better than boys in English and slightly better in science • Bi-lingual pupils generally make good progress and achieve well with most attaining at least average standards by the end of Year 6 • Pupils who are at early stage of English make slow progress when supported by specialist staff as not enough is expected of them in speaking clearly and using a wide range of vocabulary • Pupils with special educational needs make progress in line with their peers; in some classes, where the pupils are supported by classroom assistants, progress is good

5. Standards seen in Years 2 and 6 in English are as high or improved on last year's test results. In mathematics standards at the end of Year 2 are not as high as those reported last year due to an increase in the number of pupils with special educational needs. Standards in mathematics at the end of Year 6 are at a similar level to 2002 and pupils are likely to attain average standards in the national tests. Standards in science are average at the end of Year 2 but below average at the end of Year 6. More remains to be done to accelerate the progress of pupils in Years 3 to 6 in English, mathematics and science. Due to rigorous leadership and management standards of pupils' work are beginning to rise and subject leaders have a clear view of how to move the school forward. Recent improvements in teaching and some aspects of assessment in English and mathematics have helped to sharpen up teaching, although more remains to be done to ensure that the excellent start made in the reception classes and the good progress in Years 1 and 2 is built upon successfully.

Standards in the work seen in English, mathematics and science.		
<ul style="list-style-type: none"> • Standards are average in English and mathematics at the end of Year 6 • Throughout the school standards in speaking and listening are above average • By the end of Year 2 standards in reading, writing and mathematics are above average • Standards in science are average at the end of Year 2 but below average at the end of Year 6 • Standards are not as high in the juniors as in Years 1 and 2 and the rate of progress slows down in Years 3 and 4 because the teaching does not take sufficient account of previous learning by making effective use of assessment 		
Standards achieved in other subjects		
Subjects	Infants	Juniors
Art	Above average	Above average
Design and technology	Average	Average

Geography	Average	Average
History	Average	Average
Music	Above average	Well above average
Physical education	Above average	Above average
ICT	Below average	Average
Religious education	Average	Average

6. Achievements in music are particularly good because of highly effective teaching and the broad range of opportunities for the pupils to learn instruments, play to a variety of audiences and compose their own music. The pupils achieve successfully in swimming, and well-focused and imaginative teaching of dance helps the pupils to perform very creatively. Skills and techniques in art and design are taught thoroughly and often linked to the work of famous artists; consequently pupils achieve well using a wide range of techniques imaginatively. There is some uneven progress in developing pupils' skills, knowledge and understanding in history and geography as the subjects are not taught regularly enough.

Pupils' attitudes, values and personal development

7. Pupils respond well to the good spiritual, moral, social and cultural values promoted by the school. There is a good spirit of co-operation and respect between the staff and pupils which helps to create a purposeful and well-ordered community in which all are valued. The good quality of this aspect of the school's work has been maintained well since the last inspection and is a strength. The pupils' attitudes and behaviour are good and contribute well to making the school a pleasant and purposeful place.

The contribution made by pupils.	How the staff promote success
<ul style="list-style-type: none"> • Pupils say they enjoy school life • Most pupils work hard in their lessons and want to do well • They particularly enjoy the practical aspects of their lessons in art and design, music, design and technology and their work in the new computer suite • Junior pupils take part in the good range of after school clubs with interest and enthusiasm • The children in the reception classes arrive happily each morning and quickly become involved in their activities, trying hard to please their teachers • The children's attitudes to school and their behaviour is excellent • Pupils' standards of behaviour are generally good and often very good especially when lessons are particularly interesting and challenging • There are a small number of pupils in Years 3 and 4 who have difficulty in controlling their behaviour • Pupils with special educational needs and with English as a second language work hard in lessons and behave well 	<ul style="list-style-type: none"> • Staff are committed to the welfare of each pupil and this makes them feel safe and valued • Staff expect pupils to work hard in their lessons • The school provides a good range of extra-curricular activities for the juniors, well supported by staff and parents. • Reception staff create a happy and exciting environment for the children with a wide range of interesting and challenging learning experiences • Staff encourage pupils to behave well by the consistent, kind and firm application of the school's procedures • The systems for moderating the behaviour of the few pupils in Years 3 and 4 who do not always behave well, are not always effective and this has a detrimental impact on learning • The rewards systems are very effective in motivating pupils to try

<ul style="list-style-type: none"> • Pupils are proud when their good or improved behaviour is rewarded • Most pupils are polite and helpful to each other, to their teachers and to visitors • They tidy up carefully and take care of the school's resources and other's belongings • One pupil was excluded for one day last term, and one has been excluded this term for two days; both fixed period exclusions were as the result of poor behaviour 	<p>hard and behave well</p> <ul style="list-style-type: none"> • Staff treat each other and pupils with courtesy and respect and are good role models
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8. There are good relationships between staff and pupils.

The contribution made by pupils.	How the staff promote success.
<ul style="list-style-type: none"> • Pupils take care of each other and show concern if a friend is hurt or unhappy • Reception children have an excellent relationship with their teachers and with other staff who work with them and care for them • The children feel secure and happy in school • Pupils say that there are disputes on the playground from time to time, but they have no serious concerns about bullying • They have a good understanding of how what they do or say effects their friends • Most pupils are tolerant of differences and aware of the needs of those less fortunate than themselves • They often work constructively together in groups and pairs, listening to each other's ideas • Many pupils take part in discussions, showing good levels of insight and empathy learning that, although they may not agree, other viewpoints can be valid • Pupils take pride in each other's achievements • Pupils are very keen to take on responsibility and they show good initiative, kindness and common sense in the performance of their duties 	<ul style="list-style-type: none"> • Staff encourage pupils to be kind to each other and provide many opportunities for older pupils to take responsibility for the well-being of the younger pupils • Reception staff make each child feel special • Incidents of conflict are dealt with consistently and pupils and parents trust the school to deal effectively with any bullying • Boys and girls are encouraged to work constructively together and to respect each other's ideas • Staff set a good example in the way that they value and respect each individual • In some lessons pupils have the opportunity to investigate and evaluate other people's lifestyles and beliefs • Pupils are encouraged to take part in charitable fund-raising activities • The school provides many opportunities for pupils to carry out important responsibilities in the school community

9. Pupils are friendly individuals who develop into sensible, sociable and mature young people with a good awareness of the difference between right and wrong. They get on well with each other and older pupils have a strong sense of responsibility towards the younger children. The Playground Pals are very popular with the infants who enjoy playing games with them. The members of the School Council take their responsibilities very seriously and their views play an important part in the decision making process in the school.

10. Attendance is very good. It has been consistently well above the level found in most primary schools in recent years. The pupils are mostly punctual and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT

11. Teaching has improved since the previous inspection and is satisfactory overall, although more remains to be done to raise the quality of teaching in Years 3 to 6 and establish consistency between all classes and year groups. Teaching in the reception classes is excellent and has a significant impact on the children’s learning and progress. Bi-lingual pupils are included well in lessons and teachers take suitable account of their backgrounds; this is particularly so in religious education where their religious traditions and cultures are widely celebrated and valued. Pupils in the early stages of learning English do not receive sufficiently focused support and this area of the school’s teaching is unsatisfactory. The teaching of pupils with special educational needs has improved since the appointment of the special educational needs co-ordinator and is now at least satisfactory and often good. Teaching mostly meets the needs of boys and girls although more remains to be done to focus on ways of raising boys’ attainment in English.
12. Teachers have secure subject knowledge of most aspects of their work. The teaching of English, mathematics and science is at least satisfactory with some good and better lessons seen in Years 1 and 2. Literacy and numeracy skills are developed satisfactorily in other subjects. In some subjects teachers do not make sufficient use of computers to extend pupils’ learning. Music is taught very well and the impact of specialist teaching in the subject has a good impact on standards. Art and design, design and technology, geography, history, physical education and religious education are taught well. Teachers make good use of the school’s policies and schemes of work to guide them in planning. Teaching in Years 1 and 2 is nearly always good and often very good. This is because of the effective way that staff plan work which takes account of previous learning and is challenging for different groups. Although there is some good teaching in Years 3 to 6 the quality is not as consistent as in other parts of the school and this results in uneven progress. For example, the unsatisfactory lessons seen by the inspectors were in the juniors and were characterised by slow pace, insufficient challenge and work which was insufficiently matched to the pupils’ abilities. The setting of pupils by ability does not work well enough as in most sets there is a lack of match and challenge.
13. There are several positive aspects of teaching which are common throughout the school.

The qualities of teaching that lead to pupils learning effectively	
<ul style="list-style-type: none"> • Most teachers share lesson objectives with the pupils • Most teachers manage behaviour well; they are consistent, encourage pupils to co-operate and work hard through praise and reward • Teachers have good subject knowledge in design and technology, music, art and design and physical education; they plan these lessons well. • Most lessons start with clear 	<ul style="list-style-type: none"> • Pupils are clear about what is to be learned • Pupils behave well; they listen attentively and respond well when rewarded; almost all pupils try hard and successfully work together • Pupils are successful in the creative, aesthetic and physical aspects of learning; they apply themselves well and are keen to improve and refine their skills • Pupils focus well and are attentive; they

<p>explanations and introductions set the scene for learning; pupils are left in no doubt about what is expected of them</p> <ul style="list-style-type: none"> • Homework is used consistently and satisfactorily. • Teachers work well with the support staff; support staff are briefed well and work effectively with different groups of pupils • The staff make good use of the resources available particularly to support work in design and technology, art and music; some staff use computers well • Teachers are good at involving pupils in discussions and encourage collaborative work effectively • Teachers generally have secure subject knowledge 	<p>follow instructions carefully and most work quickly and effectively, settling to tasks with the minimum of fuss</p> <ul style="list-style-type: none"> • Pupils say they enjoy homework and most complete it on time • Pupils benefit from the direct questions help and intervention of additional staff; • Pupils take good care of resources and use them effectively; apply much creative and physical effort in these lessons; they are keen to use computers to support their work • Pupils join in discussions well and listen attentively to other's views and opinions • Lessons are planned with interesting and varied tasks
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14. The quality of teaching of pupils with special educational needs is mostly good.

<ul style="list-style-type: none"> • Teachers understand pupils' needs, and through the good support and guidance of the co-ordinator produce useful individual education plans • Planning for lessons usually includes learning intentions specifically focused on the needs of these pupils • Support staff work effectively alongside the pupils and ask well-focused questions

15. The teaching of pupils who are at an early stage of acquiring English is unsatisfactory.

<ul style="list-style-type: none"> • There is limited co-operation between specialist teachers and the school staff • Not enough is expected of the pupils • There is insufficient emphasis given to spoken language • Resources within the school are limited and little additional material is made available by the support service
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16. The teaching in the reception classes is excellent and has a significant impact on preparing the children for the next stage in their education.

Strengths in the teaching	The impact on learning
<ul style="list-style-type: none"> • Staff focus very well on promoting the children’s personal, social and emotional development • Communication, language and literacy skills are taught excellently through a wide range of opportunities which inspire and enthuse the children • Mathematical teaching is underpinned by the use of practical tasks and opportunities for the children to explore shape, pattern and number • Staff make the classrooms and outside areas interesting and stimulating and promote knowledge and understanding of the world excellently • Physical skills are taught very well through a variety of well-planned activities including the use of challenging apparatus and an exciting outdoor area. • Creative development is taught excellently, particularly the provision for music 	<ul style="list-style-type: none"> • The children are confident, co-operative and well-motivated learners who understand their own and other’s needs • Children make rapid gains in learning how to communicate effectively; they love stories and books and write imaginatively making good attempts to spell correctly • Children have a secure knowledge of number sequences; they work hard to learn different ways of counting and love joining in number rhymes, songs and games • The children make very effective use of the school’s resources and work alongside each other very well; they keenly explore the scientific and technological opportunities provided and are often full of questions in their wish to know more • The children thrive because the physical opportunities are demanding and interesting; they respond very well to the staff’s involvement in outdoor play • Children join in enthusiastically, persevere and work hard; they are imaginative and creative, applying good effort in all they do

17. There are some areas for development in teaching in Years 3 to 6.

Areas to develop	How this affects learning
Planning which, through the use of assessment, takes account of previous skills, the pupils’ ages and abilities.	The setting of pupils for English, mathematics and science does not work well
Some lessons have slow pace and the teachers spend too long in explaining what has to be done rather than giving opportunities for the pupils to investigate and explore	Some pupils lose concentration and in a few lessons several boys become disruptive and the momentum of learning is lost.
The teachers’ expectations are not high enough. There is insufficient insistence on neat presentation and on pupils producing good quantities of work	Some pupils present their work untidily and this results in error
Marking is not linked well enough to	Pupils say that their targets are not clear

pupils' targets; teachers rarely provide written guidance on how the pupils might improve	to them
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HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

18. The curriculum is broad, balanced and of satisfactory quality. All subjects of the National Curriculum and religious education are taught. The introduction of national guidelines has improved provision for ICT since the previous inspection. There are some weaknesses; computers are not used frequently enough to support learning across the curriculum. History and geography are not taught regularly enough in the juniors, which hinders the consistent development of skills, knowledge and understanding in these subjects. The curriculum in the reception classes is excellent and prepares the children very well for the next stage of their education. The curriculum in Years 1 and 2 is good.
19. In the main, the headteacher and subject leaders monitor the curriculum effectively and this makes a significant contribution to promoting successful learning, particularly in music, art and design and physical education.

The main strengths	The impact on teaching and learning
<ul style="list-style-type: none"> • Good policies and schemes of work support teaching and learning • Skills, knowledge and understanding are developed consistently in almost all subjects • Subject leaders offer good support to staff and in some subjects provide additional training • There is good use made of time across the school • The national strategies for literacy and numeracy have been implemented effectively • Specialist teaching in music and some physical education in Years 4 and 6 impacts well on standards • Equal opportunities are provided for all pupils and good care is taken to include pupils of different ethnic backgrounds monitored across all subjects • There is a good range of extra-curricular activities including football, rugby, cricket, music, gardening and science • Outside speakers and visits to places of interest are planned into units of study; staff make good use of historic Warwick to support learning in the humanities 	<ul style="list-style-type: none"> • Planning supports teachers to meet the needs of different groups of pupils • Pupils' work usually offers appropriate levels of challenge and they become increasingly competent • The staff receive good quality guidance from subject leaders • Lessons begin and end promptly and pupils work productively • Pupils apply basic skills well across other subjects, for example they debate issues well in religious education • Pupils achieve well in music and physical education and are particularly good at dance • All pupils have access to the full range of curriculum activities and participate enthusiastically • Clubs are well attended and pupils develop a sense of pride in representing their school and in achieving well • Pupils recognise the contributions made by community members and their local environment to enrich their learning
Areas for improvement in the curriculum	
<ul style="list-style-type: none"> • There are too few opportunities for pupils to use computers in other subjects 	

- Providing a better balance of time in the teaching of history and geography.

20. The provision for pupils with special educational needs has improved much since the recent appointment of a co-ordinator and provision is now good.

Strengths in the provision	Areas for development
<ul style="list-style-type: none"> • The special educational needs co-ordinator has good specialist knowledge; she is committed to providing effective provision for pupils with special educational needs • Good links are established with parents • Early assessment takes place on entry to the reception class • Individual education plans are prepared with learning targets clearly established • There is an appropriate curriculum for pupils with special educational needs • Individual educational plans are prepared to support their learning in literacy, numeracy and behaviour management. • Regular assessments ensure that objectives are relevant • Specialist help is provided as necessary • The governors take a keen and well-informed interest 	<ul style="list-style-type: none"> • Further staff training in the use of individual education plans to plan lessons • The implementation of the draft policy to identify pupils who are gifted and talented

21. The provision made for pupils at an early stage of their acquisition of English is unsatisfactory.

Support for pupils with English as an additional language is not sharply focussed and is not having sufficient impact because
<ul style="list-style-type: none"> • Formal systems for establishing priorities for language support are not in place • Targets for improvement are too general and do not have end dates so that success can be evaluated • Specialist teaching time is not used effectively to help the most needy pupils nor to provide guidance to teachers • Communication between the specialist and the class teacher is not good enough; consequently pupils are not prepared, or given the resources to access the language required for lessons

22. The school makes good provision for the spiritual, moral and social development of its pupils. Provision for cultural development is very good.

Learning opportunities in spiritual, moral, social and cultural development.
<p>Throughout the school pupils are encouraged to discuss issues relating to belief and personal attitudes to feelings and events. Religious education lessons for the older pupils generate high levels of discussion about pupils' response to major faiths. Pupils are taught to respect and value each other's beliefs. Several examples of good practice were observed when</p> <ul style="list-style-type: none"> • Three Sikh pupils shared their faiths with the Year 6 pupils; a high quality

discussion developed with sensitive, pertinent questions and well-informed answers on issues relating to personal beliefs

- Pupils are encouraged to express their appreciation of each other's performance in music lessons
- The youngest children are encouraged to empathise with the characters in their stories; when the "Jolly Postman" delivered a party invitation there were many suggestions about how the recipient would feel

The pupils are taught the difference between right and wrong and have a good understanding of the need for rules to promote an orderly community. The school fosters good moral and social development because

- The school council and individual classes are expected to draw up appropriate rewards and sanctions and codes of conduct
- Opportunities for discussion about moral and social issues are built into the timetable
- Pupils are expected to work and play together amicably and to respect each other's views and feelings
- Paired and group work, including "thinking partners" promote good social skills and the playground pals scheme, the house system and the school council make good contributions towards promoting pupils' personal and group responsibilities. Older pupils have many duties around the school
- There is a good range of extra-curricular activities and these and the residential annual residential visit for the oldest pupils provide good opportunities for pupils to socialise outside the school day
- The school actively supports local charities and the pupils are encouraged to select them each year. There are strong links with senior citizens.

Cultural development is very good because

- The provision for music is very good and pupils have many opportunities to sing and play instruments from a range of cultures
- The provision for art is good and pupils use a wide range of techniques and explore the styles of a range of artists from Europe and beyond
- The Warwick town planner visited the school to discuss environmental art and the pupils designed and made their own sculptures to improve the school
- Pupils are taught about different cultures through religious education, history, geography and literature and celebrate the festivals of major faiths
- The school uses many of the cultural establishments in the locality and participates in the Warwick and Leamington Arts Festival
- There is a wide range of visitors, including Nash Menghi, a local artist who worked with pupils on the Diwali celebrations
- Good provision is made for extra-curricular activities including Bhangra, steel bands, African Drumming and French
- Poetry is used as a means of expressing feeling; older pupils have written good quality poems on the theme of emotions
- Pupils from ethnic minorities are valued and regularly contribute to their peer's understanding of their own culture; the teacher who supports ethnic minorities in school ensures that cultural diversity is respected and valued

Areas for development

- Systems to make the assemblies special times with more focus on worship and reflection
- Further development of the house system to promote more contact between the infants and the juniors
- Improve the library provision, particularly in the juniors, to enable more opportunities for pupils to carry out independent research

23. The school provides good opportunities for pupils to take a full part in all aspects of school life. All pupils are valued and appreciated.

Other aspects of the curriculum

- All pupils, including those with special educational needs and with English as a second language, take part in all aspects of the curricular and extra-curricular activities
- The school has a good policy to promote race equality and it is used well to ensure that all are respected and valued
- The provision for personal, social and health education is good, led well by the police and supported by a building society, which sponsors the very good drugs resistance programme for Year 6.
- Links with the community are good and include visits to many places of interest in support of the curriculum
- The school benefits from the support of several local and national businesses
- There are good links with the two local secondary schools which promote a smooth transfer for the pupils at the age of eleven

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

24. Pupils are well cared for at this school. The staff and governors have a strong commitment to ensuring their welfare and the overall quality of care is better now than at the time of the last inspection. The school makes good provision to ensure the health, safety and protection of all pupils. There are no significant areas for development.

Strengths in the provision

- Good procedures ensure that the school is a safe and healthy environment and that pupils are well cared for
- The statutory requirement for risk assessment is fully met
- Provision for first aid is good and pupils are supervised very well during the mid-day break
The school follows recognised guidelines for child protection and staff have a good awareness of this aspect of care
- Pupils learn about personal safety and hygiene through their personal, social and health education lessons as well as in science, design and technology and physical education
- Year 6 participate in an external programme to learn how to resist drugs and violence
- Pupils are taught how to use resources safely
- The school is very clean, warm and welcoming

25. The school monitors and supports pupils' behaviour, personal, social and emotional development effectively and provides a good level of personal support and guidance. The good relationships between pupils and their teachers contribute effectively to the monitoring and promotion of individual personal development

Strengths in the provision	Areas for development
<ul style="list-style-type: none"> • Systems for monitoring attendance and tracking absence are rigorous and effective • Registration complies with legal requirements • There are good procedures for encouraging good behaviour and staff apply these consistently • Good systems record pupils' good behaviour as well as any persistent poor behaviour • Bullying, racist or any form of anti-social behaviour is not tolerated and pupils and parents trust the school to deal with any such incidents quickly and effectively • Because the school council has been instrumental in formulating the new system of rewards, pupils are well motivated to improve and maintain good standards of behaviour and they enjoy the celebration of their achievements during assemblies 	<p>Develop formal systems to record and monitor pupils' overall personal development as they move through the school</p>

26. A particular strength in the school's provision of personal support and guidance for pupils is the consistency with which all members of staff apply the procedures. Pupils say that all staff are very fair and they clearly understand the need for discipline in classes and around the school. Because of the pupils' involvement in drawing up the class and school rules and developing the incremental systems of reward, they know what is expected of them and they try hard to achieve the higher awards. Several pupils commented that they feel that behaviour has improved as a result of their implementation. Parents understand the importance of regular attendance and co-operate well with the school in notifying reasons for absence at an early stage. As a result, attendance throughout the school is very good.

27. The school has a wide range of assessment structures. However, some of the data is stored inappropriately so teachers cannot easily identify pupils' strengths and weaknesses. Hence lessons are not always pitched at the correct level. In some subjects, notably English there is no clear school based system for recording assessment information. Teachers, particularly in the Years 3 to 6 are not able to check whether reading skills are developing appropriately. Assessment and analysis of progress are very good in the Foundation Stage; in the rest of the school the systems are often cumbersome and inefficient.

Assessment and its use	Areas for development
<ul style="list-style-type: none"> • Foundation Stage teachers are making very good use of assessment to chart progress in relation to the early learning goals; they make very good use of this information so the teaching programme is very well planned and highly relevant • Assessment information is used well 	<ul style="list-style-type: none"> • Improving the organisation and accessibility of pupils' records • Target setting is not tightly focussed so pupils do not have small meaningful goals to work towards • Teachers lack confidence in the system and assessment

<p>in Year 1</p> <ul style="list-style-type: none"> • The school has established clear guidance for marking • The school is making good use of test information to track broad progress of year groups in English and mathematics • Gender differences and the progress of different groups of pupils including bilingual pupils and those with special educational needs are also evaluated • Bilingual pupils are thoroughly assessed 	<p>information is not always regarded as reliable</p> <ul style="list-style-type: none"> • There has been insufficient moderation of pupils' work to help teachers achieve consistency when measuring standards • The analysis of test information to identify strengths and weaknesses in most subjects is unsatisfactory; there are particular weaknesses in science
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HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

28. The school has a very good relationship with parents and the quality of this partnership contributes very well to the life of the school and the progress the children make. The quality of the partnership with parents has improved since the last inspection. Those parents who expressed a view prior to and during the inspection are very pleased with all aspects of school life. They support the values promoted by the school and feel welcome and valued as partners in their children's education. They consider that their children are happy and are confident that the school takes good care of them. They are pleased with the good standards of behaviour in the school and the ease of access to the headteacher and class teachers. A few parents would like more information about their children's progress and the school has already taken steps to provide parents with details about the targets which the children are working towards.

How the school promotes effective links	The impact on parental involvement
<ul style="list-style-type: none"> • The quality of the information provided for parents about the school is comprehensive and practical • Whenever necessary, the school endeavours to provide interpreters and translations for those parents who are not fluent in English • The pupils' annual progress reports are very good because they give a clear indication of how well the child is doing and identify targets for improvement • Consultation evenings are well attended and provide good information for parents about their children's strengths and weaknesses • Parents of pupils with special educational needs are invited to be fully involved in the decision making process 	<ul style="list-style-type: none"> • New parents have a clear idea about the school's procedures and how their children will be taught • Parents of pupils with English as a second language have good opportunities to be involved in their children's progress • The annual reports give parents a clear idea of the progress their children have made during the year • Consultation evenings promote good relationships between parents and teachers which encourages a good level of communication • Parents of pupils with special educational needs contribute to the ongoing progress of their children

<ul style="list-style-type: none"> • There are very good induction procedures for parents and children joining the reception classes • Regular, well presented newsletters are provided and curriculum information is sent to parents each term • The homework policy is reviewed each year with parents • Parents are encouraged to help in school and this help is valued by staff • Parents are consulted about developments in the school through questionnaires and the Parents' Forum 	<ul style="list-style-type: none"> • Parents have confidence in the school and trust the staff to take care of their small children • Parents can more readily participate in school activities and to understand how to help their children at home • Parents are clear about the school's expectations of the work that children are asked to do at home • Several parents help in classes and many support the curricular and education visits • Parents and parent governors have a major input into the decision making process of the governing body and in the day-to-day life of the school
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29. Because the school places a high value on parental involvement, many opportunities are provided for parents to take a full part in their children's education. Parents' response to these opportunities is very good and their impact on the work of the school is very positive. The highly successful parents' organisation raises substantial funds and promotes communication between staff and parents on a social and informal level. The funds have most recently been used to create the delightful outside play area for the reception classes and up-grading the play equipment for the infants is the next project. Smaller amounts are used to provide little extras for the children and to subsidise trips. The tremendous interest and involvement of parents was epitomised by the large numbers who attended the achievement assembly and the wonderful Christmas performance by reception, Year 1 and Year 2 children during the week of the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED

30. Leadership and management are now good and beginning to have a positive impact on teaching, learning and pupils' progress. The recently appointed headteacher has made a significant contribution to improving the quality of education at the school through her determined and very good leadership. Until recently, little headway had been made in tackling the issues raised in the previous inspection report but recent staff changes, a strong commitment to improvement and much better subject leadership have set the school on course for rapid development. The leadership and management of the school had been largely unsuccessful in raising standards since the previous inspection but new initiatives, linked to effective performance management and staff training, are beginning to make an impact. Given the pupils' average attainment on admission to the school, their above average socio-economic circumstances and now mostly satisfactory progress and improving standards the school provides satisfactory value for money.

31. The headteacher values the staff, expects much of them and has their full backing and support. There is a good sense of teamwork.

Key strengths of the school's leadership	The impact on morale and school development
<ul style="list-style-type: none"> • The headteacher has a very clear understanding of the school's strengths and areas for development • Difficulties caused through long term absence and the high turnover of staff have been managed very well to minimise disruption • The school's aims and values are clear and linked to pupils' academic performance and well being • There has been a good review of the curriculum to establish priorities and responsibilities within a sensible timescale 	<ul style="list-style-type: none"> • Staff now share a common vision, show determination in raising standards and are committed to improving the quality of teaching • Staff are clear about their roles and responsibilities; there is a good programme to support newly qualified staff others new to the school • Behaviour, attendance and pastoral care are managed well and staff are consistent in dealing with the pupils • Subject leaders are now clear about needs to be done and there is a planned programme to raise standards

32. The school is managed well and administrative systems work effectively.

Particular successes in the management of the school
<ul style="list-style-type: none"> • The parents express much confidence in the work of the school and remarked on improved access to the headteacher and staff • There has been good improvement in the management of the provision for pupils with special educational needs and this has resulted in more effective provision and teaching of these pupils • Office staff have clearly defined roles and operate systems efficiently thereby freeing time for the staff to focus on pupils' learning; they make very good use of technology to support the school's administration • Financial systems are well organised and good track is kept of spending • The school takes due account of best value when purchasing supplies and services • Good account is taken of parents' and pupils views and this has led to increased parental confidence and numbers attending the school • The school has responded well to the recommendations in the most recent audit report and financial control is robust • There has been an audit of the school's resources and there is now a planned programme of replacement and development • The school makes good use of the funds available and spends specific grants according to their purpose

33. The governors give good support to the school and have been particularly effective in making successful appointments of new staff during a time of high turnover. They fulfil their statutory responsibilities effectively.

How the governors impact on school life

- Governors regularly visit the school and take a keen interest – they have sampled the views of parents and pupils to guide them on future developments; a good illustration of their response has been in the recent refurbishment of the toilets
- There is an effective committee structure and meetings are well attended
- Governors take their responsibilities for literacy, numeracy and special educational needs seriously and have begun to monitor the school's work in these areas; this has been particularly effective in improving the provision for pupils with special educational needs
- The finance committee monitor the school's finances effectively; governors have a good understanding of the school's finances

34. The school benefits from good accommodation and the site is well cared for and stimulating. There are excellent resources for children in the reception classes and this provision helps them to thrive. The school makes good use of specialist rooms for ICT, music, art and design and technology. Resources are adequate and mostly of good quality. The library has a limited number of books to support the development of pupils' research skills.
35. In spite of a high turnover of staff the school has little difficulty in recruiting teachers although three are on temporary contracts. Staff benefit from good training and subject leaders have been allocated budgets for resources and training. Administrative staff are very effective and the caretaker and cleaners are very successful in maintaining high standards of cleanliness. The staff say that they feel valued.
36. Although much has been achieved in a short time there remain some issues for improvement in the leadership and management of the school, most importantly in raising pupils' achievement in Years 3 to 6.

Areas to develop in management

- Although the school development is well focused it has only relatively short term objectives
- High turnover of staff has meant that the role of the senior management team has not been clearly defined
- Governors do not take a full enough part in monitoring the school's plans and the curriculum
- The management of the specialist provision for pupils with English as an additional language is unsatisfactory as roles and responsibilities are not clearly defined

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

37. In order to build upon the recent improvements at the school and accelerate the rate of pupils' progress particularly in English, mathematics and science in Years 3 to 6 the headteacher, staff and governors should;

*In English

- Ensure more effective and challenging teaching, which takes proper account of pupils' previous learning
- Provide more opportunities for writing at length and in a wider range of subjects
- Extend pupils' library and research skills

(Paragraphs 4, 5, 12, 17, 22, 34, 48 – 51, 58)

*In mathematics

- Ensure that pupils are taught at the correct level and that there is sufficient challenge
- Improve the way in which pupils are taught in sets by ability
- Extend opportunities for pupils to use and apply their mathematical skills purposefully in the other subjects of the curriculum

(Paragraphs 4, 5, 12, 17, 52 - 55)

*In science

- Increase the pace of lessons and teachers' expectations of pupils' performance
- Improve the continuity of learning between Years 2 and 3
- Provide a better match of work particularly in Years 3 and 4
- Provide more opportunities for pupils to investigate and experiment
- Ensuring that pupils have sufficient time to record of their work

(Paragraphs 4, 5, 17, 56 - 58)

*Improve standards in information and communication technology in Years 1 and 2 and increase the use of computers to support the pupils' work in some other subjects (Paragraphs 18,19, 54, 57, 71 – 74, 77)

*Improve teaching in Years 3 to 6 by:

- Making better use of assessment to plan challenging work
- Setting sharply focused targets for pupils
- Increasing the pace of some lessons

(Paragraphs 3, 12, 17, 21, 49, 50, 54, 56, 63, 69)

Make better provision for pupils who are at an early stage of English language acquisition (Paragraphs 15, 21, 36, 39, 43)

OTHER ISSUES TO BE CONSIDERED BY THE SCHOOL

*Increasing the part that governors play in long term school development planning (Paragraphs 33, 36)

Providing a better balance of opportunities for the pupils to develop their historical and geographical knowledge and understanding (Paragraph 19)

***The school has identified these issues in its development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	10	25	17	3	0	0
Percentage	10	16	41	28	5	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 just less than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	371
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	28	26	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	26	28
	Girls	21	24	24
	Total	46	50	52
Percentage of pupils at NC level 2 or above	School	85 (92)	93 (94)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	23	24	23
	Total	49	51	51
Percentage of pupils at NC level 2 or above	School	91 (92)	94 (100)	94 (96)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	31	16	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	26
	Girls	15	12	16
	Total	33	33	42
Percentage of pupils at NC level 4 or above	School	70 (77)	70 (68)	89 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	25
	Girls	15	15	16
	Total	31	37	41
Percentage of pupils at NC level 4 or above	School	66 (75)	79 (75)	87 (83)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	319	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	63	0	0
Mixed – any other mixed background	21	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	4	0	0
Any other ethnic group	9	0	0
No ethnic group recorded	0	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)	14.9
Number of pupils per qualified teacher	24.9
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	141

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	702,868
Total expenditure	711,162
Expenditure per pupil	1,954
Balance brought forward from previous year	22,586
Balance carried forward to next year	14,292

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	10
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	371
Number of questionnaires returned	194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	2	0	0
My child is making good progress in school.	44	48	4	0	4
Behaviour in the school is good.	43	50	3	2	3
My child gets the right amount of work to do at home.	37	49	8	1	5
The teaching is good.	52	43	3	0	2
I am kept well informed about how my child is getting on.	35	43	15	3	4
I would feel comfortable about approaching the school with questions or a problem.	69	25	5	0	2
The school expects my child to work hard and achieve his or her best.	56	41	2	0	2
The school works closely with parents.	42	44	8	2	4
The school is well led and managed.	73	24	2	0	1
The school is helping my child become mature and responsible.	56	40	2	0	2
The school provides an interesting range of activities outside lessons.	47	32	6	3	12

Other issues raised by parents

Parents spoke highly of the school's work and expressed much confidence in the new headteacher and staff. They raised no concerns about the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

38. Children’s enter the two reception classes in the year that they become five. Their entry is staggered over the first half of the autumn term. Almost all children have had some nursery or playgroup experience before starting school. The high quality reception environment is welcoming and exciting and the children settle in very well. The provision and teaching in the Foundation Stage have improved substantially since the previous inspection.
39. Attainment on admission is generally average. The excellent provision in the reception classes results in very effective learning so that, after three months in school, the children’s achievements are above average for their age in all the areas of learning. By the end of the reception year almost all children achieve the early learning goals in all areas of learning and are working well within the first stages of the National Curriculum. Their achievements are high in some aspects of the curriculum. Their musical prowess is two years in advance of their age and their skills in physical education are well above average. Children with special educational needs make very good progress because the teachers match the work to their needs. Several bilingual children make excellent progress and achieve very well. A child with little English makes satisfactory progress because of the excellent class teaching, but he does not have appropriate specialist support to enable him to systematically acquire the skills he needs.
40. The teaching in both reception classes is excellent. During the inspection, excellent teaching was seen in lessons focussing on communication, language and literacy, mathematical development, physical development and creative development.

Key successes in the teaching	The impact on children’s learning
<ul style="list-style-type: none"> • Excellent organisation with activities clearly designed to focus on what children need to learn • High expectations, particularly in the way children carry out their responsibilities and relate to their classmates • Very clear, direct teaching to the classes, groups and individual children • Each child is given clear personal targets to help him or her to improve and all adults refer to these targets when working with the children • Excellent relationships between the teachers, teaching assistants and the children • The teachers’ knowledge of the Foundation Stage curriculum and the needs of individual children, based on assessment of their 	<ul style="list-style-type: none"> • Children are actively engaged in learning throughout the day • Children behave very well, organise their activities responsibly and join in with cooperative activities, often helping each other • Children learn very well and make rapid progress • Because the focus of the teaching is directly matched to individual needs, children learn exactly what they need to enable them to improve • Children respect their teachers and each other and their learning is enjoyable and valued • The children enjoy a rich curriculum • They are very well prepared for working within the National Curriculum in Year 1 • Children are very eager to learn

learning so far, is excellent	
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41. The teachers intend to fine-tune their written planning to ensure that this excellent provision is available for future years and to ensure that standards are maintained should there be any changes in the teaching staff.

Personal, emotional and social development

42. The teachers and other adults are diligent in developing the children’s personal and social skills and sensitively guide the children towards an understanding of the needs of others and their own role in the school and class communities. They expect the children to be responsible for their own actions and to persevere with their tasks. The excellent balance between teacher directed and child initiated activities ensures that the children are taught the skills they need while having plenty of personal choice.

Children’s successes	The outcomes of these achievements
<ul style="list-style-type: none"> • Children have empathy with the feelings of others and respond appropriately • Children are aware of the consequences of their actions and work together harmoniously, caring for each other • Children are confident when trying new activities and when speaking to the class • Children select their activities and materials independently and almost all change for physical education without help • Almost all children maintain concentration very well 	<ul style="list-style-type: none"> • Children interpret the feelings of the postman in their story with words and facial expressions • Children making Christmas crackers share materials and help each other to cut and stick by holding things securely • When learning to use money, children become shopkeeper, postmaster and café proprietor and customer with confidence • They happily sing solos and answer questions • Children apply their learning showing a good understanding of the properties of the materials they use when making models or designing houses • Children practise writing their names or numbers, pick up small objects with tongs or use simple programs on the computer for many minutes, improving their skills

Communication, language and literacy

43. Children enjoy looking at books and using writing tools. Teachers take every opportunity to extend the children’s speaking and listening skills and the themes included in the literacy lessons are echoed in the carefully planned activities available throughout the day. The teaching is excellent. The teachers’ enthusiasm for language and vocabulary, including the technical vocabulary related to different aspects of learning, motivates the children to improve their skills. The sounds that letters make, handwriting and reading are taught meticulously. Small group work and individual teaching ensures that each child’s needs are met. Because of this, children with special educational needs make very good progress and work alongside their peers with confidence. Children with English as an additional language improve their skills rapidly and many are already fully bilingual. The teachers provide as much support as they can within the constraints of the curriculum for a child with little English language. The specialist support does not provide a structured programme to enable him to make more than satisfactory progress overall.

Children’s successes	Why children achieve well
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<ul style="list-style-type: none"> • Children are very good at listening to stories, predicting the outcomes, offering opinions and empathising with the characters • Children use a wide vocabulary that includes technical words associated with mathematics, knowledge and understanding of the world, creative and physical aspects of their learning • The majority of the children know the sounds that many letters make and almost all identify words that begin with these sounds. • Many children already read a range of simple words and almost all read their own names • Children enjoy writing and strive to improve, often choosing to write independently. • Almost all children form letters well • They make rapid progress so that by the time they leave the reception classes they write extended, well-formed passages 	<ul style="list-style-type: none"> • Children are encouraged to contribute to the story reading sessions • The teachers read and tell stories very well and the children listen avidly • The stories are extended through role-play. A “Jolly Postman” delivers the Christmas mail with authority having stamped and sorted the mail. • Children are encouraged to interpret the music they hear and translate their reactions to marks on paper, varying size, shape and the pressure of the crayon in response to the changes in the music • Clear, well-structured teaching backed up within the activity areas • Each child reads to both the teacher and a teaching assistant every week • Good reading diaries that contain targets for the children’s learning • Books are always available and parents share books with their children regularly • The classrooms have lots of labels and lists to read • Writing tasks that reflect the children’s range of abilities so that they make good progress • Teachers model letter formation carefully and have high expectations of the children’s skills • Role-play situations that involve lists, story writing, letter writing, captions and notes. Children write down orders in the café and addresses on their Christmas cards
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Mathematical development

44. The teaching to develop mathematical skills is excellent. The lessons progress at a rapid pace and contain a variety of activities that build on the previous learning. The children enjoy them because they are fun, all are included and each child’s answer is valued. The activities are planned with a specific purpose that reinforces and extends mathematical understanding and skills. The teaching assistants and volunteer helpers are given written information about what each child needs to learn and the vocabulary that will reinforce the lesson. They make notes on the outcomes so that the teachers know how well the children have achieved and what needs to be done next.

Children’s successes	Examples of children’s skills
<ul style="list-style-type: none"> • Children recognise numerals from 1 to 9 and many read two-digit numerals accurately • They are adding 1 or 2 to numbers less than 10 and many subtract accurately • All find different ways of solving problems 	<ul style="list-style-type: none"> • Children find the numerals from “fans” of numbers and add one more. Higher attaining pupils find two-digit numbers and accurately add 1. • They select or reject building materials to perfect their models and select regular flat shapes on the computer to construct pictures

<ul style="list-style-type: none"> • Children use vocabulary relating to shape and size accurately and compare objects showing a good understanding of similarities and differences • They sort objects using their own criteria and explain what they have done 	<ul style="list-style-type: none"> • Children name the shapes they pick out of a tray of pasta or sand using tongs and sort them into sets. They discuss the properties, for example, those that will roll or have three sides • In one lesson a child sorted random coins by the materials they are made of and swiftly overcame the problem of the £2 coin by creating a third set.
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Knowledge and understanding of the world

45. The teachers provide a stimulating environment both inside and outside the classroom and everything is planned to provide purposeful experiences that extend learning. Children build on their personal pre-school experiences and make very good progress because of the excellent provision and clear, relevant class teaching. Their very good social skills enable them to share learning and experiences and good communication skills make discussions lively and relevant. Children with special educational needs benefit from the excellent inclusion in all activities and children with English as an additional language bring their own experiences to enrich the learning. The teacher who supports children from ethnic minorities is committed to ensuring that individual cultural differences are respected as children learn.

Children's successes	Why children achieve well
<ul style="list-style-type: none"> • Children use the computers skilfully. They control the mouse accurately and create pictures changing the colour and type of marks they make. They delete, refine and print their work. They select the program they want to use • Children use their knowledge of materials and tools to design and make models and pictures • They understand the roles of adults in the community and accurately imitate them through role-play • They talk about their homes and families and understand that things happened before they were born, "in the olden days" • Children have a good understanding of significant events at home and in school and understand some of the needs of very young and the old. • They are beginning to understand plans and routes, and discuss their journey to school 	<ul style="list-style-type: none"> • Children have access to the computers every day and the teachers ensure that each child uses them during the week. Weekly lessons in the computer suite provide effect focused teaching of the skills children need • Children have many opportunities to handle and select natural and man-made materials and to experiment to find, for example, the best way to join materials • Children have continuous access to research materials such as books and pictures and to theme areas that reflect the learning for the week • Teachers encourage the children to talk about their activities so they learn form each other • Excellent use of the inside environment and the two outside areas that stimulates learning

Physical development

46. Children have good control over small objects and are very careful when manipulating tools. Their prowess in physical education, including awareness of space, the quality

of movement and mastery of skills such as rolling, jumping and skipping, is well above average.

Children's successes	Why children achieve well
<ul style="list-style-type: none"> • The children move with complete confidence, maintain their space when moving in different directions and in different ways and are very mindful of each other's needs • Children vary pace, direction and style when moving using their imaginations to the full to explore different movements • They are very aware of safety issues. They explain how to keep healthy and are impeccable in their implementation of the safety rules in physical education lessons and when using the climbing frame or wheeled toys. • Children cut out accurately and select and handle tools with care. • They expect to work without adult support and rarely ask for help, often persevering with their tasks for extended periods 	<ul style="list-style-type: none"> • There are very well established routines for all the areas the children use and the children respond to the teachers' expectations that these will be followed • Teachers have very high expectations of their children's abilities • Teachers' subject knowledge is very good and new skills are taught very well • Children have daily access to climbing, steering and other apparatus as well as small equipment inside and outside the classrooms • All adults expect the children to manage as much as possible for themselves and provide the environment for them to do so

Creative development

47. The children's skills in exploring materials, creating imaginative artwork and role-play, responding to experiences and expressing ideas are above average for their age. Their musical prowess is high.

Children's successes	Why children achieve well
<ul style="list-style-type: none"> • Children handle pencils and crayons, brushes, scissors and other tools with impressive skill and their work is of a good quality • Children eagerly offer asides to the stories they hear, often suggesting alternative outcomes or advising characters on the actions to take • The role-play is of a high standard and most children show absolute empathy with the characters • Children "read" pictures from books creating complete stories with feasible endings • The children's expertise in singing, adjusting rhythm, dynamics and pace and response to recorded music is very high and similar to that expected of much older pupils 	<ul style="list-style-type: none"> • Children are taught the skills they need for their tasks but are expected to apply them in their own way. • There is always a range of materials available for children to use • Teaching assistants echo the teachers' methods, and adults' expectations are consistent • Children's good social skills enable them to create cooperatively • The music teaching is excellent and the teacher generates real enjoyment for both performing and responding to music • Children are encouraged to sing on their own and everyone appreciates their response; more reticent children, particularly those from minority cultures, are given time to participate and take their lead from their peers

ENGLISH

48. The quality of provision for English is now satisfactory. Inspection evidence shows that standards in English are average for pupils at the end of Year 6 and above average for Year 2 pupils. Based on their prior attainment pupils' standards are insufficiently high at the end of Year 6. Over the past two years there has been a dip in national test results for Year 6 pupils, and also in the last reporting year for Year 2 pupils. There is a significant difference between the performance of girls and boys in national tests in Year 6 with girls achieving higher standards. The variations between inspection evidence and national tests results are partly due to pupil mobility and fluctuations in the numbers of pupils with special educational needs. Improved teaching and staff changes as well as good subject leadership are contributing significantly to improved standards.

Pupils' successes

- Speaking and listening is above average throughout school; pupils express their ideas competently and listen attentively to the opinions of others; Year 6 pupils are articulate and have a good command of vocabulary using technical words appropriately
- By the end of Year 2 pupils' reading standards are above average as pupils build words successfully;
- Almost half of the Year 2 pupils are about a year ahead for their age in reading; they have a good knowledge of traditional tales, describe favourite characters in fairy stories
- By the end of Year 6 reading is average; pupils have a satisfactory knowledge of children's classics and the more able read avidly and for pleasure
- Standards in writing are average by the end of Years 2 and 6; more able pupils write imaginatively using descriptive and thoughtful vocabulary;
- Year 2 pupils consider the needs of the reader, as they write stories making use of a cursive script, forming letters with growing consistency
- Year 6 pupils write well and for a range of audiences, giving good consideration to the structure of their writing and choosing words effectively to enhance and enrich the meaning of their texts.

49. Pupils in Years 1 and 2 make good progress. Progress is uneven and inconsistent in Years 3 to 6. There is a dip in standards in Years 3 and 4 as teaching in some classes is not sufficiently demanding. Pupils with special educational needs make good progress because of effective support. Bi-lingual pupils progress well but those at an early stage of English acquisition make unsatisfactory progress. Speaking and listening skills are taught effectively throughout the school and pupils make good progress in learning how to debate and discuss complex issues in a variety of situations.

Reasons why progress is unsatisfactory and standards are not high enough in reading and writing in Years 3 to 6

- Opportunities for writing at length are insufficient
- There is a lack of challenge for pupils of average ability
- Opportunities to use writing skills in other subjects are too limited
- Library and research skills are underdeveloped for most pupils
- Assessment is not used to set challenging work based on pupils' previous learning

50. Overall the quality of teaching is satisfactory, and good in Years 1 and 2. Some very good and excellent lessons were observed in Years 1, 2 and 6.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Good teaching of basic skills in Years 1 and 2 • Speaking and listening skills are developed in drama, mime and discussion • Pupils work hard and have positive attitudes to their learning • Pupils have opportunities to write in a range of styles • Activities to enrich the curriculum, such as a pantomime visit are used as a focus for learning • Pupils with special educational needs are supported effectively • Teachers manage pupils' behaviour well 	<ul style="list-style-type: none"> • Use of assessment in planning lessons, tracking pupils' progress and measuring standards achieved • A consistent approach to marking • Use of learning targets in reading and writing • A consistent approach to measuring pupils' progress in reading.

51. A new subject leader was appointed earlier this year and the subject is now being led and managed effectively. Test results are analysed and teaching and learning is monitored in order to identify strengths and weaknesses in pupils' performance. Appropriate actions are planned to raise standards. Resources have been improved although more library books are needed especially for pupils in Years 3 to 6.

MATHEMATICS

52. Over the past three years test results at the end of Year 2 have been well above average. Year 6 national test results have been average but are not high enough. Since the last inspection test results at the end of Year 2 have risen and in Year 6 have remained static. However, based on previous performance Year 6 pupils are achieving satisfactorily. The variation between these two year groups can be attributed to several causes including cohort variation, ineffective setting by ability and some weaknesses in the teaching.
53. Pupils in Years 1 and 2 and more able pupils in Year 6 class make good progress. Pupils with special educational needs make generally satisfactory progress in mathematics as they are given work that links well with their individual education plans. There is no significant difference in the performance of boys and girls. Some pupils who are at an early stage of English struggle in mathematics lessons because they are not set tasks that match their level of English. However, overall, bilingual pupils do well. The quality of provision for mathematics, due to confident teaching and enthusiastic learning and good leadership, is satisfactory and improving. The trend in attainment has exceeded the national improving trend in Year 2 and is broadly in line with the national trend in Year 6. Inspection evidence shows that standards at the end of Year 2 are above average and average at the end of Year 6. Progress is inconsistent between year groups and there is a dip in performance in Year 3 and the average and lower sets in Years 5 and 6. However, for Year 5 and 6 pupils, in the upper sets, work is challenging and most pupils are achieving above average standards.

Pupils' successes	Areas to develop
<ul style="list-style-type: none"> • Pupils at the end of Year 2 achieve well above average levels in number, measures and shape and space and apply their learning effectively in 	<ul style="list-style-type: none"> • Work for high attainers in Year 2 and low attainers in Year 1 is not always demanding enough. The lower attainers are capable of

<p>calculating problems such as estimating postage costs according to the weight of letters</p> <ul style="list-style-type: none"> • Year 2 pupils add and take away 10 from any two digit numbers and use a range of mental strategies including doubling and halving to add and takeaway • They have an appropriate knowledge of multiplication facts • Most are competent in using simple fractions • By the end of Year 6 pupils in the upper two sets use all their basic computational skills confidently • They are competent problem solvers and calculate accurately using decimals • Older pupils measure angles accurately and classify shapes correctly 	<p>doing similar addition work to the rest of the class</p> <ul style="list-style-type: none"> • Setting arrangements in the upper school are offering challenge to the most able but not for some average and below average pupils • Pupils do not use and apply their mathematics purposefully in the other subjects of the curriculum
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54. Teaching and learning are now good overall. There is good teaching in Years 1 and 2 and the upper sets for Years 5 and 6. In Year 3 there was some unsatisfactory teaching. Nearly all staff have received an additional three days training.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • There is a lively approach to teaching with good use of simple resources including counting sticks, hundred squares and number lines • Most teachers have good subject knowledge and apply the National Numeracy Strategy purposefully • Learning objectives are discussed with pupils so they know what the lesson will be about. • Correct mathematical vocabulary is encouraged • Teachers manage their pupils very well so behaviour is good, discussion well focused and games playing is productive • Teachers mark the pupils' work correctly and in the top set there is also productive feedback • Planning is thorough and opportunities for assessment and personal development are identified 	<ul style="list-style-type: none"> • Pupils in Years 5 and 6 are not always receiving the National Numeracy Strategy programme appropriate for their year group. Some miss out aspects of the Year 5 programme, others do not access work for Year 6 • Teachers are not confident enough about using previous assessment information to identify what pupils can do; some lessons pitched too low, time is wasted and work is not challenging enough • Target setting is not tightly focussed so pupils do not have small meaningful goals to work towards • Some pupils who are at an early stage of English are not given sufficient guidance and preparation to enable them to understand lessons • Sessions at the end of lessons are not always focused enough • ICT is underused to support mathematics

55. The recently appointed subject leader is effective. She has monitored pupils' books and teachers' planning; consequently she is well informed about strengths and weaknesses in the subject. She is working hard to improve the rate of pupils' progress and raise standards by close analysis of pupils' responses in national tests.

As a result, she has produced comprehensive guidance for teachers to incorporate into daily mental work. She has not yet monitored teaching, the impact of the training and classroom practice across all classes in the school. Resources for teaching mathematics are good. Nearly all classrooms have good displays of mathematical information that support learning well.

SCIENCE

56. Standards are average by the end of Year 2 and below average by the end of Year 6. Pupils in Years 1 and 2 make good progress; however, the rate of progress slows Years 3 and 4. In Year 5 progress improves and this is beginning to impact on standards at the end of Year 6 but staff changes and some lack of challenge in the curriculum mean that in recent years fewer pupils than average have achieved the higher levels in national tests. The school is reviewing its arrangements for grouping pupils according to ability, as this is not working successfully. Standards have not improved since the previous inspection.

Strengths of the provision	Impact on teaching and learning
<ul style="list-style-type: none"> • School and national documents provide good guidance for staff • Good use is made of the Internet to research information and to meet the high interest level of pupils • There are good opportunities for discussion and the use of scientific language • The after school science club offers additional opportunities to extend learning • Educational visits to scientific centres add interest and excitement to the curriculum • Resources are of good quality 	<ul style="list-style-type: none"> • Planning supports effective teaching and learning strategies • Pupils access revision texts and challenges weekly to support learning and their general knowledge is very good • Pupils explain their work using scientific terms; discussion with other class members helps them to refine their judgments • Pupils enjoy attending the club and the chance to work with friends across the age range to share opinions and ideas • Pupils see scientists at work and develop an understanding of the contribution they make to the community • The good range of equipment supports learning and scientific investigations

57. The quality of teaching and learning varies between classes and is satisfactory overall.

Strengths of the teaching	Impact on learning
<ul style="list-style-type: none"> • There is good emphasis on discussion to promote understanding • Teachers in some classes encourage good quality recording of pupils' work • Teachers encourage pupils to use scientific language • Teachers recognise the value of pupils seeing scientists at work and having opportunities to share ideas • The quality of relationships is a 	<ul style="list-style-type: none"> • Good links with language reinforce learning and enable pupils to describe what they have learned • Where expectations are high the pupils take pride in their work and present their work neatly • Pupils use and understand scientific terms to describe their work • Active learning helps pupils to understand that working as a scientist may be an interesting occupation and an achievable aim • Most pupils have the confidence to ask

<p>strength in most classes</p> <ul style="list-style-type: none"> • Questioning techniques which focus upon the learning levels of pupils • Introductions to lessons are lively • Teachers in Years 1 and 2 ensure lessons include planned challenges for pupils of all abilities 	<p>questions if they do not understand</p> <ul style="list-style-type: none"> • Pupils confidently contribute answers which reflect their understanding • Pupils are well motivated, listen carefully and are interested in their learning • Activities meet individual needs to enable different ability groups to make good progress in these year groups
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<p>Areas for improvement</p> <ul style="list-style-type: none"> • Ensuring that pupils have sufficient time to record of their work • Establishing an agreed common format for investigative work across all year groups • Extending the use of ICT to support investigative work • Providing a better match of work particularly in Years 3 and 4 • Expecting more of pupils in Years 5 and 6 • Improve the continuity of learning between Years 2 and 3 to ensure that pupils continue to make good progress

58. The subject leader has a satisfactory understanding of the work done in science but much more rigour in monitoring teaching and learning is needed to ensure the effective and consistent development of skills, knowledge and understanding. Assessment is weak and not used well enough to guide planning. The school has a suitable range of resources and supporting materials although the range of books to support scientific research in the library is unsatisfactory.

ART AND DESIGN

59. The school makes good provision for art and design and achieves a good balance between the development of skills and techniques and providing opportunities for the pupils to express their ideas creatively. Standards are above average by the end of Years 2 and 6 and pupils make good progress. Pupils with special educational needs make good progress as staff have a good awareness of their needs. Pupils with English as an additional language make good progress as the teachers make effective use of the different backgrounds and cultural traditions of the pupils. Art and design contributes very well to pupils' cultural development and through very good observational work pupils learn to appreciate the wonders of the natural world. Boys and girls work well together and achieve similar standards. The school has maintained good standards since the previous inspection.

Pupils' successes by the end of Year 2

- They create effective posters using bold colours and captions for posters, making good use of their literacy skills
- Pupils appreciate art from other cultures in their intricate work on Mendhi patterns
- They show good skill in creating well proportioned self portraits
- Pupils work very well together in making collages and large pictures including angels to provide a backdrop for their Christmas production
- They use computers to draw and paint simple pictures and use their numeracy skills to make pictures of people and animals using geometric shapes
- Fabric and collage work is good

Pupils' successes by the end of Year 6

- Pupils have a good understanding of the work of famous artists working effectively in the style of Lowry to illustrate their history work on the Second World War
- They work well using pastels and paint to create detailed interpretations of patterns in small sections
- Pupils have good skills in making sculptures using fabrics, mouldable materials and recyclable; their work in clay is average
- Their very effective interpretations of the natural world in the style of Goldsworthy and Drury does much to enhance their understanding of the natural world
- Pattern work is very detailed and pupils work with much care to ensure that they achieve good symmetrical effects

60. The teaching and learning of art and design are good. Art is used well to enhance work in subjects such as history and religious education.

Strengths in teaching	Impact on learning
<ul style="list-style-type: none"> • Teachers have a clear understanding of the National Curriculum programmes of study and make effective use of the school's guidelines to provide an interesting and varied curriculum • There is a strong emphasis on the teaching of techniques such as using a viewfinder to pinpoint detail • Teachers use the work of famous artists to inspire the pupils • Planning is good and learning objectives are made very clear • Teachers encourage the pupils to be self-critical and to make constructive comments about their friends' work • There are satisfactory links with literacy and good opportunities for pupils to explore mathematical patterns creatively • The teaching of observational drawing is often very good and teachers expect 	<ul style="list-style-type: none"> • Pupils enjoy working with a wide variety of media and develop a good understanding of techniques and skills • Pupils' skills in brushwork, modelling and printing are good and they work with precision and accuracy • They produce well crafted work in the style of Lowry and Klee showing good attention to detail and colour • Pupils understand what is expected, work productively and with care • They work hard to improve and take on board ideas and suggestions willingly • They are careful in designing pictures and make effective use of repeated patterns to produce intricate work in pastel and paint • Pupils make good use of line, form and texture when drawing; they have a good awareness of perspective

<p>much of the pupils in replicating objects accurately</p> <ul style="list-style-type: none"> • Teachers include good opportunities for pupils to work in three-dimensions work in their plans and encourage pupils to be aware of art around them through their studies of the locality • Teachers manage behaviour very well and pupils are encouraged, through praise and rewards, to be attentive and well motivated in lessons; • Some teachers make good use of computers to support their teaching 	<ul style="list-style-type: none"> • Year 4 pupils produce very good sculptures using a variety of mouldable and recyclable materials; this work is used to promote pupils' awareness of the contribution of art in the community • Encouraging pupils to use literacy skills more widely in finding out about famous pictures and artists and to record their work. • Pupils in Year 5 search the Internet to find out about still life drawings
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<p>Areas to develop in the teaching of art and design</p> <ul style="list-style-type: none"> • Extending the use of computers in lessons • Improving assessment and recording of pupils' progress
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61. The subject leader has a good understanding of the strengths in the subject and is supportive of her colleagues in guiding them in how to develop pupils' skills and techniques. The school makes good use of national guidelines, and regular monitoring of planning ensures that there is consistency between year groups. The school has a suitable range of resources and supporting materials, including prints and books. There is no system for assessing pupils' performance and progress.

DESIGN AND TECHNOLOGY

62. The school's provision for design and technology is good and most pupils make good progress. Pupils with English as an additional language participate fully in lessons and are carefully guided through the processes so that they make good progress. Pupils with special educational needs also achieve well and make good progress as they receive appropriate support. By the end of Years 2 and 6 the standards achieved by boys and girls are average. The school has maintained these standards since the previous inspection.

<p>Pupils' successes by the end of Year 2</p> <ul style="list-style-type: none"> • They work with a variety of tools and materials which they use carefully • Pupils carefully follow instructions, listen well to guidance by the teachers and show tenacity when making models • Their model cars for <i>Barnaby Bear</i> and his luggage show a good understanding of design and the effective use of recyclable materials • Pupils successfully combine their knowledge of music and design and technology to make simple musical instruments which they decorate well • They have a good understanding of health and hygiene, promoted well through their food technology lessons; pupils make a range of foods and follow recipes making good use of their literacy skills
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Pupils' successes by the end of Year 6
<ul style="list-style-type: none"> • Pupils make effective use of a variety of materials, skills and techniques to create functional and robust models such as shelters to withstand different weather conditions • They carefully analyse the needs of different people when making slippers and use a good range of techniques for fastening uppers and soles using simple stitches and glues • Through links with their work in history they make mini siege machines applying their knowledge of forces well • In food technology, they devise sandwiches and through studying different packaging they make suitable bags to hold their sandwiches

63. The teaching and learning of design and technology vary between unsatisfactory and good and are satisfactory overall.

Strengths in teaching	Impact on learning
<ul style="list-style-type: none"> • Lessons are planned well to include opportunities for the pupils to use different tools and techniques • Teachers carefully explain the processes of designing, making and evaluating • Good use is made of support staff to help pupils with special educational needs • Good links are made with history, geography and mathematics • Teachers encourage pupils to write succinct and correctly sequenced instructions • Many topics require the pupils to collaborate and to share ideas as well as to assess ways in which their work might be improved • Teachers manage behaviour well; they make good use of praise • Most teachers have secure subject knowledge 	<ul style="list-style-type: none"> • Pupils practise and refine their skills and apply what they have learned to model making • They consider carefully the purpose their designs and sensibly discuss ways of improving their designs • The pupils with special educational needs work well and carry out instructions effectively • Pupils measure accurately and gain insight into how technology has influenced different societies • Pupils use their literacy skills including note-taking and the use of technical vocabulary to good effect • Pupils co-operate well and develop confidence in criticising one another's work and in finding ways to improve • Pupils listen attentively and work hard • Learning is made interesting

Areas to develop in the teaching of design and technology
<ul style="list-style-type: none"> • Improving the pace in some lessons • Providing more opportunities for pupils to make decisions and choices in their work • Extending the use of computers in lessons

64. The subject leaders has a clear understanding of the National Curriculum programmes of study and makes good use of national guidelines to support her

colleagues in providing a well-balanced approach to developing pupils' skills, knowledge and understanding in design and technology. There is appropriate monitoring and support for teaching and the school has an appropriate system to record pupils' progress and to assess their performance. Teachers make suitable use of the specialist room for design and technology and this is particularly successful in developing pupils' expertise in food technology. Resources are adequate in quantity and of good quality.

GEOGRAPHY

65. Pupils achieve standards that are in line with those expected at the end of Years 2 and 6. The school's provision for geography is satisfactory although there are sometimes long gaps between topics and this means that some pupils forget what has already been taught. Pupils make mostly good progress. Pupils with English as an additional language and those with special educational needs participate fully in lessons and make good progress. The school has maintained these standards since the previous inspection.

Strengths of the provision	Impact on teaching and learning
<ul style="list-style-type: none"> • Schemes of work provide good guidance for teachers • The school makes good use of the local environment to link learning across the curriculum • The school values the development of good understanding of language associated with the subject • The travelling bear, 'Barnaby', is used to extend knowledge of places far away • A good range of field trips are organised for pupils across the school • Pupils are well challenged on environmental issues and given suitable opportunities to debate and discuss 	<ul style="list-style-type: none"> • There is a good range of teaching strategies for pupils of all abilities • Pupils understand the links between history and geography in the development of the town of Warwick • Pupils in Year 2 use words like islands, continents and destination with confidence • Friends and families take Barnaby on holidays with them and send cards from locations from many different parts of the world • Learning is extended through giving pupils focused opportunities to visit environments away from Warwick • Pupils discuss issues that affect local people, for example; "Should the High Street be closed to traffic?"

66. Teaching and learning are mostly good.

Strengths of the teaching	Impact on learning
<ul style="list-style-type: none"> • Practical demonstrations are used well to supplement explanations • There are good links made with other subjects and satisfactory opportunities are made for pupils to learn independently through accessing the Internet • Excellent relationships underpin successful learning • Teachers plan lessons which ensure work is well matched to the needs of different groups of pupils • Pupils are encouraged to use geographical vocabulary 	<ul style="list-style-type: none"> • Pupils develop a better understanding of the application of their learning to every day situations, for example, the importance of scale in map work • In map work pupils use scales well and in literature, through Katie Morag stories, pupils contrast living on the mainland with living on an island; pupils make effective use of computers to research topics • Pupils interact well with staff and their peers • Pupils with special educational needs and those with English as an additional language receive good support • Pupils have good knowledge of geographical signs, symbols and vocabulary

67. The subject is well led and there is a good understanding of strengths and weaknesses. The coordinator has identified the weaknesses in the time allocation to the subject and its affect on skill development; action is being taken to improve provision. Assessment and recording of pupils' progress are yet to be developed. There are lengthy gaps during the school year when geography is not taught which makes it difficult to ensure that skills are systematically developed over time

HISTORY

68. The school alternates the teaching of history and geography and this leads to some inconsistency in developing pupils' skills, knowledge and understanding. The school makes satisfactory provision for history. Pupils' progress is satisfactory in basic historical knowledge but skill development is less secure across the ability range. The progress of pupils with special educational needs is satisfactory; bilingual pupils also make satisfactory progress. By the end of Years 2 and 6 standards are in line with those expected with more able pupils achieving higher standards in some aspects of the subject. Standards are similar to those reported at the time of the previous inspection.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • They enjoy history and are keen to find out about how others lived • Pupils have good recall of previous learning; more able pupils use information on the Egyptians and Greeks as a basis of comparison when studying their present topics on the Romans and Anglo Saxons • Pupils make suitable use of research skills, using the Internet and books to extract and interpret information 	<ul style="list-style-type: none"> • Ensure that pupils have a regular programme of history lessons

<ul style="list-style-type: none"> Older more able pupils are grasping the relative value of different types of evidence; they know that some written evidence may be biased 	
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69. Teaching and learning are satisfactory; there is some good teaching in Years 5 and 6.

Strengths in teaching and learning	Areas to improve.
<ul style="list-style-type: none"> Teachers enjoy history and communicate well so pupils remember what they are taught Because of stimulating teaching, some pupils in Year 6 remembered work on the Victorians which they had tackled some time ago Good use of ICT, particularly the Internet; pupils researched the second world war in their home language, others used photographs of artefacts found at Sutton Hoo to draw conclusions about life in Anglo Saxons Britain Teachers use a good range of strategies including role-play to advance understanding Pupils work hard and are keen to learn; many do extra work at home; families are very co-operative and provide a contemporary research base There are good displays particularly in Year 4 which include artefacts related to the second world war 	<ul style="list-style-type: none"> Provision for more able pupils so that they are consistently challenged The use of assessment so that teachers and pupils are clearer about the stage reached in developing key historical skills

70. Leadership of the subject is good because the new co-ordinator has very good subject expertise and has used work samples and teachers' plans to analyse the strengths and weaknesses in pupils' performance. The school has satisfactory resources to support the teaching of history and good use is made of the locality to enrich the pupils' knowledge of the area in which they live. Younger pupils study the Great Fire of Warwick rather than London. Work on the Egyptians in Year 5 is enhanced by a visit to Birmingham museum.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

71. The overall quality of the provision for ICT is now satisfactory. However, the establishment of reliable computer provision for pupils is fairly recent and this has meant that improvement in the subject has been slow since the previous inspection. By the end of Year 6 standards are about those expected but standards are still below average at the end of Year 2. Although ICT is used to support work in most subjects, the range of applications used is too limited, except in history where it is comprehensive. Pupils now have regular opportunities to use computers. Teachers have received training and most have at least satisfactory subject knowledge and this is beginning to have an impact on the quality of teaching and learning. Boys and girls find the subject challenging and interesting and work equally hard to improve; currently progress is good although in the past, limited resources and lack of teaching have meant that progress has been inconsistent and unsatisfactory. When support

staff are working with pupils with special educational needs or pupils at an early stage of English language acquisition they ensure that these pupils acquire the skills necessary to make good progress. Sometimes pupils who are at the early stages of English are not taught the technical language they require. Provision for ICT has improved since the last inspection. However, the improvement is recent and has not yet had a full impact in standards in Years 2 and 6.

72. Standards of achievement are below average at the end of Year 2 and average at the end of Year 6.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Pupils are rapidly acquiring competence in word processing. By the end of Year 2 they change fonts, alter the size of text and correct their mistakes • By the end of Year 6, boys and girls edit and refine their work and use their skills to create interesting and well-presented stories and poems • Pupils use control mechanism to manoeuvre trains and control traffic lights • By Year 4 most pupils successfully access the Internet and extract information to further their studies and knowledge of historical personalities and events; sometimes this occurs in the child's home language • By the end of Year 3 pupils input data and make simple graphs and charts which help them in their understanding of mathematics 	<ul style="list-style-type: none"> • Pupils have a limited understanding of the wider applications of ICT • Few pupils independently use computers as a tool to support learning in most other subjects

73. Teaching and learning are now good. Staff confidence and competence has improved since the previous inspection through a successful training programme. The school has greatly improved its resources and the computer suite is having a beneficial impact on standards and pupils' progress.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • Staff have good subject knowledge and plan lessons well to include demonstrations and clear instructions which help the pupils to follow new procedures effectively • Good use is made of the expertise of support staff to work alongside the teachers and to provide extra help for pupils with special educational needs • The school has a good policy and safe practice when pupils use the Internet • Good teaching of subject vocabulary ensures that pupils learn correct terminology and use it readily • Teachers make good use of the ICT so pupils are rapidly catching up on lost ground • Pupils work together well; they work hard and happily try out new programs and procedures 	<ul style="list-style-type: none"> • Increasing the range of programs used in some subjects. • Improving pupils' keyboard skills so that they do not find story writing on the computer tedious.

<ul style="list-style-type: none"> • Planning is good and includes assessment opportunities • Staff encourage the pupils to use computers at home for further research 	
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74. Leadership of the subject is good. The subject leader has successfully inspired confidence in the staff and this has brought about consistency in teaching and learning. The subject leader satisfactorily monitors teachers' plans. There is good guidance for staff and a simple but useful ongoing record of basic achievements. There are some limited cross-curricular links.

MUSIC

75. This subject has shown good improvement since the last inspection and involvement in music making by many pupils is a strength of the school. Standards have improved significantly and are above average in Year 2 and well above average in Year 6. This is because teachers with good specialist knowledge develop learning effectively in well-structured lessons, and as a result pupils' knowledge, skills and understanding show consistent improvement. Curriculum provision is good. It includes a wide variety of good learning opportunities to enrich pupils' musical experiences.

76. Pupils of all abilities make good progress and achieve well. Pupils with special educational needs are supported well and achieve similar standards to their peers. Teachers value the traditions and language of pupils with English as an additional language and use their cultural traditions well so that the pupils enjoy music making and make good progress.

Pupils' successes
<ul style="list-style-type: none"> • Pupils are enthusiastic and enjoy performance in a wide range of opportunities in class, concerts and outside school • In Years 1 and 2 pupils clap a simple rhythm, maintain a steady beat and sing well unaccompanied • Pupils play a wide variety of instruments • Improvisation is a strength • By the end of Year 6 pupils have good knowledge of musical notation and composition creating musical scores for class performance • Pupils' cultural understanding is enhanced through their participation in many extra-curricular activities including a steel band

77. The teaching is good and learning is rapid. Teachers have high expectations of achievement, set exciting challenges and provide a good variety of resources with which pupils can explore and create music. On-going assessment of pupils' performance ensures that the challenge within lessons remains meaningful. A strong feature of the good teaching is the provision through music for creative and personal development among pupils. Self-esteem is raised and self-discipline is promoted. Appreciation of musical accomplishment is not expected, but is earned, and consequently has great value.

Strengths in the teaching and learning	Areas for development
<ul style="list-style-type: none"> • Planning is good and includes many opportunities to listen and make music • Teachers set clear targets to guide pupils on how to improve • Lessons include good opportunities for pupils to 	<ul style="list-style-type: none"> • Extending opportunities for pupils to listen to a wider range of musical composers • Improving consistency in

<p>evaluate and improve their work</p> <ul style="list-style-type: none"> • Specialist teaching of musical instruments for about a third of the pupils, starting in Year1 • The inclusion of a wide variety of musical styles and performance promotes cultural understanding very well • Performance by specialist musicians enhances pupils' appreciation of music • Pupils work hard, explore new ideas and approaches and listen attentively 	<p>assessing pupils' skills, knowledge and understanding</p> <ul style="list-style-type: none"> • Making better use of ICT in composition
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78. Subject leadership is good. There is a clear direction to the development of the musical experiences for pupils. Governors and staff all have a strong commitment to the subject. Additional funding has enabled the school to purchase a good range of musical instruments. Resources are of good quality. Extra-curricular activities such as band, orchestra and choir are well supported by pupils and enhance their progress.

PHYSICAL EDUCATION (PE)

79. Standards at the end of Years 2 and 6 are above average. Pupils of all abilities, including those with special educational needs make good progress. Pupils with English as an additional language take a full part in lessons and also achieve well; they make good progress. During the inspection only dance and swimming were observed. Judgments on other strands of the PE curriculum have been made through examination of teachers' planning and discussions with teachers and pupils.

80. The school makes good provision for PE and uses its facilities effectively.

Strengths of the provision	Impact on teaching and learning
<ul style="list-style-type: none"> • Good quality resources meet the needs of the teaching programme • Imaginatively planned outdoor hard play areas bring excitement to learning • There is good provision for games; teams are sponsored by local businesses • Good quality after school clubs extend learning and are well supported by adults in the school • The school maximises its advantage of being adjacent to a sports centre • School, commercial and national documents provide good guidelines for teachers 	<ul style="list-style-type: none"> • The good resources provide challenge for pupils of all abilities and are used well • Hard play areas are marked for team games and other activities and this has improved opportunities for pupils to learn new skills • Pupils participate enthusiastically in competitive sport and are successful in several competitions • Pupils benefit much from the clubs which motivate them well and generate pride in the school • Standards in swimming are well above expectations • Schemes of work support teachers in their planning to identify exciting, challenging and appropriate activities to establish life long learning

81. The teaching and learning of physical skills are good. Dance is taught very well.

Strengths of the teaching	Impact on learning
<ul style="list-style-type: none"> • Teachers have good subject knowledge and plan lessons which offer good challenge • Teachers make learning enjoyable they expect much of the pupils • Teachers make very good use of pupils as exemplars of good practice; they use praise well to encourage improved performance • Good links are made with other subjects; there is a strong emphasis on discussion • Pupils are encouraged to empathise with social and cultural issues through creative dance • Teachers have high expectations of pupils 	<ul style="list-style-type: none"> • Pupils are enthusiastic to learn new skills to improve their performances in individual and team games • Pupils work very well together to produce thoughtful and exciting dance sequences • Pupils' skills are celebrated and in this positive climate they constructively criticise the performances in dance and swimming lessons • Pupils articulately evaluate the performance of others • Through dance, pupils interpret the difficulties of black people in America in the forties • Pupils respond enthusiastically and persevere to improve their techniques and skills

82. Good quality and imaginative subject leadership by the coordinator has resulted in an effective, interesting and challenging curriculum. All elements of the subject are taught and pupils clearly enjoy lessons. The school's good resources are used well. Assessment procedures and the recording of pupils' progress are at an early stage of development.

RELIGIOUS EDUCATION (RE)

83. The standards in RE at the end of Years 2 and 6 are in line with the syllabus followed by most schools in Warwickshire. No judgement was made about the standards at the end of Year 2 at the time of the last inspection. Year 6 pupils achieved average standards, with strengths in the element involving learning from faiths but some weaknesses in their practical knowledge about different religions. Both the pupils' attitudes and the teaching have improved since the last inspection. The teaching is now satisfactory overall and there are elements of very good teaching. Pupils' attitudes are mostly satisfactory throughout the school with some excellent responses within discussion amongst the oldest pupils.

Pupils' successes	Areas for development
<ul style="list-style-type: none"> • Throughout the school pupils know that there are different faiths and as they mature they begin to identify similarities and differences between them • By the end of Year 2, pupils have a satisfactory knowledge of some Bible stories and know the importance of Jesus to Christians; they correctly recount the Christmas story • Pupils have appropriate knowledge of Diwali and understand the main features of the Jewish new year and Ramadan 	<ul style="list-style-type: none"> • The systematic development of knowledge of facts relating to Christianity and other religions throughout the school • Pupils' attitudes to religious education in Years 3 and 4

<ul style="list-style-type: none"> • Pupils throughout the school have good discussion skills • Older pupils discuss the faith of their Sikh classmates with sensitivity and maturity; these pupils demonstrate a sophisticated response to features relating to deities, symbolism and celebration and absolute respect for beliefs other than their own. 	
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84. Teaching and learning are satisfactory overall. There is some very good teaching in Year 6.

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none"> • The teacher in Year 6 leads pupils in challenging levels of discussion and has high expectations of her pupils' response and respect for other pupils' faiths • Teachers allow good opportunities for discussion in lessons • There are suitable opportunities for the pupils to discuss their personal experiences through activities in circle times • Good use is made of visits and visitors to enliven the pupils' awareness of Christian worship and that of other faiths • Teachers ensure that all pupils are included in the discussions and everyone is valued • Lessons are prepared well and planned satisfactorily 	<ul style="list-style-type: none"> • Extending pupils' written work so that they consolidate religious knowledge • Ensuring more consistency in developing the pupils' skills and knowledge throughout the school • Ensuring that the planning for religious education builds on pupils' learning from year to year • Improve strategies for behaviour management in Years 3 and 4

85. There is an appropriate curriculum based on the agreed syllabus alongside government guidance for the subject. This has not yet been developed sufficiently to provide either clear guidance for the teachers or systematic progress throughout the school and this aspect of subject leadership is unsatisfactory. There has been no monitoring of pupils' progress or the teaching of RE although this is planned for next year. Assemblies meet the requirements for daily acts of worship and make a satisfactory contribution to pupils' spiritual development and understanding of different faiths.