

INSPECTION REPORT

BINLEY WOODS PRIMARY SCHOOL

Coventry, Warwickshire

LEA area: Warwickshire

Unique reference number: 130886

Headteacher: Mr K Clark

Reporting inspector: A C Davies
3639

Dates of inspection: 17-18th March 2003

Inspection number: 248810

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Coombe Drive
Binley Woods
Warwickshire

Postcode: CV3 2QU

Telephone number: 024 7654 3754

Fax number: 024 7654 0055

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Manning

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Binley Woods is an average sized primary school with 186 pupils, aged between 4 and 11, attending. The school is situated in the pleasant village of Binley Woods on the outskirts of Coventry. It was re-organised into its present form in 1996 as part of a major re-organisation of schools in Warwickshire. Most pupils come from the immediate village although a significant number come from the surrounding area. Parents put a high priority on their children's education, which results in good levels of support coming from home. The percentage of pupils entitled to school meals free of charge is 4 per cent and below the national average. The percentage of pupils on the special educational needs list is in line with national average. All pupils speak English as their main language, although a number of pupils' ethnic background is Indian or Pakistani (9 per cent). When they first start school the majority of children have good academic and social skills.

HOW GOOD THE SCHOOL IS

This is a good school, where the many strengths far outweigh the weaknesses. Standards have steadily improved over the years with particular strengths in pupils' writing. The teaching is good, helping pupils to be highly motivated and excited about learning. Good leadership results in subject managers helping to raise standards in several subjects. The school provides good value for money.

What the school does well

- Pupils' confidence in using written and oral language is helping to raise their achievement in writing.
- The school successfully helps pupils to develop a love for literature, resulting in reading standards being very good.
- Pupils of all abilities make good progress in mathematics and achieve well.
- Pupils are courteous, well mannered and a delight to spend time with.
- Pupils' learning is aided by the way teachers make it very clear exactly what it is they are expected to achieve in each lesson.
- Effective leadership by the literacy, numeracy and ICT (information and communication technology) co-ordinators is responsible for the school improving, or maintaining, standards in those subjects.

What could be improved

- Despite improvement in pupils' information and technology skills there needs to be greater use of ICT across the curriculum.
- More emphasis needs to be given to developing pupils' thinking skills when planning work across the curriculum.
- Pupils are capable of being involved in a wider range of activities to help them have more responsibility for the way the school is run.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and it has made good progress since that time. Standards have improved in the last five years and the quality of teaching is now better. The pupils'

behaviour remains very good and pupils' positive attitudes to work are helping them to learn effectively. The issues identified at the time of the previous inspection have been dealt with appropriately. Two of these areas, that is, the unsatisfactory standards in writing and providing more continuity in pupils' learning, are now strong areas of the school's work.

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	A	C	A*	A
mathematics	A	D	A	A
science	C	C	A	C

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

Standards are high in English, with particular strengths noted in pupils' writing. By the time they are in Year 6 many pupils are very confident communicators both in their oral and written responses. This leads to many extracts of pupils' written work being very impressive. More able pupils in particular write with expression and creativity. The use of adjectives, similes and metaphors is very advanced and they are very clear about the impact this has on the reader. Standards in reading are also strong. Pupils are able to express enthusiasm about their reading and they have established good reading habits, which see most being happy to take books with them when they go on holiday.

Pupils are very competent mathematicians who successfully cope with complex problems by the time they are in Year 6. Very good understanding and knowledge of basic number work is established early and this serves all pupils well as they work on problem solving. Pupils who experience difficulties are well supported because their needs are identified early and more able pupils are provided with and cope with increasingly more difficult tasks. There is effective use of pupils' literacy and numeracy skills across the curriculum. Despite the improvement noted in pupils' information and technology skills more needs to be done to make use of these skills across all subject areas. As a result of the good achievement and progress in core subjects pupils attain well in the national tests at the end of Year 2 and Year 6.

When children start school the majority are already able to communicate with confidence. They have good social skills although their personal skills are not as well developed with a significant number not being able to dress themselves after physical education. Good progress during their time in the reception class sees a significant number attaining beyond the early learning goals by the time they finish their first year at school. This good progress is continued through Years 1 to 6, with several pupils attaining beyond the level expected for their age by the time they come to take the national tests for Year 6 pupils. Good attention to the needs of all pupils, including those on the special educational needs list, helps pupils of different ability achieve to their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. Pupils' enthusiasm is boundless. They are keen to do well and are very proud of their school.
Behaviour, in and out of classrooms	Very Good. Very little time is lost to disruptive behaviour and this is helping pupils to learn effectively.
Personal development and relationships	Good. Pupils are keen to help around school and show very good levels of responsibility when provided with the opportunities to do so. More could be done to extend the amount of responsibilities given to pupils.
Attendance	Good. Attendance is above average and pupils are punctual.

TEACHING AND LEARNING

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

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

There are significant strengths in the teaching throughout the school. This is having a very good impact on pupils' learning. The teachers ensure that all pupils are very clear about what it is they are to learn in each lesson and check regularly with them to see if they are keeping up with the pace. Pupils have learning targets for literacy and numeracy and these help pupils to know about the next steps they need to take to improve their work. These strategies result in pupils being very clear about how much they are learning and what it is they need to do next.

The teaching of literacy and numeracy is good, with examples of outstanding teaching noted for writing. Unique ideas presented to pupils engage them and keeps them highly motivated. Teachers are also very skilful in challenging pupils to improve their original piece of writing. The way teachers discuss with pupils the strengths and weaknesses in their initial efforts contributes to this challenge. Teachers maximise opportunities for pupils to participate in discussions and this is helping their self-esteem and ability to communicate with confidence. There is a rigour about the way teachers work, with careful consideration given to pupils' ability to cope. Good planning shows that teachers take full account of what pupils have learnt previously and there is an effort made to build from this position. Teachers have successfully helped pupils to develop a love for literature by enabling them to carry out regular discussions about the books they have read and to make presentations to the rest of the class. The needs of more able pupils are particularly well addressed although this aspect could be more consistent in mathematics.

The teaching of young children in the reception class takes full account of the national recommendations for this age group. There is a very exciting and challenging outdoor learning area established enabling children to learn from many different contexts

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school gives good attention to literacy and numeracy and use this to good effect to help develop pupils' work in other subjects. Creativity is prioritised with very good provision in art, dance and music.

Provision for pupils with special educational needs	Good. The school identifies pupils with learning difficulties early and provides good support for them from early on. They also link with a range of agencies to support these pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a good attention to helping pupils respond emotionally to work they are doing. Pupils are helped to consider their own behaviour by displaying in each classroom reminders of what is expected of everyone. The school is very aware of the need to widen pupils' understanding and tolerance of living in a multi-cultural society and give good attention to this.
How well the school cares for its pupils	Good. The school pays good attention to the pastoral and academic needs of its pupils by ensuring that the working environment is safe and by tracking the academic progress of pupils very carefully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has successfully developed a strong team around him. He and the deputy headteacher complement each other well with each being able to display good leadership in different areas. There are specific strengths in the leadership displayed by the literacy, numeracy and ICT co-ordinators.
How well the governors fulfil their responsibilities	Good. The governors are very knowledgeable and work hard to support the school. They have been particularly vigilant in ensuring that the school's deficit budget is being carefully considered and checked.
The school's evaluation of its performance	Good. The school has good systems in place to check on its performance. Detailed analysis of test results, together with regular support provided to teachers, is helping the school to maintain high standards.
The strategic use of resources	Good. Despite the school's deficit budget there is careful consideration given to the way the school gets value for money from its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard. • The teaching is good. • Children make good progress in school. • The children's behaviour is good. 	<ul style="list-style-type: none"> • Reading arrangements in reception to Year 3. • Homework arrangements. • Extra curricular activities. • The information the school provides to parents about their children's progress.

The inspection team agrees with all the positive points made by parents. The present reading arrangements are successful in helping the pupils to achieve well and older pupils, in particular, are

generating a real love for literature. The school's homework policy is very comprehensive but there is a little inconsistency in the way it is implemented. The range of additional activities provided for pupils is more than seen in most primary schools. The pupils' annual reports gives parents good information about what their children need to do next and therefore are in line with national recommendations.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Pupils' confidence in using written and oral language is helping to raise their achievement in writing.**
- 1 Pupils explain themselves very precisely and clearly. This was most apparent during lessons and when they were involved in discussions with adults. Teacher assessments at the end of Year 2 reveal that pupils' speaking and listening is very good. In all lessons observed the attentiveness of pupils was a major feature. All of this helps pupils to be effective writers because they are able to use a wide-ranging vocabulary and have the confidence to explore different language patterns and to be creative.
 - 2 Standards in writing are high, which is a very much-improved position compared with the previous inspection. By the time they are in Year 2 the vast majority of pupils are able to sustain a simple storyline when writing and use a full range of vocabulary when doing so. Words like, '*furious*', '*company*' and '*absolutely*' are used by more able pupils. Their writing is well punctuated with good use of speech marks predominating the work of almost all pupils. Average and more able pupils in Year 2 write with a confident flair and use complex sentences, which include effective use of adjectives. They begin to show mastery of writing for a range of purposes. They are able to have a growing awareness of the audience they are writing for. Much of this confidence that these young pupils have for writing has been generated by the way the teachers work with them. This is because the staff maximise opportunities for the pupils to carry out discussions and to ask and answer questions.
 - 3 This good attention to extending pupils' vocabulary is very evident between Years 3 and 6. All staff encourage pupils to search for more complex words and especially more powerful verbs. As a result by the time pupils are in Year 4 they are confident communicators in writing. Written work for these 8 and 9 year-olds contain phrases like '*fascinated with London*', and '*tormented by some girls*'. They start their sentences in different ways, for example, '*Meanwhile....*', '*Amazingly....*' By the end of Year 4 the range of pupils written vocabulary is impressive. They have a confidence about them that exceeds that expected for their age. They are very aware of their audience and write with flair.
 - 4 In a Year 5 lesson a more able pupils' creativity and flair is very effectively demonstrated by the way she plays on the dress sense of bride and groom in the '*Beastly Marriage*'. She quickly seizes on the idea that the groom's suit was *from* '*Hogbog Designer*' and that the bride's veil was from '*Dreamy Dumpster*'. This steady improvement in both use of vocabulary and creativity is further enhanced in Year 6, where some extracts of work are very maturely handled. What is particularly impressive in Year 6 is the way the pupils enjoy their writing so much. More and less able pupils alike participate fully in class discussions and offer suggestions about ways initial pieces of writing can be improved.
 - 5 In Year 6 pupils write profusely. They do so for a variety of reasons and they use different forms and purposes. They are very aware of their audience and have confidence about their style of writing. They are extremely secure in their use of punctuation and present their work neatly with accurate spelling. They use a range of adjectives and adverbs, for example, '*said Sally impatiently*'; '*Grandma busied herself*'; and '*he slouched off*'. They have a full repertoire of simple, compound and complex sentences. Stories start in interesting ways, for example, '*I gazed out of the glass door at the sand and sea*'. Descriptions are very vivid as

is shown by one pupil describing a fox trying to escape its pursuers, *'Anolese weaved in and out of the trees like a speeding bullet. She could hear the dogs' ferocious barking and the crack of the hunter's whip mingling with the sound of pounding hooves'*.

- 6 Pupils' excitement and motivation is kept high by the excellent innovations of the teacher who uses a range of methods to help pupils consider the changing emphasis they need to bring to different types of writing. For example, in one lesson he reminds pupils of the main components required for a piece of writing by drawing comparisons to a football team needing a defensive and attacking strategy. In the same lesson he helps pupils' consider their main storyline by using a drama developed from the storyline in the book 'Smith' by Leon Garfield. Pupils work in pairs to develop a dialogue between two characters that have a strong London dialect. This is then used as a basis for their writing. Pupils are highly engaged, left in no doubt about what is expected of them and able to concentrate for prolonged periods. The end result is very impressive as is shown by the following extracts taken from the most recent pieces of writing completed by Year 6 pupils:

'A musty stench crept into the old man's nostrils'

'A small piece of light swam into view'

'...and there silhouetted against the night sky was a tall towering figure.'

'At that moment a fork of lightning painted the night sky silver and illuminated the man's face. He had a weather-beaten look with an aura of great strength about him.'

- **The school successfully helps pupils to develop a love for literature, resulting in reading standards being very good.**

- 7 Standards in reading have been very good for some years. The national tests for 7-year-olds, for example, show that the vast majority of pupils have attained the level expected for their age for the past four years and that an above average percentage move beyond the level expected for their age. In 2002, for example, 40 per cent of pupils attained beyond the level expected for their age (Level 3) and the present Year 2 is maintaining this position. Boys and girls are attaining equally as well, when taking account of the national differences. The national tests for Year 6 pupils show that they have made good progress in Years 3 to 6 and very few, over the past few years, have failed to attain the level expected for their age with a large percentage moving beyond this.

- 8 One of the main reasons for this good position is that the staff are successful in generating a real love for literature amongst the pupils. The school has re-organised the literacy hour so as to give more emphasis on reading. In Years 3 to 6, for example, pupils are organised by reading ability and provided with six-weekly programmes of work intended to last half-a-term at a time. The half hour sessions at the beginning of each day help teachers to give full attention to reading skills and to develop a wider range of reading experiences amongst the pupils. The teacher has one or two groups to focus on during each of these sessions and is able to give detailed consideration to the needs of each pupil at this time. Each pupil is provided with an individual reading record book in which they record when they read at school or at home. They also are expected to write a review when they have finished a book. This is handed into their teacher so that a check is kept on what each pupil has read. In Year 3, during one of these half-hourly reading sessions, different pupils have opportunities to: change their books; carry out a conversation with their teacher about their reading habits; read quietly; read aloud; and, participate in a whole class lesson on phonics. In all of these half-hourly sessions there is a strong emphasis given to speaking and listening.

- 9 When children first start school many have already experienced being read to at home. They are able to handle books and can sit quietly to listen to whole class stories. The school continues to give good emphasis to reading each day so that the pupils' reading skills are improved and expanded. Careful consideration has been given to providing each class teacher with an appropriate range of resources, including books, so that they are able to keep reading interests high. The literacy co-ordinator, for example, who is a Year 2 teacher has regular weekly discussions with Year 6 pupils about their reading and about the range of authors they are coming across. Parents are provided with a great deal of information about the school's approach to reading so that there is good liaison between school and home. All of this contributes to helping pupils achieve well in reading, which is reflected in the good national test results over the past few years.
- 10 Discussions with pupils reveal that the vast majority have a huge enthusiasm for reading. They read very regularly, especially before bedtime. They all take books home and all prioritise taking books with them on holidays. Year 6 pupils disclose that their favourite authors are taken from a wide range of genre and that they have already developed a preference for certain types of books and authors. There is an overwhelming feeling that these pupils have already established lifetime habits when it comes to reading. Many stated that the books they read had influenced their personal writing with many adapting characters that they had come across in their reading to be a main character in their own stories. A group of pupils were very excited about the new publication about to be released by the author Philip Pullman. They also showed that their reading had helped them learn tolerance of others. One pupil described how reading about the adventures of a Hindu boy had made him more interested in that religion. Pupils are able to talk at length about their favourite authors, giving information about their backgrounds and types of literature they produce.
- 11 Pupils excitement about reading is also evident in lessons. In Year 4, for example, the teacher introduces a new topic about modern poetry by making references to the similarities and differences between the Harry Potter books and Lord of the Rings. In doing so she immediately captures the interest of all pupils. The use of the 'Troll' poem that follows to give emphasis on rhyming words is successful because by this time all pupils are fully involved in the lesson. The teacher creates a deep sense of 'awe and wonder' as she reveals rhyming words that have the pupils gasping with excitement. Similarly, in a Year 2 lesson the teacher generates the same level of excitement in pupils as she turns the next page of the book they are reading together. The teacher's work hard at making reading enjoyable by using interesting ideas, such as puppets introducing new phonic blends in Year 1. From early on pupils are encouraged to read aloud and 'perform', reading with expression and excitement. They show good awareness of the listener in these situations, using appropriate expression and using pauses and pace to good effect. The enthusiasm that pupils have for reading can be best summed up by many Year 2 pupils choosing authors when they came to consider famous people they would like to be.

- **Pupils of all abilities make good progress in mathematics and achieve well.**

- 12 Standards in mathematics have been good or very good for the past few years, with the exception of 2001 when the national tests for 11-year-olds showed that the school's results were below average. This was expected as a large number of pupils in that year had specific learning difficulties. In other years, very few pupils did not reach the expected level for their age in the national test for 7 or 11-year-olds. In 2002, the percentage of pupils who exceeded

the level expected for their age (Level 5) far exceeded the national average. The present Year 6 is maintaining this position, with many working at levels beyond that expected for their age.

- 13 Throughout the school pupils achieve well. More able pupils are working at a demanding pace and less able pupils are working at levels expected for their age. Most of this is due to the support that they are given from a range of adults working in each class. When children first start school their level of attainment in mathematics matches that expected for their age. By the time they finish Year 6 the vast majority are attaining well above average indicating that they are making very good progress and achieving very well.
- 14 By the end of Year 2 pupils are able to explain and discuss a range of mathematical topics. They have good knowledge of number facts and place value. They are able to multiply and divide by 2, 5, and 10 and more able are able to do so for the 3x and 4x tables. They are very familiar with the properties of two and three-dimensional shapes. By the end of Year 6 pupils are confident in calculating with fractions, decimal fractions and percentages. More able pupils in Year 6 are able to talk about working out their answers by applying algebraic formulae. There is a good system in place to help track the progress being made by individuals and pupils are provided with individual targets to help them focus on what they need to do next to improve. Pupils become more confident in tackling problems as they become older because they have a very secure understanding of basic number patterns.
- 15 In lessons pupils are very attentive and keen to participate. In a Year 1 lesson, for example, pupils are highly motivated by the way the teacher presents work to them in the form of problems. They are familiar with classroom routines and this helps them to focus on the main task rather than having to devote time to familiarise themselves with the resources they are using. The good learning ethos that is established, which is supported by the additional adults who work with the pupils, makes a telling contribution to pupils' learning and achievement. During the first part of lessons the mental warm-up is brisk and sets the pattern for the rest of the lesson. In each class the class teacher uses a range of interesting ideas to challenge pupils at this time. These ideas are varied and different so that pupils do not become bored or complacent. Similarly, the end parts of lessons are used well to focus on what pupils have learnt. Teachers are quick to seize on pupils' mistakes to re-inforce learning for others. In almost all lessons teachers give good attention to the needs of pupils of different ability, especially those with special needs. However, occasionally lessons can be more challenging for more able pupils.
- 16 Good attention to the learning objectives and to reminding pupils what is expected of them is a feature of much of the work. In Years 5 and 6, in particular, the teachers' demonstrations add much to the quality of learning that is taking place. In these two classes the teachers' quality of questioning is good, as is their use of new mathematical vocabulary to deepen pupils' understanding. There is very good consideration given to ensuring that pupils apply their new knowledge to practical situations. This was seen at its best in Year 6 when the teacher gave pupils the problem of working out the area of all the school's corridors with a view to considering the cost of carpeting it after an initial lesson on surface area and volume.
- 17 A combination of good teaching, good assessment of pupils' ability, target setting and pupils' keenness is making a very positive contribution to pupils' attainment in mathematics. This results in all pupils achieving well and making good progress.

- **Pupils are courteous, well-mannered and delight to spend time with.**

- 18 The behaviour of pupils, both in lessons and at play is very good. They have very positive attitudes to their work and this is helping to make an important contribution to their learning. This is a slight improvement on the good behaviour reported at the time of the previous inspection. The vast majority of parents agree that pupils' behaviour is very good. This was confirmed in their responses to the pre-inspection questionnaire and when they attended the pre-inspection meeting.
- 19 In all lessons pupils are attentive and keen to listen to their teachers. In each classroom the class rules are displayed and all pupils feel that they are fair and sensible. Pupils are quick to settle to their tasks and are very eager to respond to the questions posed by the teachers, even though they may not be completely sure of the answers. This indicates that they have a good level of confidence and are able to sustain their concentration for long periods. It was noteworthy that many pupils were able to persevere with tasks that they found demanding. They show very good levels of respect for the adults that work with them and appreciate any support they are given. Pupils with special educational needs, or those who find aspects of learning difficult, are very thankful for the support provided by classroom assistants. The very good standard of behaviour is established in the reception class where there is a strong focus on personal, social and emotional development. This is helping pupils, as they move through the school, to recognise what is, and is not, acceptable behaviour in different situations. Pupils are mature and this is helping them to make sensible decisions based on sound principles of courtesy and giving consideration to the well-being of their peers.
- 20 The pupils' behaviour is also impressive when they are at play or during lunch times. In the dining hall, for example, pupils show good manners and are quick to thank the lunchtime supervisors for any help they receive. In the playground any small squabble is settled amicably and sensibly. Pupils stated that bullying was not an issue in their school but knew exactly what they would do if they felt threatened in any way.
- 21 Pupils are a delight to spend time with because they are polite, well mannered and courteous. They are also a pleasure to take out of school, as is testified by the numerous letters the school receives from places, like theatres, that they visit. The parents who have helped during visits also state that they were very impressed by the standards of behaviour of the pupils. Pupils are at ease when talking to adults and this is part of the school's expectation. The high priority given to speaking and listening throughout the school pays dividends in this respect. Importantly, the vast majority of pupils are very proud of their school and Year 6 pupils expressed some sadness about leaving.
- **Pupils' learning is aided by the way teachers make it very clear exactly what it is they are expected to achieve in each lesson.**
- 22 There are significant strengths in the teaching throughout the school and there has been improvement since the previous inspection. In each classroom there is a chart outlining pupils' literacy and numeracy targets. At the beginning of each lesson teachers make it clear to pupils what is expected of them and they use the end part of the lesson to check to see if the pupils have achieved what was expected. These make telling contributions in helping pupils be very clear about what it is they are to learn both on a long and short-term basis. Teachers make sure that pupils are fully aware of their expectations and that they are coping with the demands that are placed on them.

- 23 Teachers plan very effectively, taking full account of what pupils have learnt previously. Their preparations are first-class enabling pupils to benefit from their industry. They are successful in engaging pupils in prolonged discussions to help them improve their self-esteem and to be confident communicators. In one Year 2 lesson, for example, pupils were discussing famous people and what it would be like to be one of them. Two pupils had been nominated to lead the discussions with one opting to take on the role of George Bush while another opted for the author Dick King Smith. In both cases the pupils' preparations were first class, enabling all pupils to participate fully in the debate that followed. The teacher's rapport with her pupils was a significant feature in helping this excellent lesson be successful.
- 24 In another lesson, the talented Year 6 teacher used unique ideas to stimulate pupils. His ideas also help to improve their learning. During a writing lesson he uses 'football' analogies to help pupils to think more deeply and precisely. For example, he talks in the first instance about scoring a winning 'GOAL'. This helps pupils to focus on **Genre, Organisation, Audience and Language**. This is used alongside the already established term 'all good stories have their DAD', with DAD standing for **Description, Action and Dialogue**. As a result there is good illustration of simple and more complex writing with pupils being clear about what is expected of them. The teacher then moves on to another football analogy to help them to organise their writing. He uses the term 'choosing the team', which are made up of the tools of writing. These tools include description, personification, similes, idioms, adjectives, complex sentences, punctuation, handwriting and spelling. The pupils are then encouraged to think of which of these tools they need to use for different types of writing. For example, in writing an adventurous story tools like dialect and description would be the 'strikers' and tools like handwriting and spelling would be in the defensive line up. The idea works very well and pupils are again very clear about what is expected of them.
- 25 In all literacy and numeracy lessons teachers draw their ideas from the National Literacy and Numeracy Strategies. However, the teachers are flexible enough to take full account of the needs of all pupils, enabling pupils with special needs to be well supported and more able pupils to be appropriately challenged. Similarly the reception class teacher takes full account of the new recommendations for teaching children in the foundation stage of learning. She makes very good use of an exciting outside environment to ensure that children have as much practical experiences as is possible.
- 26 Teachers make very effective use of the plenary (end part of the lesson) to re-inforce the learning that has taken place. In the reception class, for example, children come together to sing the alphabet song after a lesson that focuses on phonics. In another example, the Year 2 teacher uses the objectives outlined at the beginning of the lesson, to check to see if all pupils have understood what they set out to learn with regard to using appropriate punctuation for direct speech. In Year 5 the teacher uses extracts of pupils' work to help all pupils gain ideas and to set higher standards for their own work.
- 27 At all times teachers seek opportunities to motivate pupils and keep them highly engaged and interested. In a Year 4 lesson on modern poetry, the teacher immediately captures the pupils' interest by talking with them about the differences between the Harry Potter stories and Lord of the Rings. The pupils are immediately into their stride and talk with good knowledge about each author's style. In a Year 2 lesson the use of role-play works well as individuals take on the role of a famous person. In Year 5 the use of a parody on 'The Beauty and the Beast' is also effective in motivating pupils and making them think creatively. Equally as effective is the teachers' questioning. In all lessons teachers make the most of pupils' ability to speak fluently

and eloquently by seeking deeper explanations from them. In mathematics lessons this is particularly successful especially during the mental and oral warm-up at beginning of lessons.

- 28 Teachers keep very thorough and concise records of pupils' achievements and this is used to good effect when they are planning work. The teachers' knowledge of individuals enables them to plan more precisely for their needs. In this way there is good attention to pupils of different ability and aptitude.
- **Effective leadership by the literacy, numeracy and ICT co-ordinators is responsible for the school improving, or maintaining, standards in those subjects.**
- 29 The headteacher makes the most of a knowledgeable and talented staff and enables them to take on areas of leadership, under his direction, that helps improve standards in the school. The leadership provided by the literacy, numeracy and information and communication technology co-ordinators is particularly effective.
- 30 Each of these leaders has undertaken a full and thorough audit of the subject's current situation. They have very detailed records of pupils' progress and they take account of standards attained. The literacy and numeracy co-ordinators use information received from the Local Education Authority, to add to their own information, to check on how well the school is performing. This information is carefully evaluated and fed back to the senior management team as well as governors.
- 31 This information is then used to set appropriate targets for groups of pupils as well as individuals. The school therefore has a very carefully structured tracking device outlining what is expected of each pupil. Importantly, the thoroughness of the system has allowed for co-ordinators to recognise strengths and weaknesses in their subjects. In English, for example, the recognition of the weaknesses in writing was identified and as a result of the carefully planned programme, which included professional development opportunities for staff, writing is now a strength. In numeracy, the co-ordinator had recognised the need to give more attention to problem solving and as a result of carefully planned professional development opportunities for staff this is no longer an issue. She has now turned her attention to looking at greater levels of consistency in the way more able pupils are being challenged. There is now a good action plan being prepared to deal with this issue.
- 32 The teaching and learning is carefully analysed through regular checks being made of the way lessons are being delivered; scrutinising pupils' work and finding opportunities for the co-ordinators to work with different age groups. For example, the literacy co-ordinator, who is a Year 2 class teacher, works regularly with Year 6 pupils to find out more about their reading habits. The co-ordinators for literacy and numeracy were instrumental in the school's success in implementing the National Literacy and Numeracy Strategies. They provided staff with excellent dissemination of their own training at the time of their introduction and continue to evaluate new information and initiatives that are being developed nationally. They have led professional development days with staff and continue to pass on up-to-date information from national co-ordinators and consultants to the rest of the staff.
- 33 The co-ordinator for information and communication technology has successfully implemented a five-year plan, which now sees much improvement in pupils' individual skills for information technology. Improved resources and greater confidence amongst all staff have been the main reasons why this improvement has happened. As a result the school is now in a much healthier

position than the one reported at the time of the previous inspection. There is now a new development plan in place, which has been created after very good audit was undertaken identifying key areas for further development. The two main areas to be worked on will be the greater use of information and communication technology across the curriculum and more work needing to be done on the 'control' aspect of the subject.

- 34 Discussions with staff reveal that they have improved their own information and communication technology skills as a result of the support provided by the co-ordinator, who is also the deputy headteacher. The action plan produced identifies clearly how improvement is targeted. There is to be a priority given to using information and communication technology more consistently in literacy and numeracy in the first instance. This is a sound way of identifying development and one that the school is keen to implement.

WHAT COULD BE IMPROVED?

- **Ensure that ICT is being used more consistently across all subjects.**

- 35 The school has worked hard to improve its information and communication technology capacity and provision throughout the school. This was an area of weakness identified in the previous inspection report. The school response has been very good with pupils' attainment in this subject now matching that expected for their age. Most Year 6 pupils, for example, are able to carry out independent research using the Internet, as required. The more able are capable of putting together a multi-media presentation of high quality. It is in the area of making more use of information and communication technology across the curriculum that the school now needs to put its emphasis.

- 36 The co-ordinator, as previous described in this report, is very aware of the situation. An action plan has been produced which has identified the way forward for the school. The school now needs to give priority to fund this development. Most teachers are already taking advantage of the pupils' improved information technology skills across all subjects by providing more opportunities for them to use computers, especially the Internet, to carry out research. However, at present, this is not being consistently applied and the resourcing needs to be improved and adapted to help meet the aims outlined in the action plan. The school has already implemented a very successful long-term action plan, which has seen improvement in pupils' skills in this area. The same type of leadership and appropriate funding should see the school being equally as successful with dealing with this next area for development.

- **Develop a long-term curriculum plan that sees the use of thinking skills being integrated across all subjects.**

- 37 Since the previous inspection the school has worked hard to strengthen its curriculum provision. The improvement has seen the school providing good breadth and balance across

the curriculum compared with the sound position previously reported. There are now far more secure long-term plans in place for each subject and there are appropriate schemes of work available for each area. The next stage is to ensure that the school is integrating the thinking skills outlined in the National Curriculum 2000 across all subjects. There is already good practice happening in this area but, at present, the staff are not explicitly noting these skills in their planning. The school needs to consider how best to implement these skills and take full advantage of the pupils' strengths in communication.

- 38 The staff need to work together to identify the specific skills that are associated with the key thinking skills and recognise what this means for the long-term plans for each age group. Although the identification of these skills has not happened formally in the school, many teachers are using good ideas that demand that pupils are making the most of their thinking. For example, much of the way staff approach the research element in science, history and geography is already making use of these skills. What is not in place yet is the formal recognition of how to build on year by year on the development of these skills. The staff are enthusiastic about the prospect and whilst acknowledging that the present arrangements for the curriculum are more than adequate this should help to strength even further the work of the school.

- **Find ways in which pupils can take on added responsibility in making decisions about aspects of the school day.**

- 39 As already reported, the pupil's attitudes and behaviour is very good as is their communication skills. They show good levels of maturity in posing and answering questions in class and are very capable of showing good levels of independence and co-operation. It is therefore surprising that there are relatively few systems in place to give pupils more responsibility.

- 40 Pupils do have aspects of responsibility for daily routines. They set out chairs and equipment for assembly; they also have duties at lunchtime and on the playground. In individual classes pupils play an important part in the daily routines of clearing up and taking information to the main office. However, at the moment there is no formal body, such as a school council in existence to give pupils greater say in the day-to-day running of the school. The playground arrangements are fairly low key with no system, like playground pals or friends in place to help pupils make the most of their mature attitudes. Another area that is under-used is the opportunity for older and younger pupils to work together in a formal or semi-formal sense. There are opportunities for Year 1 and Year 5 to come together for shared reading once a week but this is a process that could be expanded. In each of the areas described the school could gain a great deal by helping pupils take on additional responsibilities, apply for certain jobs and to influence each other more effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41 In order to maintain the strong position that the school has reached the governors, headteacher and staff now need to:

- **Ensure that ICT is being used more consistently across all subjects;** (Paragraphs 35 and 36)
- **Develop a long term curriculum plan that sees the use of thinking skills being integrated across all subjects;** (Paragraphs 37 and 38)
- **Find ways in which pupils can take on added responsibility in making decisions about aspects of the school day.** (Paragraphs 39 and 40)

42 In addition, the school needs to check that its **homework arrangements** are consistently applied across the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	2	9	4	0	0	0
Percentage	12	12	53	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		186
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		26

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.7
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	12	8	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (95)	95 (95)
	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	14	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	21
	Girls	12	13	13
	Total	34	35	34
Percentage of pupils at NC level 4 or above	School	94 (73)	97 (67)	94 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	21
	Girls	14	13	13
	Total	36	35	34
Percentage of pupils at NC level 4 or above	School	100 (76)	97 (70)	94 (79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	129	nil	nil
White – Irish			
White – any other White background	1	nil	nil
Mixed – White and Black Caribbean	1	nil	nil
Mixed – White and Black African			
Mixed – White and Asian	4	nil	nil
Mixed – any other mixed background	1	nil	nil
Asian or Asian British - Indian	13	nil	nil
Asian or Asian British - Pakistani	4	nil	nil
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.25
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	426,234
Total expenditure	450,375
Expenditure per pupil	2,421

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

35.4%

Number of questionnaires sent out

198

Number of questionnaires returned

70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	3	0	0
My child is making good progress in school.	44	51	4	0	0
Behaviour in the school is good.	47	49	3	0	1
My child gets the right amount of work to do at home.	29	51	16	1	3
The teaching is good.	53	40	3	0	4
I am kept well informed about how my child is getting on.	39	41	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	54	43	1	0	1
The school works closely with parents.	37	47	11	1	3
The school is well led and managed.	50	41	4	1	3
The school is helping my child become mature and responsible.	46	51	3	0	0
The school provides an interesting range of activities outside lessons.	27	37	21	1	13