

# INSPECTION REPORT

## LILLINGTON PRIMARY SCHOOL

Leamington Spa

LEA area: Warwickshire

Unique reference number: 130869

Headteacher: Mr G Pemberton

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 10<sup>th</sup> -13<sup>th</sup> March 2003

Inspection number: 248807

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Cubbington Road Lillington Leamington Spa Warwickshire
Postcode:	CV32 7AG
Telephone number:	01962 425114
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr Mrs S Boad
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Science Design and technology Information and communication technology Special educational needs English as an additional language	How high are standards? (the school's results and achievements) How well are pupils taught?
Mrs H Barter 9052	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mr R Thelwell 20977	Team inspector	English Art and design Geography History	How well is the school led and managed?
Mr J Palethorpe 20671	Team inspector	Mathematics Physical education Religious education	How high are standards? (Attitudes, behaviour, personal development and relationships and attendance) How good are the curricular and other opportunities offered to pupils?
Mrs M Farman 22452	Team inspector	Foundation Stage Music	

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

### **INFORMATION ABOUT THE SCHOOL**

Lillington Primary School is situated in Leamington Spa in Warwickshire. It is smaller than the average-sized primary school, with a total of 178 pupils on roll, including 97 boys and 81 girls. Just under 10 per cent of pupils come from ethnic minority groups, of whom a small number have English as an additional language. There are 80 pupils (45 per cent) on the school's register of special educational needs; this is significantly above the national average. Twelve pupils have a statement of special educational need; as a percentage this is well above average. Currently, 81 pupils (46 per cent) are entitled to free school meals; this is well above average. Children enter school with standards that are well below average for the local education authority, with a third significantly below average.

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

The school provides its pupils with a good quality of education. As a result of effective teaching, all pupils, irrespective of gender, ethnicity or ability, make good progress in their learning. They enjoy school and show positive attitudes to their work. Behaviour is very good. The leadership and management of the headteacher and key staff are good. The school provides good value for money.

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

- By the end of Year 6, standards in religious education and art and design are good and exceed expectations for 11-year-olds.
- Pupils' attitudes to school and behaviour are very good; relationships and personal development are good.
- Teaching is good and contributes to the good progress made by all pupils.
- The provision for pupils with special educational needs is excellent.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are good.
- This is an inclusive school which takes very good care of its pupils.

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

- Standards in English, mathematics, geography and history by the age of 11.
- The amount of time given to the teaching of geography and history across the school, and to physical education in Year 2..

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION**

The school was previously inspected in February 1998. It has made good progress since then and has the capacity to sustain that improvement. Standards in English, mathematics and science have improved year on year and the school has received two National Achievement Awards in recognition of this. Standards in information and communication technology, design and technology, and music have improved. The quality of teaching has improved, particularly in teachers' expectations and the quality of lesson planning. Pupils now have more opportunities to develop their independent research skills.

## 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	E	D	E	B
Mathematics	D	E	E	C
Science	C	C	D	B

**Key**

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

*Similar schools are those up with more than 35 and up to 50 per cent of pupils entitled to free school meals.*

Current inspection findings judge that, by the end of Year 6, standards in English and mathematics are below average, with those in science average. Standards in information and communication technology have improved since the previous inspection and now meet national expectations. In religious education, standards exceed the expectations of the locally agreed syllabus and this represents good improvement. In art and design, standards exceed expectations for 11-year-olds and have improved. In design and technology, music and physical education, standards meet expectations for 11-year-olds, with improvement in design and technology and music. In geography and history, standards are below expectations.

Current inspection findings judge that, by the end of Year 2, standards in reading, writing and mathematics are below average. In science, standards are average. Standards in information and communication technology meet national expectations. In religious education, standards exceed the expectations of the locally agreed syllabus. In art and design, design and technology, and music, standards meet expectations for 7-year-olds. In geography and history, standards are below expectations. There was insufficient evidence to make a judgement about standards in physical education.

By the end of the Foundation Stage, standards in personal, social, and creative development meet the expectations of the Early Learning Goals. In communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development, standards are below expectations.

Pupils with special educational needs make good progress in their learning because of effective support from class teachers and learning support assistants.

Pupils from ethnic minority groups and those with English as an additional language make good progress in their learning because of effective support from class teachers, learning support assistants and their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard. They are polite, friendly and very welcoming to visitors.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons, at breaks and lunchtimes and when moving around the school.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good.
Attendance	Satisfactory. Most pupils arrive on time.

This is an inclusive school and relationships between pupils of all ability, background and gender are good

and contribute to the positive attitudes seen in the majority of lessons.

### TEACHING AND LEARNING<sup>1</sup>

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

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

Teaching in the Foundation Stage is good, with strengths in all six areas of learning. Relationships with children are good, and effective use is made of resources to support their learning. There is a good balance between adult-led activities and those which children choose for themselves.

Strengths of teaching in Years 1 to 6 include good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including learning support assistants, to help pupils in their learning. Lesson planning meets the different learning needs of pupils. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning

The teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully. The teaching of numeracy in Years 1 to 6 is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to improving standards. Effective teaching of these key skills has contributed significantly to the improved standards since the previous inspection.

The teaching of pupils with special educational needs is very good. Teachers and learning support assistants are aware of the targets in individual education plans and ensure that pupils' work is matched carefully to them.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with strengths in the implementation of the National Literacy and Numeracy Strategies. Insufficient time is given to the teaching of geography and history. The provision for pupils' personal, social and health education is very good.
Provision for pupils with special educational needs	Excellent, with pupils receiving high quality and effective support from teachers and dedicated learning support assistants. Individual education plans are of good quality and the monitoring of pupils' progress towards meeting the targets set is a strength.
Provision for pupils with English as an additional language	Good. Pupils are fully included in all lessons and are supported effectively by teachers, learning support assistants and their peers. As a result, they make good progress in their learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good, with significant strengths in moral, social and cultural and multi-cultural development. Effective provision makes a strong contribution to pupils' behaviour and relationships. Provision for spiritual development is good.
How well the school cares for its pupils	Very well. Pupils are well cared for in the school. Assessment in English, mathematics and science is good and used effectively to plan pupils' future work. The school has made significant improvement in its procedures for monitoring and promoting good behaviour.

Parents who returned questionnaires were very supportive of the work of the school. There are significant strengths in the way the school cares for all of its pupils which contribute to making it an inclusive school.

<sup>1</sup> Based on all inspection evidence, including the analysis of pupils' work and discussions with pupils



The school has effective procedures for assessing pupils' learning in English, mathematics and science and using the results of information gathered to plan future work.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the future of the school. He is firmly supported by the senior management team, staff and governors. Together they are securing yearly improvements in the standards pupils achieve.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the school's strengths and weaknesses. They are hard-working and very supportive of the school's work, and play a full part in planning for school improvement.
The school's evaluation of its performance	Good. The headteacher and his colleagues have a clear and developing understanding of the school's strengths and areas for improvement.
The strategic use of resources	Good. Funding for special educational needs is used efficiently. The 'ICT-Suite' is used with increasing good effect to support pupils' learning.

The accommodation is good, with the new 'ICT-Suite' having a positive impact on pupils' learning. Staffing levels are adequate, with strengths in the number of high quality learning support assistants. Resources are good and used effectively to support pupils' learning, including those with special educational needs. The strength of leadership and management is the determination that each pupil, irrespective of gender, ethnicity or ability, should achieve his or her best. The school's application of the principles of best value in its spending decisions is good.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school has high expectations of their children.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Better information about the progress their children are making.</li> </ul>

Two parents attended the meeting with the registered inspector and 62 questionnaires were returned. Inspection findings support the positive views of parents, and judge that the school provides good information on the progress made by pupils.

## **PART B: COMMENTARY**

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

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

##### *Foundation Stage*

1. Children start school with standards which are well below average for the local education authority; a third have standards which are significantly below average. A significant proportion is identified at a very early stage as having special educational needs, particularly in speech and language development. Taking these factors into consideration, children make good progress in their learning because teaching is good. By the time they leave reception, children meet the expectations of the Early Learning Goals<sup>2</sup> in their personal, social, and creative development. However, despite making good progress they do not meet the expectations of the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development. Children with special educational needs make good progress, although for many it is in very small steps because of the complexity of their needs in speech and language.

##### *Years 1 and 2*

2. The results of the 2002 National Curriculum assessments for pupils in Year 2 were average in reading, well below average in writing and below average in mathematics. Girls achieved much higher standards than boys in all three subjects. The proportion of pupils achieving Level 2b<sup>3</sup> and above was average in reading and writing, and above average in mathematics. At the higher Level 3, results were above average in reading, below average in writing and well below average in mathematics. These results confirm the trend of year-on-year improvement since 2000. In comparison to those in similar schools nationally<sup>4</sup>, results were well above average in reading, average in writing and above average in mathematics. At Level 2b, results were well above average in the three subjects. At the higher Level 3, results in reading placed the school in the top 5 per cent of similar schools nationally. In writing, results were average, with those in mathematics below average.
3. Current inspection findings judge that, by the end of Year 2, standards in reading, writing and mathematics are below average. In science, standards are average. There is no significant difference between the standards achieved by boys and girls. Standards in information and communication technology meet national expectations. In religious education, standards exceed the expectations of the locally agreed syllabus. In art and design, design and technology, and music, standards meet expectations for 7-year-olds. In geography and history, standards are below expectations. There was insufficient evidence to make a judgement about standards in physical education.
4. As measured against the findings of the previous inspection report, standards have improved in information and communication technology, design and technology, and music. In writing and mathematics, standards have declined. However, as measured against the results of National Curriculum assessments, they have improved.

##### *Years 3 to 6*

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<sup>2</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

<sup>3</sup> It is the national expectation that pupils should achieve Level 2 and above in the Year 2 National Curriculum assessments. Level 2 is divided into 2c, 2b and 2a, with 2a being the higher level.

<sup>4</sup> Schools with more than 35 and up to 50 per cent of pupils entitled to free school meals.

5. The results of the Year 2002 National Curriculum assessments for pupils in Year 6 were well below average in English and mathematics, and below average in science. Boys achieved much higher standards than girls in all three subjects. The proportion of pupils achieving Level 4<sup>5</sup> and above was below average in English and mathematics, but average in science. At the higher Level 5 or above, results were well below average in English and mathematics, and below average in science. The proportion of pupils achieving the expected Level 4 and above is rising every year, for example in science from 26 per cent in 1997 to 90 per cent in 2002. This increase has resulted in the school receiving two National Achievement Awards. In comparison to those in similar schools nationally, results were above average in English and science, and average in mathematics. The proportion achieving Level 4 and above was well above average in English and science, and above average in mathematics. At the higher Level 5 or above, results were average in English, but above average in mathematics and science.
6. Current inspection findings judge that, by the end of Year 6, standards in English and mathematics are below average, with those in science average. There is no significant variation between the standards achieved by boys and girls. Findings confirm the trend of improving standards as the result of effective teaching of the National Literacy and Numeracy Strategies and a stronger emphasis on teaching the investigative and experimental aspects of science. There has been a significant improvement in standards since the previous inspection.
7. Standards in information and communication technology have improved and now meet national expectations. In religious education, standards exceed the expectations of the locally agreed syllabus, and this represents good improvement. In art and design, standards exceed expectations for 11-year-olds and have improved. In design and technology, music and physical education, standards meet expectations for 11-year-olds, with improvement in design and technology and music. In geography and history, standards are below expectations because insufficient time is given to the teaching of the subjects. As a result, standards are not as high as at the time of the previous inspection.
8. Across the school, pupils with special educational needs make good progress in their learning as measured against the targets in their individual education plans. Many make very good progress to achieve nationally expected levels by the end of Year 2 and Year 6. They receive strong support in lessons from teachers and highly skilled learning support assistants. Pupils with statements of special educational need make good progress, even though for many it is in very small steps because of their complex needs in speech and language. These pupils receive high quality support from teachers and learning support assistants.
9. Pupils from ethnic minority groups make good progress because they are fully included in all lessons and receive good support from teachers, learning support assistants and their peers. In Years 1 and 2 a number of pupils are making excellent progress and achieving very high standards, particularly in mathematics.
10. The school has set itself very challenging targets, particularly when taking into consideration the yearly increase in the proportion of pupils with increasingly complex special educational needs. Inspection findings judge that the school has the capacity to meet and, in the future, raise its targets because of good teaching and strong leadership and management. The school clearly values each pupil and wants them to achieve as highly as possible.

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

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<sup>5</sup> It is the national expectation that pupils should achieve Level 4 or higher in the National Curriculum assessments for pupils in Year 6.

11. It was evident from the parents' questionnaire and from watching pupils at the start of the day that they are keen to come to school and take part in all its activities. Even the very youngest come with a look of anticipation of what they are going to do, and can't wait to get started. One pupil described it as, 'A smiley school. People always smile'. Attendance levels are fractionally below the national figure of 95 per cent, but this is better than in local schools, and there are no recorded unauthorised absences. Lateness is only a problem for a minority.
12. Pupils' attitudes throughout the school are very good, which is an improvement since the last inspection, although there are occasionally instances where they fall below this high standard. Much of this can be attributed to the quality of teaching, with particularly good attitudes being seen in the Foundation Stage and in Year 6. For the most part, teachers motivate pupils well. Pupils then respond by being keen to work, interested and enthusiastic, and becoming totally engaged in the set tasks. They show that they enjoy learning and are often reluctant to stop at the end of the lesson. This was the case in a Year 6 dance lesson, where the pupils all worked very hard and very sensibly, and spontaneously clapped others when they had demonstrated. It was similar in a midday singing club where all pupils thoroughly enjoyed the activity and were eager to join in. Occasionally, pupils are not well motivated, and they respond with a lack of enthusiasm and inattention. Attitudes outside the classroom are equally good. Pupils are very caring, and one reported, 'If they (the children) are sad and on their own, someone else will come and play with them'.
13. Most behaviour throughout the school day, in classrooms and when pupils are at play, is very good. This confirms the vast majority of parents' views. At lunchtimes the midday supervisors describe pupils' play as, 'lively and normal, with no bullying problems'. This is a good improvement since the last inspection, and is largely connected with the school's ethos and the successful implementation of its behaviour policy. Pupils are kind, offering to help each other, and courteous, saying, 'Excuse me, please', when wanting to get past. At the time of the last inspection there were 14 fixed-term exclusions; last year there was one. This is an indication of how far the school has moved and how it implements its positive behaviour policy. At the start of every year each class discusses its own rules, which are then displayed on the wall. Pupils feel that they have ownership of these rules and do their best to maintain them. A concern of a small minority of parents that the school rewards poor behaviour is not justified.
14. The school's decision to employ a pastoral care worker is paying dividends. Pupils themselves say that some of their friends are, 'a bit fighty, but (J) will always help you. She sorts out those who have behaviour problems'. In fact, she does more than that. She deals with anger management and temper problems, and indeed sorts out any playground difficulties. This not only reduces the amount of conflict in school, but also increases the self-esteem of the pupils who need it most. Frequently the problems do not have their roots in school, but pupils are still confident enough to approach the care worker with personal problems.
15. Pupils make good progress in their personal development. The very good programme for personal, social and health education, taught largely in 'Circle Time'<sup>6</sup>, helps pupils to be aware of the consequences of their actions on others. They are prepared to listen to others' views and beliefs, as was seen in a religious education lesson where they compared the Christian and Muslim festivals. Pupils take responsibility in a variety of daily routines, ranging from taking the register to the office to operating the overhead projector and audio system for assembly. Year 6 pupils man the office at lunchtimes, and are very

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<sup>6</sup> During Circle Time pupils discuss a wide range of issues. They agree that nobody will interrupt and only one person at a time will speak. They will respect other pupils' views. Pupils therefore feel confident that they can talk with ease and free from any form of interference or interruption from other children.

polite and welcoming to telephone callers and visitors. Without being asked, one boy volunteered to help wipe the tables at lunchtime. Most pupils have very good relationships with each other and with the adults in school, and it was no surprise to see one of the younger pupils come in from play and give the teacher a hug. The school council is effective in giving pupils the opportunity to put their views forward. For example, they have discussed how the playground can be improved and the equipment that is needed, and they have organised fundraising for Comic Relief.

16. Pupils with special educational needs play a full part in the day-to-day life of the school. They relate well to other pupils, who support them in lessons, and in the playground; relationships are good. Pupils enjoy school because they are included fully in all activities. Pupils from ethnic minority groups enjoy school and show very positive attitudes because they play a full part in all aspects of school life.

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

17. The previous inspection report made no clear judgement on the quality of teaching and reported that it 'varies from unsatisfactory to very good'. Forty-five per cent of lessons were judged to be good or better, with 45 per cent satisfactory; 10 per cent were unsatisfactory. There was a higher proportion of unsatisfactory teaching in Years 3 to 6, including 39 per cent in Year 5. Weaknesses were identified in low expectations of pupils, work being poorly matched to pupils' abilities, work that was too easy and a slow pace of learning. In addition, there were weaknesses in teachers' subject knowledge. These weaknesses led to the key issue, 'to raise teachers' expectations of what pupils know, can do and understand, and use this information to plan work which challenges them appropriately'.
18. Current inspection findings judge that the quality of teaching is good and that it has improved significantly since the previous inspection. Sixty-four per cent of teaching is now good or better and only one lesson was judged to be unsatisfactory. The key issue has been addressed successfully. Inspection findings support the views of the 100 per cent of parents who agreed or strongly agreed that teaching is good.
19. Good teaching has a positive impact on the improving standards in the school and the good progress made by all pupils. In addition it makes a significant contribution to pupils' very good attitudes and behaviour and to their good relationships.
20. The quality of teaching in the Foundation Stage is consistently good and makes a positive contribution to the good progress made. This is an improvement since the previous inspection. For example, all adults have high expectations of what the children should achieve and plan demanding work for them. The teacher and support assistants match the work carefully to children's identified needs. All members of staff work and plan well together. They keep clear and careful records of the children's interests, abilities and progress. The teacher is ably assisted by the classroom assistants, who give valuable planned support to the children.
21. The teaching of literacy is good and makes a strong contribution to the progress made by pupils and to improving standards. Lessons have clear learning objectives that are explained clearly to pupils at the start of lessons and they build well on previous learning. Teachers ensure that activities challenge pupils at different stages of learning within the class. Teachers' secure subject knowledge is demonstrated by their effective questioning that encourages pupils to contribute to lessons, and extend their answers and thinking
22. The teaching of numeracy is good and makes a positive contribution to improving standards and the good progress made by pupils. Strengths of teaching include thorough planning, with pupils' previous performance taken into consideration and clear lesson

objectives made known to pupils. There is strong emphasis on pupils finding different strategies to overcome problems, and lessons proceed at a good pace. There is very good support for pupils with special educational needs from the teachers and learning support assistants.

23. The teaching of information and communication technology is good and contributes strongly to the rapidly improving standards. Teachers show good subject knowledge and are confident in explaining and demonstrating new skills on a computer which is linked to a projector; for example, in teaching pupils how to use sounds in a multi-media presentation. Lessons are well planned and include one lesson each week where pupils are expected to apply previously-taught key computer skills in other subjects. The teaching of lessons in the 'ICT-Suite' is a strength. However, in classroom-based lessons there are missed opportunities to use computers to support pupils' learning.
24. The teaching of pupils with special educational needs is very good and a strength of the school. As a result, they make good or very good progress in their learning. Teachers, supported by highly skilled learning support assistants, have a detailed understanding of pupils' needs, including those with specific and complex speech and language difficulties. Teachers and learning support assistants work closely together and ensure that pupils are taught the skills, knowledge and understanding set out in their individual education plans. Pupils are supported effectively in lessons and included fully in all activities.
25. The teaching of pupils from ethnic minority groups, including those with English as an additional language, is good and contributes successfully to the good progress made by these pupils. They are fully included in lessons through the effective support of teachers, learning support assistants and their peers. Teachers include pupils in question-and-answer sessions and ensure that, in group work, activities are matched carefully to their individual learning needs.
26. In the best lessons, teachers share the learning objective with their pupils, which immediately involves them in their own learning. Teachers show good subject knowledge which they pass on with interest and enthusiasm to pupils. For example, in a Year 6 lesson on information and communication technology the teacher's enthusiasm and interest in multi-media presentations inspired her pupils. As a result of the teacher's careful demonstration and explanation, pupils made very good progress in learning how to add sounds to their own presentations based on their recent fieldtrip to Weymouth.
27. Where teaching is successful, the middle part of lessons is planned to meet the different learning needs of all pupils. For example, in a numeracy lesson in Year 1 on addition, more-able pupils were successfully taught by the teacher to see the pattern in adding on three, as in '14+3', '24+3', '33+3' and so on. Pupils of average ability pupils were taught how to find addition facts to 10 and pupils with below average ability worked successfully with a learning support assistant to consolidate their understanding of adding pairs of numbers to make five. As a result, all pupils worked hard in the lesson and were challenged successfully, which resulted in all making good progress.
28. In lessons which are good or better, teachers make effective use of the final or plenary session to revisit the learning objective and to assess the pupils' progress in achieving it. For example, in a Year 6 lesson where the objective was to 'understand that shiny surfaces reflect light better than dull surfaces', the teacher asked pupils to explain the terms 'reflection', 'light source' and 'shadow'. In this way, the teacher was able to assess the progress pupils had made in key scientific knowledge and understanding.
29. Relationships between teachers and pupils are good and this contributes to pupils' positive attitudes to learning. Teachers make good use of resources to support pupils' learning, including learning support assistants. Teachers usually expect pupils to present their work

neatly and carefully. There is a strong emphasis on developing paired and/or group work which contributes strongly to pupils' social development. Marking is mainly supportive and tells pupils how well they have done and what they need to do in order to improve, although this is not consistently applied in all classes.

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

30. The school has a satisfactory range of learning opportunities, and all statutory requirements are met. Provision for the Early Learning Goals for children in the Foundation Stage is fully in place, and the National Curriculum and the locally agreed syllabus for religious education are taught throughout the rest of the school. However, within the curriculum there are areas where there is too little time for the effective teaching of some subjects. For example, physical education in Year 2 devotes so much time to swimming that other areas are neglected, and in Years 3 to 6 too little time is given to history and geography. In these cases, the lack of time is affecting pupils' attainment, which is lower than it should be. Detailed policies have been created for each subject, although some of these are still in draft form and need completing. Good schemes of work are all in place and ensure that each year builds on the work of the previous year. This is an improvement since the last inspection, as is the now satisfactory provision for design and technology and music.
31. Provision for pupils with special educational needs is excellent. The school complies fully with the requirements of the Code of Practice<sup>7</sup>. Individual education plans are of very good quality and teachers and learning support assistants make effective use of them to ensure that pupils work towards meeting their individual targets. There are sound systems to identify and provide for more-able pupils, although in some cases they are not applied effectively and these pupils are not challenged sufficiently. This sometimes leads to underachievement in lessons.
32. All pupils have equal access to the curriculum provided. Pupils with special educational needs are only withdrawn from lessons for extra support when it is necessary to be in a one-to-one situation for their own learning. Otherwise they are given the necessary support within lessons. Where pupils go out of lessons for music tuition, timetables are carefully planned so that they do not miss the same lesson each week.
33. The strategies for teaching literacy and numeracy skills are very effective. The National Literacy Strategy and National Numeracy Strategy have been implemented successfully. These are helping to bring pupils from a very low level on entry to the school to close to the expected level of attainment when they leave.
34. There is a good range of after-school and lunchtime clubs, including creative arts, homework, French, singing and a variety of sports. These are well supported by teachers and pupils, and make a positive contribution to spiritual, moral, social and cultural development, as well as improving pupils' skills. A good example of this was the singing club where pupils were able to interact with each other and with adults outside lesson time. They sang western songs and negro spirituals, and some of the songs they sang dealt with the rights and wrongs of conflict.
35. A good programme of visits and visitors further enhance the curriculum provision. Visitors include local vicars, music ensembles, fire-fighters, theatre groups, story-tellers, and the local police constable. Visits include a butterfly farm, a nature reserve, a Roman fort, the theatre, Leamington Music Festival, the Planetarium, and the Year 6 residential visit to

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<sup>7</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 2001 Education Act.

Weymouth. All these make a valuable contribution to pupils' academic and personal development.

36. There is a very good programme for pupils' personal, social and health education and citizenship. This is taught within 'Circle Time' and, when the occasion arises, in a range of subject lessons. Health education, sex education and drugs education are all included and, where necessary, outside agencies such as the school nurse support the teachers with their work. Parents are invited to see the sex education material before the programme is taught.
37. There are very good links with the community, partly through the visits and visitors already mentioned, but also through a number of other initiatives. For example, links with the Community Arts College provide expertise in dance, music and the creative arts. The Educational Development Worker for Warwick College provides opportunities for parents to become more aware of, and involved in, education, such as developing skills in information and communication technology in the school's suite. Courses include First Aid, Crafts and Personal Development. Twelve parents are currently on a teaching assistant / classroom support course which will qualify them to be teaching assistants.
38. Relationships with partner institutions are very good. There are 'Patch' meetings for local primary schools where co-ordinators of subjects discuss the work done in their schools. Pupils mainly transfer to one secondary school. When they are in Year 5 they have a 'taster' day at the school. This is followed by visits by primary teachers to the secondary school and by secondary teachers to the primary school, with the necessary transfer of information, and a further day's visit in Year 6.
39. The provision for pupils' spiritual, moral, social and cultural development was judged as satisfactory in the last inspection. The school has made very good progress in this area, and provision is now very good.
40. Provision for pupils' spiritual development is good. Pupils are encouraged to talk about things such as special moments, special gifts and special people. Teachers then relate religious stories to pupils' own experiences. Pupils listen well and value the opinions and beliefs of others. They have a keen interest in others' religions, as was shown by Year 3 pupils when they had a visit from a Muslim parent. Collective worship is well planned, and taken by teachers and visitors, some from faiths other than Christian. Again, pupils' own experiences are often used as the starting points, leading on to stories from the Bible or other religious books.
41. Provision for pupils' moral development is very good. The school has paid particularly strong attention to this area, and pupils' have responded by showing that they can distinguish right from wrong, and think through the consequences of their own actions. The behaviour policy, the school's personal development programme and the work of the pastoral care worker are all having a positive effect on pupils' behaviour, and this can clearly be seen throughout the school.
42. Provision for pupils' social development is very good. The school's personal development programme again helps here, and pupils learn to relate to others around them. Relationships throughout the school are very good, with teachers acting as good role models, particularly in the area of courtesy and respect. There are a variety of opportunities for pupils to take on responsibility with minor jobs around the school. For example, Year 6 pupils man the telephone at lunchtimes and operate the audio and visual equipment for assemblies. In the school council, pupils learn how to discuss matters of concern to them, and how to act in a democratic way. In an English lesson, pupils learned about compromise when they had to agree characters. There are opportunities to develop an understanding of community living in club activities and the Year 6 residential visit.



Attendance at such events as matches against other schools, a chamber music festival and Leamington Festival provides pupils with opportunities to show a variety of social skills such as courtesy, consideration for others and sportsmanship.

43. Provision for pupils' cultural development is very good. They have plenty of experience of the customs and traditions of their own culture. This ranges from literature, art, music and dancing in lessons and after-school activities, to musicians, artists and storytellers who visit the school, visits to the theatre and visits by touring theatre companies. Pupils are given many opportunities to appreciate cultural diversity. Again, this happens in lessons, including music, art and geography, and also through visitors, such as an African drummer, a sitar player, a steel drummer and an African artist. The multi-cultural dimension in music is particularly strong.

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

44. The school provides a caring and supportive environment where all pupils flourish and learn well. The provision for their educational support and guidance has improved since the last inspection and is now very good because it contributes effectively to their academic and personal development. Parents and carers say that they are comfortable approaching the school with any concerns.
45. The school has very good systems for ensuring pupils' health, safety and welfare and follows child protection procedures correctly and carefully. Staff know their pupils very well and work sensitively to support their specific needs and difficulties. Members of the governing body have very good knowledge of health and safety procedures and work hard with school staff to provide a safe and clean environment for pupils. Pupils' attendance is monitored and promoted very well and, as a result, there is no unauthorised absence. Registrations are completed efficiently and on time, and office staff diligently follow up unexplained absences.
46. The procedures for monitoring and promoting behaviour and eliminating any oppressive behaviour are very good and have resulted in a dramatic decrease in exclusions since the last inspection. Staff expect that pupils will behave well both in and out of the classroom, and pupils respond very well to this. The pastoral care worker supports pupils' emotional and social needs very well. She works effectively with individual pupils and groups to develop their self-esteem, to promote friendship and to help them deal with personal stress and issues which have an impact on their learning and their lives outside school. Pupils particularly appreciate this support when they have friendship problems. They say that, *'We can go to her and she will help us solve our temper problems and sort out problems in the playground'*. Pupils are clear that any bullying issues will be dealt with immediately by staff and say that the school *'is a happy place'*.
47. Since the last inspection the school has improved its procedures for assessing pupils' attainment and progress, and these are now very good. The rationale for testing and the programme for assessment are clearly set out in the assessment policy and ensure that there is consistency of approach across the school. Data is analysed carefully to track pupils' progress and to monitor it against predicted levels in order to ensure that no group of pupils is disadvantaged. There is very good assessment of children as they enter the school and as they move into Year 1. The assessment co-ordinator has identified in her action plan that more now needs to be done to accurately identify and monitor the progress of gifted and talented pupils.
48. Good use is made of assessment information to identify those pupils with special educational needs and where additional support might be needed for pupils of different ability levels. There is rigorous monitoring of their progress against the targets on their individual education plans. The school makes very effective use of outside agencies to

support their learning. Pupils from ethnic minority groups, and those with English as an additional language, are assessed carefully and supported through good monitoring of their progress.

49. Staff make good use of the assessment information available to them to plan and modify their lessons, and work is well matched to the needs of pupils of all levels of attainment. Teachers know their pupils well and support their academic and personal development well by setting good expectations for work and rewarding pupils' efforts with points which lead to merit certificates. These help to raise pupils' self-esteem and have a positive impact on the quality of their learning. Teachers have begun to make use of group targets in literacy to help pupils to understand what they need to do next to improve, although the use of targets in numeracy and in other subjects is less well developed and there is some inconsistency across classes.

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

50. The school's partnership with parents is very good and has strengthened further since the last inspection. This is reflected in the more positive response to the parents' questionnaire, where parents expressed very good views of the school and its work. Although only two carers attended the meeting, individuals wrote to praise the school and thank teachers for the work they do to care for children and to help them to learn.
51. Parents are particularly pleased with the high expectations and good quality of teaching, leadership and management which leads to their children making good progress. They are very positive about their children's enjoyment of school and the way in which they are helped to behave well and to grow up. A very small number of parents are not sure that the school works as closely with them as it might. The inspection team agrees entirely with parents' positive views. It could find no evidence that the school does not work closely with parents and judges the school's links with them to be very effective.
52. The quality of information provided for parents is good and encourages them to be as involved as much as possible in their children's learning and the life of the school. The school communicates well with parents through informative and regular newsletters, termly parents' evenings and reviews of progress for pupils with special educational needs. Pupils' end-of-year reports are detailed and helpful to parents because they indicate how well pupils are achieving in relation to others of their age, as well as reporting on their attitudes to the subject. Although reports do not set specific targets for improvement in English, mathematics and science, teachers write carefully about pupils' achievements and the areas which they need to focus on. This is less well developed in other subjects of the curriculum. The prospectus does not meet requirements as it does not give parents the national comparative data for tests in Years 2 and 6.
53. The school recognises that many parents are not as involved and interested in their children's education as they could be and works hard to encourage them to come into school as much as possible. Staff have positive and welcoming relationships with parents and are available to speak to them at the beginning and end of the school day. Parental attendance at consultation meetings with teachers, induction afternoons, concerts and fundraising activities is good, but there is little support for information evenings, and the school has tried unsuccessfully on several occasions to encourage parents to form a home-school association. A few parents help with school visits and other activities, although the school would like to have more parental involvement in after-school clubs. Although some parents support their children's learning well at school and home, many do not hear their children read on a regular basis or support homework activities.
54. The co-ordinator for special educational needs works hard to involve parents of pupils with special educational needs in their individual education plans and reviews. She has

developed a wide range of methods to do so and, with many, has found that communication by telephone is the best way of securing support and involvement.

55. The school regards parents' views as important and sends its own questionnaire to judge parental opinion and to try and identify how it can improve its partnership with them. Parent governors are knowledgeable about the school's work and development and have a strong interest in seeking ways to involve more parents in their children's education. The provision by Warwickshire College of a range of adult learning courses for parents and carers is a very good feature and demonstrates the school's commitment to increasing parents' awareness of education and to providing opportunities for their own development. Parents who attend say that they appreciate the opportunity to develop their skills and knowledge, for example in the use of computers, and that the school encourages and supports them very well in their learning.

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

56. The headteacher, appointed shortly after the last inspection, gives very good leadership. He sets a very clear direction for the school's development, based on his thorough understanding of the needs of pupils. This has resulted in the school receiving two National Curriculum Achievement Awards for improvement in standards, the successful completion of the key issues raised by the previous inspection, and a marked improvement in standards of behaviour. This was accomplished whilst the head successfully managed the problems associated with a yearly fall in the number of pupils on roll. The headteacher is given good support by the senior management team and a hardworking staff, who, along with the governing body, have a strong commitment to providing good education. This has resulted in the school having a clear set of aims and values that are reflected in its daily life. Together, staff and governors have successfully created a caring ethos that supports and promotes pupils' personal and academic development.
57. Together with the governing body, the headteacher manages the school well. Day-to-day management and organisation are good. Roles and responsibilities are clearly defined, and staff have specific management responsibilities that support the school well. Written communication regarding all aspects of school life is regular, informative, and managed well.
58. Management of the curriculum is successfully delegated to teaching staff, all of whom take responsibility for co-ordinating subjects or aspects of school life. In addition to being fully involved in planning and resourcing, they evaluate standards in the subjects for which they are responsible. Over recent years, monitoring the quality of teaching has been extended to include not just the headteacher, but also the senior management team and co-ordinators for literacy and numeracy. Improvements have been made since the last inspection in the use of data from statutory and other assessments. Information is now used to good advantage by staff to modify and improve curriculum provision, monitor and record pupils' knowledge and skills, and set targets for learning in order to raise standards.
59. There is regular and productive communication between the headteacher and the chair of governors. The governing body is very supportive and committed to raising standards, including its own. Following a self-evaluation exercise to determine how it too could improve performance, the governing body modified its committee structure. Governors are now in the process of preparing appropriate terms of reference for new committees. In addition to discussing policies, documents and assessment data, governors undertake classroom visits where they observe and work alongside pupils. Such activities provide them with a good understanding of the school's curriculum provision and the standards achieved.

60. The preparation of the school improvement plan is well managed, with governors and staff successfully involved. The resulting document is clear and well structured. It establishes relevant priorities, responsibilities and resource requirements, together with criteria that will be used to evaluate success. The provision of in-service training associated with the plan's targets, together with agreed personal development resulting from performance management targets for teachers, is well managed by the headteacher in his capacity as staff development co-ordinator.
61. With the exception of the prospectus not containing national results for statutory assessments at the end of Year 2 and Year 6, against which the school's performance can be compared, the governing body meets its statutory obligations well, including those relating to a daily act of collective worship. This is a very inclusive school, where procedures and practices ensure that all pupils have equal access to the curriculum.
62. The management of the provision for pupils with special educational needs is excellent. The co-ordinator for special educational needs is enthusiastic and most knowledgeable. She has done much to raise the profile of support for pupils with special educational needs. Individual education plans are monitored rigorously, as is the work of the learning support assistants. There is excellent day-to-day monitoring of pupils' progress. The policy is of good quality and complies fully with the requirements of the revised Code of Practice.
63. Despite a number of staff changes over the last two years, the school is sufficiently staffed with suitably qualified teachers for the number and age of pupils on roll. Teachers are given effective support by a good number of teaching assistants, who are deployed well and give valuable support to pupils' learning. The school benefits from the services of a pastoral care worker who supports the needs of pupils both within the school and in an outreach capacity. Effective procedures, including a helpful staff handbook, are in place to assist staff new to the school. Since the last inspection, good procedures have been introduced for the management of teachers' performance. Staff responsible for administration, premises upkeep and school meals are efficient and contribute well to the smooth running of the school.
64. As a result of a falling roll, accommodation provision is now very good. The school benefits from two large halls, a dining hall, a performing arts studio, and rooms for pastoral care and special needs. Since the last inspection the school has set up a well-equipped computer suite and improved its library provision. Spare classes are now used to good advantage for teaching small groups or for storage. Good outdoor facilities support pupils' physical and environmental science activities. Learning resources are good overall; improvements have been made in religious education, equipment for children's outdoor structured play, and information and communication technology.
65. As at the time of the last inspection, standards of financial planning, management and control are good. Procedures are underpinned by a clear and helpful finance policy. The last audit of the school's financial management systems, undertaken on behalf of the local education authority in 2002, raised few recommendations for improvement; they have since been addressed. Governors are closely involved in budgetary matters and receive further guidance through buying in the services of a finance officer from the local education authority. All expenditure is carefully targeted and used appropriately. At the time of inspection the school's 'carry forward' from the previous year's budget was in excess of recommended levels. However, discussions with governors and the headteacher confirm that it included sums allocated for an appropriate range of initiatives, together with funds to cover improvements already completed.
66. Governors implement the principles of 'best value' very well. For example, they regularly compare and evaluate performance against that in all and similar schools; through

considered debate they challenge whether the steps planned for improvement are those best suited to the purpose. The school consults widely (including the use of parent questionnaires) on what is needed to improve the quality of education, and the element of competition is assured by governors ensuring that the contracts they place offer the most cost-effective return for the school. Such undertakings include grounds maintenance, the purchase and servicing of computers, and improvements to premises.

67. Whilst the unit cost per pupil is well above average, when taking into account:
- attainment on entry, and the good added value in terms of pupils' attainment and personal development;
  - the quality of the school and the education it provides;
  - the effective deployment of staff and use of resources,
- Lillington Primary School gives good value for money, a judgement that marks an improvement since the last report.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to raise standards and improve the quality of education for its pupils, the headteacher, staff and governors should:
- (1) raise standards in English and mathematics by the full implementation of the targets set in the current action plans for the subjects, and raise standards in geography and history by ensuring that pupils are taught the subjects to the depth required by the National Curriculum; (paragraphs 3, 6-7, 78-84, 87-90, 93-94, 117-121)
  - (2) increase the amount of teaching time given to geography and history, and ensure that, in Year 2, pupils receive a stronger balance of physical education activities over the school year. (paragraphs 30, 117, 121)

In addition the governors may wish to include the following the following in their action plan:

- in science, in Year 5, reduce the dependence on the use of commercially produced photocopied worksheets; (paragraph 102)
- ensure that in physical education pupils' health and safety are addressed; (paragraph 141)
- ensure that the prospectus contains national comparative data for the results of National Curriculum assessments in Years 2 and 6. (paragraph 61)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	7	20	16	1	0	0
Percentage	4	16	43	35	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	178
Number of full-time pupils known to be eligible for free school meals	81

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	80

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	* <sup>8</sup>	*	13
	Girls	*	*	11
	Total	20	20	24
Percentage of pupils at NC level 2 or above	School	80 (82)	80 (82)	96 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	11	11
	Girls	*	11	11
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	80 (82)	88 (79)	88 (82)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	18	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	*	22
	Girls	11	*	14
	Total	28	26	36
Percentage of pupils at NC level 4 or above	School	70 (78)	65 (67)	90 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	*	21]
	Girls	10	*	13
	Total	26	25	34
Percentage of pupils at NC level 4 or above	School	65 (71)	63 (71)	85 (82)
	National	73 (72)	74 (74)	82 (82)

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

<sup>8</sup> Where the number of boys and/or girls is less than ten, figures are not given in order to avoid identification of individual pupils.

**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	161	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	0	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	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 – Y8**

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	21
Average class size	25

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

Total number of education support staff	11
Total aggregate hours worked per week	244

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	586,605
Total expenditure	597,988
Expenditure per pupil	2,946
Balance brought forward from previous year	70,927
Balance carried forward to next year	59,544

**Results of the survey of parents and carers**

**Questionnaire return rate 35%**

Number of questionnaires sent out	178
Number of questionnaires returned	62

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	52	39	6	0	3
My child gets the right amount of work to do at home.	51	39	8	0	2
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	61	26	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	53	39	8	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	61	34	5	0	0
The school provides an interesting range of activities outside lessons.	48	32	5	2	13

## 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

69. The provision for children in the Foundation Stage of learning shows an improvement since the previous inspection. This is particularly noticeable in the quality of teaching and in the provision for children's outdoor learning. Children enter the reception class in the September at the beginning of the year in which they are five. The teacher plans their work within the Foundation Stage curriculum. Although the children make good progress towards the Early Learning Goals, most are not likely to achieve them all by the time they enter Year 1. This is because their attainment overall on entry to the reception class is well below that expected for most four-year-old children. This is particularly evident in their communication and mathematical skills.
70. Strengths in the Foundation Stage are:
- the good progress that children make;
  - the provision made for them;
  - the quality of leadership for the Foundation Stage;
  - the quality of teaching;
  - the quality of the support given to the children by other adults.
- Areas for development are:
- further improving the children's speaking skills.
71. The quality of teaching for these young children is consistently good. It has some very good elements. This is an improvement since the previous inspection. For example, all adults have high expectations of what the children should achieve and plan demanding work for them. The reception class provides the children with many good opportunities to explore and investigate inside and outside the classroom. The teacher and support assistants match the work carefully to children's identified needs. This enables them to make the necessary small steps of learning towards the end of the Early Learning Goals. All members of staff work and plan well together. They keep clear and careful records of the children's interests, abilities and progress. This information guides the teacher's next stages of planning. It ensures full inclusion because it enables all groups of children to learn well and make good progress. This is an improvement since the previous inspection. The teacher is ably assisted by the classroom assistants, who give valuable planned support to the children. The strong co-ordination of this area provides a very effective first stage of learning for the youngsters. The Foundation Stage of Learning creates a strong basis for the children's future education.

### Personal, social and emotional development

72. The children make good progress in their personal, social and emotional development. This is because of the good teaching. All members of staff expect the children to behave well and are fair in their dealings with them and each other. The children soon settle to the carefully explained and expected routines. This gives them the chance to work in a secure and ordered classroom. They chat happily with visitors and each other, and concentrate well. Most children co-operate well with each other, and understand the class rules and the behaviour expected of them. All adults expect the children to be polite and tidy up after activities. This teaches them to look after and care for each other and equipment. Relationships are very good and contribute to the children's very good behaviour. The children line up to go to the hall sensibly, and in assemblies they sit quietly and pay attention. From a fairly low starting point most of them achieve the expected final Stepping Stones in self-confidence, behaviour and self-control.

### Communication, language and literacy

73. Children start school with language skills that are well below expectations. They make good progress during their time in the reception class because of the good teaching. However, this does not make up for the low attainment on entry. By the end of the reception year the majority of children still have difficulty in forming letters correctly and writing sentences independently. Children listen well to each other and adults, but many have difficulty in speaking clearly. They talk happily with each other in role-play. The builder's yard, based on 'Bob the Builder', has captured children's imagination, and they talk about how to build walls and which tools to use. They do not respond as well to question-and-answer sessions because they have a limited vocabulary. The teacher works hard to increase their knowledge and understanding of words and language. At times there is not enough adult interaction in the role-play areas. This does not encourage the children to speak clearly in sentences. The teacher uses a simplified form of the Literacy Hour well to introduce the children to the letters and sounds needed to build their reading and writing skills. A particular strength is the support given to groups of different abilities to push them as far as they can manage. This is very important because just over one third of the children are identified as having special educational needs. The teacher encourages the children to look at and talk about books, but they do not do this naturally. They enjoy making marks and trying to write, but are less enthusiastic about reading. The vast majority of children are not likely to reach the Early Learning Goals by the time they enter Year 1.

### **Mathematical development**

74. Children start school with very low skills in mathematical awareness. The good quality teaching ensures that they make good progress in learning new skills through the Foundation Stage. In spite of this good progress, most children are unlikely to achieve the last Stepping Stones at the end of the reception year. The teacher plans and provides good practical activities to give the children hands-on experience. This leads them to understand shape and size. For example, children feel hidden shapes and say whether they are spheres. They extend this learning to everyday objects around the classroom. All members of staff stress the importance of correct vocabulary, and ensure that the children know 'full', 'empty', 'short' and 'long'. They seize every opportunity to identify the importance of numbers. For instance, children count the number in the class and sing number rhymes. Regular play with construction kits enables the children to see different shapes, how they fit together, how heavy they are and how to make patterns with them. The teacher uses careful observation to check where the children are in relation to the mathematical Stepping Stones. This knowledge helps the teacher to plan accordingly and match work to the children's needs and abilities. During the simplified numeracy sessions the children are separated by ability so that the faster ones can move ahead, while the slower are given more time and help to gain confidence and understanding.

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

75. The children enter the school with well below expected levels of knowledge and understanding of the world. They make good progress, but by the end of the reception year most are still not ready to meet the required learning goals. The teaching is consistently good and creates a lively learning environment filled with objects to stimulate the children's curiosity. Teachers plan topics to capture their interest. They marvel, for instance, at the bubbles they make and blow, and at the tiny sunflower seeds. The teachers go to a lot of trouble to provide resources which extend the children's ideas about new life. Children learn to classify ideas; for instance, the difference between babies, children and adults. They learn about the world in and around the school. They make good use of the school's site to explore growing things and have a variety of visits into the local community. This helps them understand that they are part of a wider community. They receive good direct teaching on the use of computers. This increases their hand/eye

co-ordination and their ability to move objects around the screen. The teacher ensures that all children develop an awareness of past times from events they recall in their family lives. They talk about the seasons, the changes in the weather and the passage of time. The teacher introduces the children well to the cultural richness of various faiths and nationalities in the locality. This helps them understand the diverse cultures within Britain.

### **Physical development**

76. The children start school with expected levels of physical movement, but well below expected levels in control of more precise movement, such as hand movements with pencils or other tools. They make good progress through the Foundation Stage, but not all are likely to reach the Early Learning Goals by the time they finish the reception year. Teaching is good in this area. The school provides a secure outdoor play area where the reception children can grow in confidence and practise running, jumping and playing imaginatively. The 'truck drivers' role-play 'Bob the Builder' and his crew as they collect and load tools and equipment. They have well developed skills in reversing round objects and take care not to bump into each other. The children have sessions in the school hall. This enables them to co-ordinate and control their bodies well and show concern for the safety of others. They quickly become agile, alert and enthusiastic. The wide range of equipment and media provided allows the children to learn to use tools and materials safely. Their ability to use tools such as pencils is not as good because many have difficulty with fine control skills. This is evident in their writing and drawing.

### **Creative development**

77. The children's creative development is well below expected levels on starting school. They know what the equipment is for, but have limited skills in using it. They make good progress, but by the time of leaving the reception year not all have reached the final Stepping Stones. The progress is due to the wide experiences provided and to good teaching of basic skills in the reception class. Not all the children concentrate for long enough to develop their own imaginative response. They gain a good knowledge of colour, texture and shape, for instance when printing bubble patterns. They do not delve deeply into their own imaginations. Many activities lend themselves to song, and the adults lead the children in singing a wide range of simple songs and rhymes. Children develop their imagination well in role-play. For example, they plan menus for Bob and his workmates. There is, occasionally, not enough adult support in the children's role-play. This limits their ability to extend their imagination and to learn to speak clearly.

## **ENGLISH**

78. Inspection evidence confirms the overall attainment of pupils nearing the end of Year 2 and Year 6 to be below average for their age. When last inspected, standards were reported to meet requirements for pupils at Year 2, but were below average at Year 6. Whilst this would suggest that the school has not moved forward since its last inspection, this is far from the case and in reality standards are rising. An analysis of statutory assessments for English for the last four years shows a steady but significant rise in the proportion of pupils gaining the nationally expected levels at the end of Years 2 and 6. This represents a noteworthy achievement when considering that over the last five years there has been a marked fall in the school roll, and the proportion of pupils with special educational needs has risen to a point where around half the pupils currently in Years 2 and 6 have such needs. A review of pupils' work shows there is no marked difference between the performance of boys and girls.
79. On average, when children leave reception, the great majority have skills relating to communication, language and literacy below those expected for their age; up to a third are well below. Between Years 1 and 6, pupils make good progress in their learning. Their

good achievement results in a significant proportion reaching nationally expected levels in each element of English when assessed at the end of Years 2 and 6. A number of pupils with special educational needs achieve very well to gain or come close to expected levels for the subject. The school is on track to meet the targets set by the local education authority for the proportion of Year 6 pupils reaching the expected levels when assessed later this year.

80. The school's ongoing focus on developing pupils' skills in speaking and listening is effective. However, despite making good gains, resulting in most pupils performing at appropriate levels for their age, the overall attainment of pupils now in Year 2 is below expectations. They willingly respond to teachers' questions and talk about their work. When discussing an alternative version of 'The Three Little Pigs', as told by the wolf, whilst many responded with sequenced and well structured sentences, a number responded with restricted vocabulary, using single words or short incomplete phrases. However, all pupils, irrespective of their ability, participated with enthusiasm, secure in the knowledge their response would be valued. Between Years 3 and 6, pupils' confidence and skills in speaking and listening are supported by questions such as, 'Who can explain.....?', 'What makes you think that?' and 'Can you give me a better word for .....?'. By the end of Year 6, pupils listen closely to what others have to say and respond perceptively, using an appropriate range of vocabulary. For example, pupils were observed conducting short debates on subjects including whether or not mobile phones should be banned in schools, and whether a new airport should be built near Rugby. The attainment of pupils currently in Year 6 meets expected levels. This represents good achievement and is built upon the year-on-year gains made as they move through the school.
81. Across the school the influence of the National Literacy Strategy is evident in the range of texts pupils are introduced to, and the systematic way in which they are taught to analyse and build words and sentences. For example, pupils in Year 1 have a large spider's web in which they 'catch' all the words they find starting with 'sp'. In Year 2, pupils enthusiastically investigate and construct a general rule about where in a word they would find 'er' as opposed to 'ur'. By Year 6, pupils devise and implement mnemonics to help spelling. Whilst this marks an improvement since the last inspection, which considered that insufficient attention was paid to spelling, overall standards in spelling are still below the norm for pupils at the ages of 7 and 11 years.
82. Pupils in each year group benefit from a good range of books appropriate to their ages and interests. These are underpinned by a well structured reading scheme that is used to good advantage in developing pupils' reading skills. Although in Year 2 and Year 6 overall standards in reading are below average, the majority of pupils talk with enthusiasm about stories and texts they know well. At both ages, a number of more-able pupils use a range of strategies to help them decode unfamiliar words. By Year 6, where around two-thirds of pupils reach appropriate levels, several more-able readers read challenging texts with good expression. They, together with most 'average' readers, show a clear understanding of how punctuation determines how text is to be read. Several speak of favourite authors and give considered reasons for their preferences. The use of the library as a resource for learning has improved since the last inspection. All classes have a weekly library time, and during the inspection older pupils were observed using the library independently. To support the development of research skills, an aspect the last inspection found to be an area for improvement, pupils are taught the higher-order reading skills of skimming and scanning, together with note taking, from Year 4.
83. Standards in writing are below average, although a further improvement since the last inspection is that pupils are now given satisfactory opportunities to draft and improve their writing. Unlike at the time of the previous report, pupils' finished work is presented appropriately, often with effective use being made of computer skills to word process and enliven work; this is particularly so in Year 6. The majority of pupils now in Year 2 write

accounts of well-known tales incorporating appropriate punctuation and connectives, write a number of short letters, such as one to the 'Rainbow Fish' requesting a coloured scale, and produce instructional writing on how to play certain games or how to find their way from the classroom to the school office. Appropriate use is made of word banks and dictionaries to support writing. Noteworthy examples of extended writing between Years 3 and 6 include work by Year 4 who, when in their gardens, have been shrunk to two centimetres in height. They develop and use their understanding of adjectives relating to texture, colour and size as they describe their surroundings.

84. Many pupils in Year 6 produce good examples of persuasive writing as they write letters to parents of pupils in Year 5 in which they recount their positive experiences on the annual residential trip to Weymouth. Following initial drafts, the edited letters are correctly set out with paragraphs that contain well-ordered points that lead to a considered conclusion. Punctuation is good, and pupils use an appropriate degree of formality and a breadth of vocabulary. For example, one letter notes 'the selection of food available was exquisite'. Final versions were word processed and enhanced by photographs of the trip scanned in by computer. Notwithstanding pupils' good use of computer skills, by the time they leave at the end of Year 6, handwriting is satisfactory in terms of expectations for their age.
85. Pupils' positive attitudes in English are attributable to the overall good quality of teaching observed. Five of the eight lessons seen were good; the remainder were satisfactory. This represents an improvement since the last inspection, which reported a number of lessons to be unsatisfactory. Teachers make effective use of the structure of the Literacy Strategy to provide lessons that:
- have clear learning objectives that are explained clearly to pupils at the start of lessons;
  - build well on previous learning;
  - ensure that activities challenge pupils at different stages of learning within the class.
- Teachers' secure subject knowledge is demonstrated by their effective questioning that encourages pupils to contribute to lessons, and extend their answers and thinking. Within lessons, staff give pupils good encouragement and oral feedback. A review of work shows that nearly all marking not only acknowledges effort, but also gives appropriate guidance on how pupils can improve. The good, and often very good, progress shown by pupils who have special educational needs is the result of good support given either in class or through withdrawal for specific tuition. An integral part of the delivery of such support is the team of teaching assistants who work closely with class teachers to provide a warm, supportive learning atmosphere for all pupils.
86. The leadership of the co-ordinator is good, with a clear direction for continued improvement. Suitable monitoring of teaching and learning takes place, and information from end-of-year and other assessments is used well to monitor and modify curriculum provision, track pupil performance, and set targets to raise attainment. Resources for teaching, including library provision, are managed and used well. Curriculum provision is enhanced by regular book fairs, visiting storytellers and theatre groups, and through the school's successful participation in the Warwickshire Primary Schools' Library Quiz.

## MATHEMATICS

87. Standards at the end of Year 2 and the end of Year 6 are below the national average, as they were during the last inspection. The majority of pupils enter the school with a very low level of mathematical ability and awareness, and there is a very high percentage with special educational needs. Through good teaching and a well structured curriculum, most pupils make good progress throughout the school, and achieve well for their ability. Pupils with special educational needs are particularly well supported, but more-able pupils are not always challenged sufficiently to ensure that they achieve as well as they could.
88. By the end of Year 2, most pupils recognise and order numbers to 100. They understand addition as combining two sets to make a total, or counting on in steps along a number line. Many add two two-digit numbers, although many still need the support of counting blocks or of an adult. They need similar help with subtraction, where they count back along a number line, and know appropriate vocabulary, such as 'take away' and 'difference'. Most pupils recognise odd and even numbers and see patterns in number sequences. Many know multiplication facts for the two- and ten-times tables. Most pupils show half or a quarter of a shape by colouring squares, and many find a half or a quarter of numbers to 20. Most pupils are becoming confident with written forms of calculations, using correct mathematical symbols. Pupils with language problems find difficulty with mathematical problems when they are written in words. In shape, space and measures, most pupils find objects that weigh more or less than 1kg, with some able to balance objects to 1kg. They measure volume by pouring mugs and cups of water into measuring jugs. With two-dimensional shapes most pupils sort according to the number of sides, and they count the number of faces and edges on three-dimensional shapes.
89. By the end of Year 6, pupils have developed their addition and subtraction skills to include a variety of strategies with four-digit numbers; some can go even further. For example, they may add too much then take off, add the most significant figures first, or use the standard written method with carrying. Most extend this to decimals, where they order the numbers, knowing, for example, that '1.35 is larger than 1.305'. They multiply and divide with the largest number up to four digits. When dividing, they express the remainder as a fraction, such as ' $329 \div 4 = 82\frac{1}{4}$ ', although other work with fractions is less secure. Most pupils work out percentages of amounts, including money. For example, they calculate that '30 per cent of £120 is £36'. Pupils use the four rules of number to solve a variety of problems, but many have difficulty in choosing the correct operation when the problems are real-life written problems. In shape, space and measures, most pupils find the perimeter of regular shapes, and many of irregular shapes. Given two angles of a triangle, they calculate the third, and use a protractor to accurately measure and draw angles. Some describe the properties of a variety of two-dimensional and three-dimensional shapes, although this is a weaker area, and many pupils do not remember the work they have done.
90. In data handling, pupils have made tally charts of their favourite television programmes, hobbies and drinks, and represented the results in charts and graphs. They have drawn conversion graphs for centigrade and Fahrenheit, and show that '28° C is equal to 82° F'. They used a spreadsheet on the computer to show what children would like for Christmas and how much it would cost, and entered a formula to calculate totals. Most pupils understand co-ordinates, some using four quadrants to translate shapes. Whilst pupils do some investigational work, this area is under-emphasised.
91. Pupils with special educational needs are very well supported. Teachers and learning support assistants have a very good understanding of individual pupils' needs, and target their support accordingly. Careful thought is given to how this support is given – in class or by withdrawal. There is limited withdrawal, and only when it is essential to work in a



one-to-one, quiet situation. Otherwise, pupils are encouraged to work in small groups with others, usually with the support of an adult.

92. Teaching of mathematics throughout the school is good. Only one observed lesson was judged as satisfactory, with all others being good, very good or excellent. The main features of the good teaching included:
- thorough planning, with pupils' previous performance taken into consideration;
  - clear lesson objectives made known to pupils;
  - good emphasis on finding different strategies to overcome problems;
  - lessons proceeding at a good pace;
  - very good support for pupils with special educational needs by the teachers and learning support assistants;
  - different work set for pupils of different ability, thereby enabling all pupils to be challenged and included in the lesson;
  - clear explanation and demonstration of the main teaching points;
  - well focused questions to challenge pupils' thinking and consolidate their learning;
  - well marked books and good attention to presentation.
93. Where these features were evident, pupils were totally engaged in the lessons, worked hard and made good progress. It was evident that in some lessons, even those that were good, and from the analysis of pupils' books, there were some aspects which could have been improved. They included:
- missed opportunities to use information and communication technology to support pupils' learning;
  - insufficient challenge for the more able pupils;
  - insufficient motivation of pupils to gain and maintain their attention;
  - ineffective use of learning support assistants in the early part of lessons;
  - insufficient attention given to the value of marking, with incorrect work being marked as right.
- Where these were evident, pupils' progress was not as good as it could have been.
94. The co-ordinator has effectively led the implementation of the National Numeracy Strategy. This has helped to address the issues raised in the last inspection, and good progress has been made. Support from the local education authority and in-service training for teachers have been used well, and have prepared teachers effectively for the new curriculum. New resources, which are now good, have also made a significant contribution. The co-ordinator monitors planning to ensure appropriate coverage of the curriculum, and monitors books to check on standards. She makes some lesson observations, although this is an area which could be developed further. However, there are insufficient observations for the co-ordinator to gain a better grasp of what is happening at the upper end of the school. Very good attention is given to the analysis of test results, from which pupils' strengths and weakness are understood, and work is then planned accordingly. The co-ordinator already has already identified some areas for development. The most important are:
- to ensure that more-able pupils are sufficiently challenged in every lesson;
  - to provide sufficient information for teachers on computer programs available to support learning;
  - to increase the amount of investigational work to help pupils' understanding;
  - to have greater consistency throughout the school in setting and using targets.
95. Literacy skills are used well in mathematics lessons. Speaking and listening play an important part in each lesson, and reading mathematical problems gives practice for reading skills. Similarly, mathematics skills are developed and used well in other subjects. For example, in science, Year 4 pupils read thermometers, which requires them to read negative numbers. In food technology, Year 5 pupils weigh ingredients to make their

biscuits. Year 6 pupils measure accurately to the nearest millimetre when investigating shadows, they order numbers to 2003 in a historical time line, and in geography they analyse data about weather conditions around the world. Whilst information and communication technology is used in some lessons, it does not form an integral part of mathematics planning.

## SCIENCE

96. By the end of Year 2 and Year 6, standards are average. This represents good improvement since the previous inspection, particularly in the proportions of pupils achieving the expected levels in the teacher assessments in Year 2 and the national tests in Year 6. Pupils make good progress in their learning, including those with special educational needs, who are supported effectively in lessons. A significant number of pupils with special educational needs make very good progress in order to reach nationally expected levels. Pupils from ethnic minority groups, including those with English as an additional language, make good progress because work is matched carefully to their learning needs.
97. The improvement in standards is the result of:
- good teaching;
  - a much stronger emphasis on teaching the experimental and investigative aspect of the subject;
  - high expectations that pupils should use, and spell correctly, key scientific vocabulary, for example in Year 6 the terms, 'opaque', 'translucent' and 'transparent'.
98. Pupils make good progress in their investigations and experiments. By Year 2 they have a satisfactory understanding of a 'fair test'. They carry out a good investigation into gravity by measuring how fast cars travel down a slope when the angle is varied. Pupils successfully apply their numeracy skills when drawing graphs to show their results. By Year 4 they develop a satisfactory understanding of making predictions, for example in an investigation into thermal insulators. They show good skills in reading scales on a thermometer, including the use of '+' and '-'. By Year 6, pupils show a good understanding of a 'fair test', how to make predictions and how to draw conclusions from their results. They use their literacy skills successfully when writing up the results of their experiments, for example into evaporation and condensation. Diagrams are particularly well labelled. Good use is made of computers to create graphs to show results of experiments.
99. Pupils make good progress in their understanding of life processes and living things. By the end of Year 2, pupils know and label correctly parts of a flower, and understand key differences between humans and other animals. By Year 4 they show a good understanding of bones, skeletons and muscles, and produce neatly labelled diagrams showing the main bones in the human skeleton. By Year 6, pupils understand the conditions for growth and the factors involved.
100. Progress in the understanding of materials and their properties is good. By the end of Year 2, pupils classify materials into 'natural' and 'man made'. By Year 4, they know that materials can be classified into gases, liquids and solids, and understand that materials can be changed by heating and cooling. In Year 6, pupils know how to separate solids from liquids, for example through filtration.
101. In the study of physical processes, progress is good. By the end of Year 2, pupils know how to make a circuit in order for a bulb to light up. In Year 4, pupils know how to draw circuit diagrams and identify which will or will not light up. They show good knowledge of everyday items which are battery or mains powered. By Year 6, pupils show a good understanding of gravity and forces. They understand how shadows are formed and understand and explain terms such as 'reflection'.

102. A significant strength is the high quality presentation of pupils' work, linked to the successful application of literacy and numeracy skills. Pupils take great care and pride in presenting their work, and some of their scientific diagrams are of very high quality, especially the labelling of diagrams. However, in Year 5, standards are not as high because there is an overuse of commercially produced photocopied worksheets. As a result, progress is not as good as in other year groups and the investigative and experimental aspect is underdeveloped.
103. Teaching is good and contributes to the improved standards and the progress made by all pupils. In most lessons, teachers show good subject knowledge and are confident in explaining and demonstrating key skills and knowledge. There is a strong emphasis on pupils using correct scientific vocabulary. Teachers have very high expectations of how pupils should present their work. Group work is encouraged, particularly in investigations, and this has a positive impact on pupils' spiritual, moral, social and cultural development.
104. The subject is effectively led and managed and this contributes to the improved standards. There is a detailed, up-to-date policy and the school follows a nationally recommended scheme of work. There are good procedures for assessing pupils' progress and using this information to plan future work. Resources are good and used effectively to support pupils' learning.

## **ART AND DESIGN**

105. As at the time of the last inspection, standards at the end of Year 2 meet nationally expected levels. By the end of Year 6, standards exceed expected levels of performance; an improvement since the last inspection. The importance the school places on art is clear to see. Examples of pupils' art are celebrated through numerous eye-catching displays around the school, along with a good number of prints of works by famous artists. The school environment is enhanced by murals and three-dimensional art work undertaken, at times assisted by pupils, by an artist in residence. From their time in reception until they leave at the end of Year 6, pupils are taught skills in a well sequenced order that ensures that they all, including those with special educational needs, progress well.
106. All pupils are introduced to a wide range of two- and three-dimensional experiences, and they draw, paint, model and print with growing confidence. The planned programme of work meets the requirements of the National Curriculum and contributes well to pupils' spiritual, social and cultural development. Observational work in art is developed well. Having been introduced to the basic skills of sketching, pupils in Year 1 work well to produce pencil self-portraits from pictures. Careful sketches of sunflowers are carried out by Year 2 to help develop the skill of focussing closely on what they are drawing. Pupils in Year 3 develop well their understanding of proportion when, having studied portraits by Degas, Hockney and Lowry, they draw well-proportioned portraits themselves. By Year 6, pupils' pencil sketches demonstrate a good awareness and use of tone and shading.
107. Pupils experiment and learn to mix paint and pastels to obtain new colours and shades. Work on shade and texture is developed further when Year 2 weave and experiment with a selection of papers and fabrics, some of which they plait before weaving, to obtain differing textures and patterns. Pupils in Year 5 paint noteworthy winter scenes that demonstrate clearly their understanding and application of contrast. Photographic evidence shows pupils to have worked with an African artist to produce works incorporating high and low contrast within the colours used.
108. Across the school, pupils have a good understanding of the style and works of other artists; for example, having viewed a print by Kandinsky, pupils in Year 1 made colourful patterns in his style. Those in Year 6 produced impressive pastel studies in the style of

Monet, together with rich and vibrant works in the fashion of Gustav Klimt. Particularly impressive is the Batik work undertaken by Year 5. Here, pupils produced a series of 11 scenes depicting the story of Daedalus and Icarus. The skill was used equally well by Year 6 to produce Indian prints that are striking for their design and colour. Pupils at all stages make good use of computer technology to draw, paint and alter pictures on screen.

109. The last inspection noted a lack of three-dimensional art. This has since been addressed. From Year 1 onwards, pupils use malleable materials well for modelling. Of particular note are the model dinosaurs, sportsmen and musicians sculpted by Year 5. The whole school community, including staff and governors, contributed to making a sculpture in memory of a pupil. The work contains several hundred small figurines and is created in the style of Antony Gormley's 'Field for the British Isles'.
110. Pupils in all classes have an obvious enthusiasm for art, and work well either by themselves or in a group. They show growing initiative in selecting equipment from a suitably wide range of resources, and in their ability to evaluate sensibly the work of others. For example, having completed their drawings, pupils in Year 3 walked around their class to observe and comment on the work of their friends. In lessons observed, the teaching was good. Enjoyable and interesting activities develop pupils' skills and understanding; for instance, when they considered how different artists depict people moving, Year 6 were introduced to 'Wildly dancing children' by Nolde. Perceptive questioning and direction, underpinned by teachers' good subject knowledge, guided pupils to a clear understanding of the picture's composition and the artist's technique. They then produced their own vibrant oil pastel sketches of people in action.
111. The subject is managed well. Appropriate documentation is in place to support teachers' planning. Although monitoring pupils' attainment, the co-ordinator has few opportunities to monitor the quality of teaching. Whilst current systems for assessment and recording pupils' attainment are satisfactory, it is planned to introduce procedures to track pupils' coverage and competence across a range of key skills in art. The co-ordinator has identified the need to give further thought to the use of sketch books. Currently, the school has no overall policy on how they should be used to support pupils' development in art.

## **DESIGN AND TECHNOLOGY**

112. By the end of Year 2 and Year 6, standards meet national expectations. This represents significant improvement since the previous inspection. Standards have improved as the result of good teaching and a stronger emphasis on teaching key skills, knowledge and understanding. Pupils, irrespective of ability, gender or ethnicity, make good progress because of the good support they receive in lessons from teachers and learning support assistants.
113. Pupils work hard to apply their literacy skills successfully in the subject. They show good skills in labelling diagrams at the planning stage and satisfactory skills in their written evaluations of their final designs. Pupils use their numeracy skills successfully, for example in the accurate measurement of ingredients in food technology, and in the correct measurement of materials, for example in constructing shelters. There was limited evidence of the use of computers to support pupils' learning.
114. By the end of Year 2, pupils show satisfactory skills in designing and making vehicles with axles. They show good skills in sewing when they make finger puppets as part of their work in textiles. In Year 3, pupils make good progress in their understanding of packaging through disassembling packets before designing and making their own. In Year 4, pupils link their science skills successfully to the subject when they make their own torches. There are good links with literacy when pupils write clear instructions for making a torch. In Year 5, in food technology, pupils apply their literacy skills successfully when writing

recipes for banana biscuits, which are then made and evaluated. In Year 6, pupils show good construction skills when they build shelters. They show good skills in labelling designs for slippers before using a good range of skills to make the product.

115. Teaching is good and makes a positive contribution to the good progress made by all pupils and to the improved standards. In lessons, teachers place a strong emphasis on health and safety; for example, the correct handling of tools. Pupils are expected to work together in groups to solve problems and this makes a good contribution to their spiritual, moral, social and cultural development. Teachers encourage pupils to use measurements accurately, for example in Year 4, by using a ruler to measure to the nearest centimetre when designing 'pop-up' cards.
116. The subject is effectively led and managed. The co-ordinator has worked hard to raise the profile of the subject, with the result that standards have improved. The detailed policy is up to date and there is a useful scheme of work. A good development is the recent introduction of 'tracking sheets' to record and assess pupils' progress as they move up through the school. Resources are currently adequate for pupils' learning needs.

## **GEOGRAPHY and HISTORY**

117. Standards are below expectations for 7- and 11-year-olds in both subjects because insufficient time is allocated to the teaching of both subjects. The development of pupils' knowledge and skills in history and geography is made more difficult in that there are often breaks of two or three half terms between one subject's 'unit of study' and the next. A review of the limited amount of pupils' work available confirms that studies are not carried out in sufficient depth. As a result, standards have declined in geography since the previous inspection. That report made no judgement on standards in history. Currently, progress for all pupils is unsatisfactory.
118. By the end of Year 2, pupils' understanding of chronology is advanced when they compare homes and toys from times gone by with those of today. An awareness of change over time is supported further when pupils compare the costumes and pastimes of a seaside holiday of yesteryear with those on present-day holidays. Geographical understanding in Years 1 and 2 is developed by a range of activities; for example, traffic surveys conducted by Year 1 as part of their inquiries into the safety of their locality, and a study undertaken by Year 2 into the features of their urban locality and those of a coastal area. Between Years 3 and 6, pupils carry out an appropriate number of history and geography topics. In one history lesson observed, pupils in Year 4 used their developing research skills to elicit information from a range of texts and approved Internet sites relating to Queen Elizabeth I. In so doing, not only did they gain much information about her character, they also learnt clearly the difference between primary and secondary sources of evidence, and how bias and the difference between fact and opinion have to be taken into account when interpreting evidence. In geography, when considering the environmental, social and occupational impact of building a new airport near Rugby, pupils in Year 6 showed appropriate understanding of reasons for and against any such proposed development. The lesson linked well with promoting speaking and listening skills, and resulted in pupils participating in structured debates on the subject.
119. Pupils clearly enjoy both subjects. In lessons observed, they work well individually, in pairs or in small groups. They listen attentively and respond with enthusiasm. This reflects the sound teaching seen, in which a range of thoughtful activities, often incorporating information and communication technology, reinforce the concepts taught. Teachers' questioning is perceptive, and they give good levels of support and encouragement, a common feature being the good attention that is given to pupils' praiseworthy attempts. However, much work in either subject is undertaken orally, and

whilst this supports speaking and listening skills, pupils would benefit from more opportunities to write down their own thoughts, thus helping to develop their writing skills.

120. The curriculum for both subjects is supported by a suitable number of visits. For example, as part of their work on water and rivers, pupils in Year 5 visit Stratford. In preparation for their residential stay in Weymouth, pupils in Year 6 use maps to plan and follow their route and then develop the use of maps and co-ordinates when carrying out orienteering exercises. History comes alive for pupils in Year 5, when, as part of their work on the Victorians, they visit a Victorian schoolroom and, dressed in the clothing of that era, experience the day of a Victorian pupil. Such activities make a positive contribution to pupils' social and cultural development.
121. Appropriate documentation is in place to support teachers' planning for each subject. Both subject co-ordinators are fully aware of the need to increase the amount of time given to geography and history in order to raise standards. This need has also been acknowledged in the school's self-evaluation documents and the school improvement plan, where a review of history is programmed for 2003 – 2004 and a review of geography for 2005 – 2006.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. By the end of Year 2 and Year 6, standards meet national expectations and have improved significantly since the previous inspection. This is the result of much improved teacher confidence, linked to the development of a good 'ICT-Suite'. Pupils, irrespective of gender, ability or ethnicity, make good progress in their learning because they are taught successfully and are included fully in all lessons. Very few pupils have a computer at home, which results in most having to learn and practise key skills at school.
123. Pupils work hard and are successful in using and applying literacy and numeracy skills in the subject. In Year 6 there are some very high quality word-processed letters aimed at persuading parents of pupils currently in Year 5 to allow their children to visit Weymouth when they are in Year 6. Spelling, punctuation and the correct use of paragraphs are impressive features of their work. Pupils make good use of data-handling programs to reinforce their numeracy skills, for example in Year 2, where they create graphs to show the width of their hand-spans.
124. By the end of Year 2, pupils know how to 'log on' and 'log off' in the 'ICT-Suite'. Most show satisfactory skills in the use of the mouse, especially to 'click and drag'. However, keyboard skills are less secure and many are slow at entering text, but nevertheless show good perseverance in so doing. Pupils have made good use of combining text with graphics to make a 'slideshow' presentation of a story from the reading scheme. They show stronger skills in using a graphics program to make symmetrical patterns. Pupils continue to make good progress and, by the end of Year 6, are confident in loading programs and files within a folder. They know how to load, save and print their work.
125. In Year 6, pupils show good skills in making a multi-media presentation based on their recent fieldtrip to Weymouth. They successfully import pictures taken with the digital camera and add text, showing good skills in changing fonts, font sizes and font effects. In a lesson observed, they made good progress in adding sounds to their presentations. In numeracy, pupils create spreadsheets to show how they would spend £40 as part of a Christmas wish list. They use a data-handling program successfully to show how temperatures in different countries of the world compare. In history they carry out Internet research and then word-process key facts on the Aztec Empire.
126. In lessons, particularly in the 'ICT-Suite', pupils work together successfully in pairs, including mixed-gender pairs. The quality of mutual support is impressive, as is their degree of interest and perseverance in completing challenges and tasks set by the

teacher. This makes a strong contribution to pupils' spiritual, moral, social and cultural development.

127. Teaching in the 'ICT-Suite' is good and makes a positive contribution to the improved standards and good progress made. However, teachers miss opportunities to use classroom-based computers to support pupils' learning. In the 'ICT-Suite' teachers show confidence and good subject knowledge. They make effective use of the overhead projector to explain and demonstrate key skills, for example how to import sounds into a multi-media presentation. In lessons, teachers and learning support assistants move around the room giving good support to those pupils who need it. Equally, they encourage pupils in their pairs to try and solve their own problems.
128. The subject is successfully led and managed. There is a detailed up-to-date policy and a good scheme of work which shows the knowledge, skills and understanding to be taught as pupils move up through the school. Resources are good and used effectively to support pupils' learning, especially in the 'ICT-Suite'.

## MUSIC

129. Standards meet those expected for most pupils by Year 2 and Year 6. Pupils' standards in singing are above those expected by Year 6. This is a marked improvement since the previous inspection, when standards were judged unsatisfactory. The improvement is a direct result of the strong leadership and management of the subject. The subject leader has focussed strongly on increasing teachers' subject knowledge and confidence. This has led to teachers making lessons interesting and relevant to pupils' needs. Pupils, including those with special educational needs, make good progress throughout the school. This represents good improvement since the previous inspection, when progress was unsatisfactory. The quality of teaching is consistently good. This is a significant improvement from the unsatisfactory teaching at the time of the previous inspection.
130. Strengths in the subject are:
  - the quality of singing;
  - the quality of performing, composing and listening skills;
  - the quality of teaching and learning;
  - the pupils' attitudes, response and behaviour in lessons;
  - the use of subject-specialist teachers.
131. An area for development is:
  - the provision of time for the pupils to reflect on their learning and achievement.
132. The younger pupils' singing is enthusiastic, joyful and tuneful. This reflects the enthusiastic and skilled teaching. It is particularly noticeable in Year 1, where the pupils sing songs such as 'The Grand Old Duke of York' and 'Hush-a-Bye Baby' with clear enjoyment and feeling for the music. The pupils achieve very well and sing both songs to fast and slow rhythms with real enthusiasm and surprising accuracy. They maintain their enthusiasm, enjoyment and accuracy as they perform rhythmically and maintain an accurate beat. For example, pupils use percussion instruments effectively to create fast and slow beats to a four-beat rhythm.
133. This high level of achievement continues as the pupils progress through to Year 5. The teacher builds effectively on their previous skills and ensures that they learn new singing skills. For example, in a Year 5 lesson the pupils practise to improve their ability to sing together in four-part rounds. The quality of their singing shows improvement during the lesson and they sing with much enjoyment and enthusiasm. All the pupils have very good opportunities to increase their skills and techniques in performing and composing. Skilful teaching enables them to create harmonies using three-note chords. They thoroughly

enjoy this work and improvise running scales to complement the chords. The quality of singing in the 'Skylarks' singing club and in hymn practice, confirms the finding of above-average singing skills. Pupils sing melodically, have clear diction and maintain accurate rhythm with effective use of dynamics.

134. The quality of teaching is good and results in good learning by the pupils. The school makes effective use of teachers with special expertise in music. This results in good progress in learning to play instruments such as violins and recorders. The school ensures that all pupils have the chance to learn an instrument. It makes no charge for specialist tuition and provides the instruments for pupils' use. The teachers explain specific music vocabulary carefully. This ensures that pupils of all abilities and needs learn at a similar rate to their classmates. There is no difference in achievement between boys and girls. The teachers use every minute of lesson time to improve the pupils' standards and increase their rate of learning. They do not always give them enough time to reflect and think about their work during the lessons. This results in the pupils not fully understanding what they have learnt and how they could improve.
135. The pupils take part in school productions each year and the school ensures that they all have opportunities to join in. This makes a very valuable contribution to the pupils' personal, social and cultural development. The school takes every opportunity to provide its pupils with a range of good music through visits and visitors. For example, pupils take part in local music festivals and achieve well. There is a wide range of visiting musicians from western and non-western cultures. These include concerts and workshops organised by South American musicians and steel pan drum players. This, and the wide range of music available in the school, makes a positive contribution to pupils' cultural development.
136. The teachers use day-to-day evaluation of the pupils' achievements effectively to plan what they are to learn next. There are some missed opportunities to enable the pupils to appreciate what skills they have learnt. For example, the teachers do not always use recordings of pupils' performances for them to listen to and improve. They make effective use of the wide range of good percussion resources. This increases the pupils' skills and techniques, particularly their drumming skills. There are a good number of tuned instruments, such as keyboards, for the pupils' use. This, and the free instrumental tuition, increases their ability to read music and perform to each other and wider audiences. The specifically designated music room makes a positive contribution to the pupils' achievements.

## **PHYSICAL EDUCATION**

137. It was not possible to observe any physical education in Years 1 and 2, so there is insufficient evidence to make a judgement on attainment. However, the timetable indicates that for the whole of the autumn and spring terms the only physical education Year 2 pupils will receive is swimming. It is therefore highly unlikely that these pupils will be able to reach the required standard in gymnastics, dance or games by the end of the year.
138. By the end of Year 6, standards meet national expectations, which is the same as the judgement of the last inspection. In dance, Year 6 pupils listen and follow instructions well from a tape-recorded radio broadcast to perform the 'Bollywood Beat'. Both boys and girls join in enthusiastically and produce some well controlled movements. Year 4 pupils satisfactorily perform basic country dance movements. Dance makes a valuable contribution to pupils' social and cultural development. In Year 3, pupils' inattentiveness hinders their dance movements. By Year 6, pupils show that they can perform jumps on the floor, and on and off apparatus. They find a good variety of jumps, but concentrate less on the quality of flight or landing. Swimming records show that in Year 6 at the



moment nearly 80 per cent of pupils meet the national expectation to swim 25 metres unaided.

139. Teaching is satisfactory, although observed lessons ranged from good to unsatisfactory. The better aspects of teaching included:
- pupils warming up effectively, raising their heart rate, and working hard during the lesson, thus maintaining this heart rate;
  - good progression of activities to increase pupils' skill level;
  - plenty of opportunity for pupils to practise their skills;
  - all pupils, including those with special educational needs, being totally included in the lessons;
  - boys and girls working well together, contributing to social development.
140. These aspects enabled pupils to make satisfactory, and sometimes good, progress. In some lessons there were unsatisfactory features. They included:
- insufficient attention being given to pupils' noise and inattentiveness;
  - a slow pace causing pupils to lose interest;
  - insufficient attention to the quality of performance;
  - insufficient attention to health and safety.
141. Urgent consideration should be given to health and safety. In all lessons observed there were some aspects that were potentially dangerous. They included:
- items of equipment which were not being used, such as a maypole and a gymnastic stool sticking out into the hall;
  - gymnastic equipment being carried or dragged in a dangerous manner;
  - pupils wearing jewellery and watches;
  - long hair not being tied back;
  - pupils wearing unsuitable clothing, including:
    - heavy trainers which they had been wearing all day;
    - a hooded sweatshirt with dangling pull cords;
    - full tracksuits which were inappropriate when pupils were working hard and moving on apparatus.
142. The co-ordinator has overseen the implementation of the scheme of work. This, except in Year 2, ensures adequate coverage. There are also considerable extra-curricular opportunities, including after-school clubs (football, netball, basketball, country dance, athletics), competitions with other schools, and a residential visit. On the annual sports day all pupils take part in a variety of events. All these activities make a valuable contribution to their spiritual, moral, social and cultural development. Useful assessment sheets have recently been introduced to record pupils' progress. There is a good quantity of resources to enable all pupils to have sufficient equipment when they are working. The physical education policy is in draft form and undated. There is only passing reference to health and safety, which is not helpful to teachers. At the moment there are no lesson observations, which make it difficult for the co-ordinator to know how the subject is being taught. There is no action plan for physical education, so it is difficult to see how the subject is to develop.

## RELIGIOUS EDUCATION

143. Raising the profile of religious education in the school and raising teachers' knowledge of, and confidence in, teaching religious education has been one of the aims included in the school improvement plan. This has been very successful, and has resulted in standards at the end of Years 2 and 6 being above the expectations of the locally agreed syllabus.
144. The judgement for Years 1 and 2 is based on the analysis of pupils' work and talking to them, as it was not possible to observe any lessons in these year groups. Work very sensibly always starts from pupils' own experiences. Year 1 pupils think about who keeps them safe, how they can help their family and who is special to them. In Year 2, pupils think about what makes the world special, and how they would feel if the world, for example, had no sound. Thinking about senses links with work in science, and leads to senses in worship, and what senses Christians use to pray. With 'special gifts', pupils think about how Christians and Hindus give special gifts to God. Much of this work is done through discussion, which contributes to pupils' speaking and listening skills, but pupils keep written records, much of it in the form of pictures and short captions.
145. In Year 6 the starting point is again often pupils' own experiences. Pupils were asked to list their heroes. Predictably, some included Britney Spears and David Beckham, whilst others, less predictably, included Anne Frank and John Logie Baird, the latter for inventing the television for him! Discussion then leads to heroes in Christianity and Islam. Pupils understand that they have choices. They choose who their friends are, who they play with, what music they listen to and whether or not they stroke the hamster! They then realise that they choose the rules they want to live by, and consider the Ten Commandments for Christians, and how the Five Precepts (guidelines that the Buddhist may choose to follow) affect a Buddhist's life.
146. Only three lessons were observed, two being satisfactory and one excellent. The excellent lesson, involving a contribution by a parent who is a Muslim, compared Ramadan with Lent. Pupils were totally absorbed by the brisk, stimulating and informative presentation by the class teacher and the parent, which enabled them to show a good knowledge and understanding in the plenary at the end of the lesson. In the other lessons, religious stories were read/told, which, whilst satisfactory, did not really motivate the pupils sufficiently.
147. Reading, writing, speaking and listening are all used well in the process of finding out and communicating an understanding of religious education. Work is mostly neat and well presented. A valuable contribution is also made to pupils' spiritual, moral, social and cultural development. Older pupils understand that religious and moral beliefs and values underpin their individual choices. They appreciate that issues in religious education clearly connect with social awareness in how we relate to others. Through visits to various places of worship, and visitors of different faiths coming to the school, pupils are helped to understand and respect people of different beliefs. This was demonstrated extremely well when a parent who is a Muslim spoke to Year 3 pupils. They were stimulated so much that they had an endless series of questions and showed total respect for their visitor.
148. Religious education has made good progress since the last inspection. The knowledgeable and enthusiastic co-ordinator has worked effectively to implement a new scheme of work, which meets the requirements of the National Curriculum and of the locally agreed syllabus. Each year group always considers Christianity and one other religion, ensuring that pupils develop a good understanding of the major world faiths. Assessment is developing well with the new curriculum. The school's programme makes a valuable contribution to pupils' spiritual and personal development. The school has good resources, including religious artefacts, and also makes good use of a loans service. The

co-ordinator has a good understanding of what is happening throughout the school through monitoring planning and sampling work.