

INSPECTION REPORT

SOUTHAM PRIMARY SCHOOL

Southam

LEA area: Warwickshire

Unique reference number: 130905

Headteacher: Ms Jennifer Jackson

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 13th – 16th January 2003

Inspection number: 248812

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
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Glesni Thomas
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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21872	Mrs Lorna Brackstone	Registered inspector	English Information and communication technology Special educational needs	What sort of school is it? What should the school do to improve further? How well are pupils taught? How high are standards? a) the school's results and pupils' achievements
9942	Mrs Susanna Stevens	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25203	Mr Robert Cook	Team inspector	Geography History Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
30669	Mrs Margaret Sandercock	Team inspector	The foundation stage Mathematics Music Religious education	How well is the school led and managed?
15011	Mrs Marion Wallace	Team inspector	Science Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Southam Primary School, catering for children aged 4 to 11, is an average sized community school. It is located to the west of the town centre and is adjacent to a large local authority housing estate. There are 263 pupils on roll with a similar number of boys and girls. Most of the children who go to the school live locally. However, a minority travel from other Warwickshire and Northamptonshire communities. Children come from families with a very wide range of backgrounds, most of which are of white UK heritage. Many of the parents are involved in part-time employment. A significant number of children are cared for in single parent units who tend to work on a part-time basis. The proportion of pupils known to be eligible for free school meals is 12 per cent. However, this does not reflect the true economic status of the area, which is below average. There are no pupils who use English as an additional language. The proportion of pupils identified as having specific learning difficulties, including statements, is 19 per cent and this is about average. Learning difficulties include delay in speech and language and behavioural issues. Four pupils have statements of special educational needs. Children start school at the start of the academic year in which they will be five. Although most children attend pre-school sessions on site, there is no local education authority nursery provision on the estate. The vast majority of children start school with levels of attainment that are below expected levels for this age group. Standards in mathematical development and personal, social and emotional development are well below those expected on entry into the Foundation Stage. This is lower than reported at the time of the previous inspection when standards on entry into school were average. The school has two reception classes of 19 children each. Years 1 and 2 are split into three mixed-age classes, as are Years 3 and 4 and Years 5 and 6.

HOW GOOD THE SCHOOL IS

This is a good, effective school where pupils in Years 1 to 6 are fully included in all aspects of school life. Children start school with overall standards that are below those expected for this age group. By the time they leave school standards are average in English, mathematics and science. They are as expected in all other subjects except art and design, geography and physical education, which are above expected levels. Generally pupils achieve well because the quality of teaching and learning is good and the headteacher has a strong vision, thus ensuring that the aims of the school are met. Provision for social and moral education is very strong and this has a very positive impact on the pupils' attitudes and behaviour. The school provides good value for money.

What the school does well

- The very high quality of provision for spiritual, moral, social and cultural development gives rise to pupils' very positive attitudes towards the school in Year 1 to 6. Their behaviour in lessons and around school is also very good.
- The quality and range of learning opportunities in Years 1 to 6 are very good; all pupils are fully included in the very enriching activities.
- The school is a very caring environment and pupils' academic and personal development is monitored well.
- Parents are kept very well informed about the day-to-day life of the school. The involvement of a small active group of parents has a very positive impact on the work of the school.
- The overall quality of teaching and learning is good and this promotes good progress. This leads to above average standards in art and design, geography and physical education at the end of Years 2 and 6.
- The headteacher has a strong vision for the school.

What could be improved

- Standards in mathematics at the end of Year 2.
- Management of the Foundation Stage and provision for children in this specific age group who have learning or behaviour difficulties.
- Delegation to senior staff is not effective; they do not have sufficient time away from the classroom to check on the quality of teaching in their subjects.

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 has made good improvements since then. Standards in information and communication technology have improved through staff training and teachers now effectively teach mental calculation skills and encourage investigative approaches in science. Levels of attainment have improved in English, mathematics and science through the regular evaluation of pupils' standards. The overall quality of teaching and learning has improved and the development of nationally recommended schemes of work has enabled the teachers to plan effectively. There are now clear strategies in place to promote and monitor behaviour and this is now of very good quality in Years 1 to 6. The previous inspection report indicated that the school development plan did not have sharp success criteria. Some improvement has been made but the success criteria could still be sharper. In addition to rectifying the key issues from the previous inspection, provision for spiritual, moral, social and cultural development has improved. Relationships within school are also considered to be very good now and this represents a significant improvement. The school has the capacity to succeed further if all staff work together and share their commitment to improvement.

STANDARDS

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

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

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

Children start school with standards that are below that expected for their age. Most children make satisfactory progress in the Foundation Stage. Good progress is made in Years 1 to 6. By the end of Years 2 and 6 standards in English and science are average. Standards in mathematics are below average at the end of Year 2 but average at the end of Year 6. This is an improvement since the National Curriculum tests of 2002 in Year 6, which are recorded in the table above. This is because of improved teaching and a significant focus on writing skills. In comparison to similar schools, standards in science were above average but below in English and mathematics. At the end of Years 2 and 6 standards in art and design, geography and physical education are above national expectations for these age groups and this indicates that pupils achieve very well. In all other subjects, standards are as expected at the end of Years 2 and 6 and all pupils make good progress. Children with specific behavioural or learning difficulties in the Foundation Stage do not make sufficient progress because their needs are not identified early enough and there is insufficient support available to help class teachers plan for suitable provision. Pupils in Years 1 to 6 make good progress in relation to their prior attainment because their targets for improvement are clearly highlighted and curricular provision is good. The school has set challenging targets and is working hard to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils in Years 1 to 6 are very eager to come to school and have an enthusiastic approach to learning. Attitudes are satisfactory in the reception classes.
Behaviour, in and out of classrooms	Pupils in Years 1 to 6 behave very well in lessons and around school. They fully understand the implications of the behaviour policy and respect school property very well. Behaviour in reception is satisfactory. No anti-social behaviour was observed during the inspection.
Personal development and relationships	Relationships within school are very good. Older pupils look after younger ones and good use is made of their initiative.
Attendance	Attendance is good. Pupils arrive at school punctually and most parents understand that 10 days holiday in school time is a privilege, not a right.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Satisfactory	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.

A particularly good aspect of teaching that runs throughout the whole school is the day-to-day assessment of pupils' work. Work is marked regularly and teachers provide both positive comments and features that could be improved. They also provide lots of positive praise verbally, which contributes to the very good relationships present between teachers and pupils. The quality of teaching in Years 1 to 6 is good. Management of pupils is very good, as is the use of homework to promote learning. Teachers have a good knowledge and understanding of the age groups they teach, they plan well and use a good range of effective teaching strategies. This ensures that all pupils work at a productive rate. The basic skills of literacy and numeracy are taught well and this enables the pupils to acquire knowledge and understanding in these key areas. Time, resources and all available support staff are all used well and this enables groups of pupils, including those with specific learning or behaviour difficulties, to be fully involved in all activities. This results in pupils who are motivated and understand what they are learning. Teaching is overall satisfactory in the Foundation Stage. Relationships are generally positive and links with parents well established. However, not all staff have a secure understanding of the specific needs of this age group and this means that activities planned are not always suitable for the children. There is also insufficient classroom help available to meet the very wide range of children's needs, including behaviour and learning issues, and this has a negative impact on class organisation and the methods used to teach. Teacher expectations are not consistent and this weakens productivity and pace of work. Resources and time are not always used to best effect.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is very good overall. It is very good in Years 1 to 6 because all pupils are fully included and it is enriched by a wealth of extra-curricular activities. The contribution made by the community is very good as are the links with partner schools such as Southam College. Curricular provision in the Foundation Stage is satisfactory.
Provision for pupils with special educational needs	Provision is satisfactory overall. Pupils in Years 1 to 6 are provided with manageable targets for literacy and numeracy. This enables them to make good progress in relation to their prior attainment. Provision is unsatisfactory in the Foundation Stage because the children are not identified early enough and there is no specific provision made available for them.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for spiritual, moral, social and cultural development is very good. The very high quality provision for social and moral development has a very good impact on the attitudes and behaviour of the pupils in Years 1 to 6. Provision for spiritual and cultural development is also very good and this ensures that pupils have a thorough awareness of the feelings and beliefs of others.
How well the school cares for its pupils	The school takes very great care of its pupils. Regular attendance and good behaviour are monitored very well. They are given very effective support and guidance for both academic and personal issues. The school has carefully considered the details of the new Disability Act. However, individual tracking procedures are not always sufficiently effective enough.

The school works very hard to involve parents in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a strong vision for the school and the aims of the school are very well met. However, there are weaknesses in the delegation of staff with management responsibilities and the Foundation Stage has no co-ordinator. Overall, leadership and management are satisfactory.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities and statutory requirements are met. Governors are very supportive of the school and are eager to be involved in its life.
The school's evaluation of its performance	The school evaluates its performance satisfactorily. Test results are analysed but not all staff are aware of how this relates to classroom practice. The current school development plan covers only one year and this means that long-term projects are not included.
The strategic use of resources	Resources are used appropriately. The budget is satisfactorily linked to the educational priorities identified and specific grants are used well. Principles of best value are clearly understood.

There is a good match of teachers and support staff to meet the needs of the curriculum in Years 1 to 6. However, there is an insufficient number of staff available to meet the needs of the reception classes. The accommodation is very good; rooms and corridors are spacious, the library is attractive and bright and the outdoor area is extensive. Generally, learning resources are good. There is a very good range of art and design and design and technology materials, books and musical instruments are plentiful, physical education equipment is of high quality and artefacts for religious education and history are good.

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 like school. • The quality of teaching is good. • The school has high expectations. • Behaviour in school is good. • The children are helped to become mature and responsible. • Their children make good progress at school. • They are happy to approach the school with a problem or concern and feel that staff work closely with them. • They feel that the school is well led and managed. 	<ul style="list-style-type: none"> • The right amount of homework. • The information they receive about their children's progress.

The inspection team generally endorse the positive comments made by the parents but are unable to justify the negative views expressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage at the age of four having had no prior nursery experience. This is because there is no local education authority provision on the estate. Attainment on entry is below that expected for this age group. Skills in personal, social and emotional education and mathematical development are particularly weak. Attainment on entry is lower than reported at the previous inspection. The children do benefit from a full year in a reception class but most children are not ready to start Year 1 of the National Curriculum. This is because there is insufficient time in one year to fully develop skills in all the areas of learning, particularly when so many children receive little stimulus at home to enrich their learning. In addition, children make satisfactory progress in their learning because there are weaknesses in the Foundation Stage provision. For instance, there is no senior manager responsible for this age group, classroom assistant time is insufficient to meet the needs of these young children and behavioural and learning difficulties are not identified soon enough.
2. The pupils' performance in national tests in Year 2 has fluctuated from year to year but standards in reading were consistent from 1999 to 2001. During this period standards in writing were improving and were slightly above average in 2001. Standards in mathematics were also steadily improving. However, results in reading, writing and mathematics dipped considerably in 2002. At the end of Year 2, the performance of pupils was below average in writing but well below average in reading and mathematics. This was as a direct result of weak teaching in this year group. When Southam Primary's results are compared with those of schools whose pupils come from similar backgrounds, they are average in writing but below in reading and well below in mathematics. During the period from 2000 to 2002 boys performed better than girls in writing and mathematics. Inspection findings do not indicate that there are any differences between boys and girls. However, there has been an improvement in all three areas. Standards in reading and writing are currently average in Year 2. This is as a direct result of improved teaching and learning in this year group and the school's focus on reading and extended writing. Standards in mathematics in this year group are still below average but pupils are making good progress from starting well below average on entry into school. The school has identified mathematics as an area of weakness and the temporary co-ordinator has been working alongside the headteacher to improve standards.
3. There are no national tests in science for Year 2 pupils so standards at this age are based on teacher assessments. In 2002, the teachers' assessments indicated that the pupils achieved average standards in comparison with all schools. However, standards in relation to similar schools were higher than average. Inspection findings confirm that standards are average in science in Year 2 and pupils achieve well in this subject.
4. In the national tests in Year 6 the performance of pupils in mathematics was average from 1999 to 2001. Results in English and science have fluctuated up and down during this period. In the 2002 tests the performance of pupils in English fell below the national average and fell well below in mathematics. This was due to the high turnover of pupils in this year group. However, the dips in English and mathematics contrasted with the performance of pupils in science, which was average. In comparison with similar schools standards in science were above average. However, standards in English and mathematics were below average. Over time boys have been performing better in English and mathematics. However, inspection findings do not indicate that there are any differences between the attainment of boys and girls. Current standards in English, mathematics and science are average and this highlights that the pupils are maintaining their good progress in these key areas despite minimal help and support from home.
5. In Year 2 and 6 standards in art and design are above that expected for these age groups because this subject is used to extend many other areas of the curriculum such as creative

writing. Standards in geography in Years 2 and 6 are also above national expectations and are a result of a rich and meaningful curriculum that is promoted through the school's European links. Access for all to the local swimming pool, good quality sporting opportunities and experienced teachers result in physical education standards being above national expectations in both Years 2 and 6. Generally, pupils make very good progress in these subjects from a low base on entry into school. This is because of the very rich curriculum provision which all pupils have access to and the consistently good and sometimes very good quality of teaching and learning. This is a good improvement since the time of the last inspection when standards in these subjects were as expected at the end of Year 2 and 6.

6. Standards in Year 2 and 6 are typical of those expected for their age in design and technology, information and communication technology, history and music. At the time of the last inspection standards in information and communication technology were below average in Years 1 and 2 and well below in Years 3 to 6. This represents very good improvement in this subject and is a result of high quality staff training. Standards in religious education meet the requirements of the locally agreed syllabus in Years 2 and 6. Good achievement is made in these subjects in relation to the pupils' prior attainment.
7. Pupils' literacy and numeracy skills are used well across the curriculum to develop knowledge and skills in other subjects. For example, numeracy skills are used well in geography to help the pupils with their mapping techniques. Literacy skills are used well, for example, to promote learning in art and design and history. This was clearly evident in their work based on the famous painting of St George slaying the dragon.
8. Pupils with special educational needs make good progress in Years 1 to 6. Good levels of support in class and carefully organised withdrawal groups enable pupils to improve their skills at a good rate so that they meet the targets in their individual education plans. All pupils are fully included in every aspect of the school's work, having access to extra-curricular activities and to out-of-school visits. Pupils who have been identified as gifted and talented also make good progress because they are provided with stimulating activities and opportunities. The school has set challenging targets and is working hard to achieve them.

Pupils' attitudes, values and personal development

9. The pupils' very good attitudes to school, the relationships they have with each other and with their teachers, their personal development and their standard of values are a strength of the school. Parents endorse the positive attitudes promoted by the school and the pupils themselves express pleasure and pride in being members of the school. Behaviour in the Year 1 to 6 classes, around the school and in assemblies is consistently very good. The vast majority of pupils are mature. They show responsible attitudes to their school community and are eager to participate in all it has to offer. This is a good improvement since the last inspection when some concern about the behaviour of Year 6 boys was noted.
10. A significant number of children in the reception classes do not start school with positive attitudes. However, they are assisted in the development of mature and socially responsible attitudes from their earliest entry into the school through the very strong provision of social and moral development. By Year 1, they are settling into routines of the classroom with a developing confidence and growing self-discipline. Pupils arrive at school in good time, plunging enthusiastically into the many and varied activities. They chatter with friends, developing good social and collaborative skills. Older pupils help young ones, often without being asked. Young children are developing an understanding of the need to tidy up carefully, respond promptly to instructions and react with enthusiasm as a lesson unfolds. They help each other and clearly understand how they are expected to behave.
11. The school places a strong emphasis on being fully inclusive to all pupils, including those with special educational needs. They take part in all aspects of school life with great enthusiasm and interest. Pupils in Years 3 to 6 particularly enjoy the very wide range of extra-curricular clubs and participate in large numbers. They take pride in the sporting success of the school teams and

class notice boards list the activity, team members and their achievements. Pupils are involved in target setting and self-assessment and, as a result, they have a clear understanding of what their own strengths and weaknesses enable them to do. Pupils are all very well supported by the quality of the teaching; they are challenged to exceed their targets and are prepared to work hard to succeed.

12. Pupils' behaviour in lessons, around the school and in the playground is very good, mature and sensible. They respond positively to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. The majority of parents who responded to the pre-inspection questionnaire consider behaviour to be good. However, in the reception classes there are a number of children who become inattentive and challenge instruction. Behaviour here is not as good as elsewhere in the school. The school's powerful social and moral provision starts to have an impact on this and by Year 1 their behaviour has improved. Pupils understand the school's expectations regarding behaviour and uphold its code of conduct. For example, in the dining hall pupils are well mannered and polite with staff. Older pupils help younger ones and join in the friendly atmosphere. Pupils behave well because they have accepted and absorbed the school's ethos of fairness and care for others. There were no instances of bullying or fighting seen during the inspection and there have been no exclusions.
13. The pupils' personal development is very good. Relationships with each other and with their teachers are very good. This is an improvement since the last inspection. Staff create a happy, purposeful and secure atmosphere in the school. Pupils feel they are valued and their views and opinions are sought and respected by their teachers. They, in turn, are respected for the quality of their teaching and the personal support they give to their pupils. As they grow older, pupils become increasingly confident, mature and capable of taking on responsibilities. The programme of personal, social, moral and health education helps pupils to prepare for life both in and out of school and encourages them to express feelings and reflect on values, beliefs and the impact of their actions on others. For example, constructive criticism was offered and accepted in a Year 6 mathematics lesson in an atmosphere of happy, mature familiarity that involved the whole class. Pupils carry out classroom responsibilities sensibly and pupils, elected from each class to serve on the school council, perform whole-school jobs conscientiously, showing good levels of initiative and increasing maturity. Pupils are confident, polite and articulate with adults. They can express their opinions logically about aspects of school life and contribute positively to the daily life of the school. Pupils are generally conscientious about homework, completing assignments carefully and on time; they are reliable, willing and cheerful as they move about the school carrying out their duties.
14. Attendance is good, being well above 90 per cent, with low rates of unauthorised absences. This reflects the school's good procedures for following up absences. Pupils are eager to come to school. They are generally on time and settle promptly into their early morning tasks. Registration is quick and efficient, complying fully with statutory regulations. Punctuality and good levels of attendance have a positive effect on pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching and learning is good. During the inspection 54 lessons were observed and over two-thirds of the teaching was good or better. This is a good improvement since the last inspection when about 10 per cent of teaching was judged to be unsatisfactory.
16. A particular strength of teaching throughout the school is the use of high quality day-to-day assessment of pupils. Teachers make good use of praise and the regular marking of books provides helpful comments for improvements. This is a good improvement since the last inspection. Homework is also used well to support learning throughout the school. Books are sent home in the Foundation Stage to share with parents. A good number of parents work well with the teachers to help with the reading skills. Homework in Years 1 to 6 is of very good quality and supports learning very well.

17. Teaching and learning in Years 1 to 6 is generally good; at times it is very good or excellent. Teachers in these year groups have a good knowledge and understanding of the age group and the subjects that they teach. The basic skills of literacy and numeracy are taught well and this has a positive impact on the pupils' acquisition of knowledge and skills. For example, all staff rigorously follow the nationally agreed strategies for literacy and numeracy. During these sessions well-planned introductions are used to teach skills or recap on previous learning. Individual or group tasks follow, which have been planned to meet the needs of different ability groups. The sessions then finish with a whole class time where the pupils review what they have learnt. This happened in a very good Year 6 mathematics lesson where the pupils started off with a mental warm-up session that was full of pace. The pupils responded to the challenge very well and this prepared them thoroughly for the individual tasks planned for later in the session. The teacher showed high expectations of the pupils and her very good questioning at the end of the session ensured that the pupils made good gains in their learning.
18. Teachers plan their work thoroughly and ensure that skills are taught progressively. The teaching methods used are interesting and challenge the pupils. For example, they are often asked to work together in pairs or are encouraged to present arguments to the rest of the class. This was evident in a Year 5/6 session where pupils were allowed to discuss the strengths and weaknesses of using information and communication technology to collect and store information. Through this process they made good gains in their learning, showed interest in their work and were able to sustain concentration. Relationships are positive and both teachers and their pupils show mutual respect for one another.
19. Pupils are managed well in Years 1 and 2 and very well in Years 3 to 6. This is a very good improvement since the last inspection. All teachers in these year groups insist on high standards of behaviour and this ensures that all pupils understand what they are doing. Good use is made of resources such as overhead projectors, programmable toys and the local environment of Southam. Very good use is made of the local swimming pool where all pupils develop their skills on a weekly basis. Support assistants are used well to promote the learning opportunities for pupils with special educational needs. These assistants are well briefed and work alongside class teachers to help pupils with specific learning difficulties. Specialist input also provides these pupils with the relevant skills to enable them to take a full part in the class sessions. For example, learning support assistants help pupils with literacy problems to recognise word sounds and letter recognition.
20. Although the overall quality of teaching in the Foundation Stage is satisfactory, some examples of good teaching were observed. For example, one reception teacher told the traditional tale of 'Goldilocks' very well. The teacher was animated and this really promoted the children's learning. This extended their use of vocabulary through words such as 'delicious' and 'fantastic'. The teacher also introduced mathematical language, for example, 'small', 'medium' and 'large', into the story and this helped them understand what they were doing. A specialist knowledge and understanding of teaching physical development also has a positive impact on the progress made by the children in this area of learning. For instance, during a session in the hall with a range of gymnastic equipment, a reception class teacher showed good subject knowledge by providing points to improve the children's skills. The activities were clearly explained and expectations were high.
21. One of the weaknesses in the teaching of this age group is that the children with specific learning difficulties have not been identified and there is no provision available to help meet their needs. For example, one of the Foundation Stage classes has a very significant proportion of children with learning difficulties. There is part-time support for the reception class teachers but this does not go far enough in helping with these very challenging children. In addition to this, not all staff in the Foundation Stage have a suitable knowledge of the needs of this age group. As a result they are not able to provide class teachers with the appropriate help they need. For instance, one reception teacher was working very hard to encourage the children to consider what types of clothing 'The Three Bears' might have liked to wear. Several children quite clearly had severe behaviour problems and the teacher was struggling to maintain discipline on her own. However, the classroom assistant made no attempt to intervene and help the teacher. Expectations are at

times inappropriate. For example, children were encouraged to write about 'Goldilocks' in a whole class situation. This activity was not suitable for all the children who had weak listening skill and poor behaviour. Consequently, they certainly did not deserve the praise they received at the end of the session.

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

22. The school provides a rich and varied curriculum for all its pupils and a broad range of extra-curricular activities. Equality of opportunity across the curriculum is very good. The school ensures that the curriculum is accessible to all pupils regardless of ability, gender or background. There are increasing opportunities for involvement in these activities as the pupils move through the school. The National Curriculum is fully in place with a daily literacy and numeracy hour where good strategies are used to promote the learning of these key skills. In order to focus fully on all aspects of the literacy hour, additional time is given to guided reading, which is taught outside this particular session. Most other subjects are appropriately allocated, although additional time is given to the teaching of science. Because of the use of mixed age classes the school follows a two-year rolling programme for most subjects. Particular attention is given to swimming, with the school making optimum use of the nearby swimming baths, giving every pupil the opportunity for swimming once a week. There is a good, balanced timetable for each class. However, a certain amount of time is wasted around early morning swimming lessons and after lunch physical education lessons.
23. The school makes good provision for pupils with special educational needs in Years 1 to 6. Their individual education plans are detailed and include manageable targets for both literacy and numeracy. This enables them to make good progress in relation to their prior attainment. Provision is unsatisfactory in the Foundation Stage because the children are not identified early enough and there is no specific provision in place to manage the weaknesses in behaviour and the wide range of learning difficulties present in this year group. More capable pupils are identified and targeted for appropriate work, particularly in Years 3 to 6. There are equal opportunities for all the pupils in all subjects.
24. Satisfactory policies and schemes of work are in place for all subjects and the school meets statutory requirements with regard to religious education. The curriculum is reinforced by good cross-curricular links, such as the use of geography and history topics in extended writing, and the development of art and design skills in other subjects. In this way one subject reinforces another and skills, such as good drawing techniques, are well developed. Sex, drugs and health education are dealt with consistently and are planned in a systematic way within the scheme for science.
25. The school provides a very good range of extra-curricular activities for the pupils in Years 3 to 6. Football and netball coaching is available to all the pupils with cricket and rounders in the summer term. The school organises an annual sports day and successfully takes part in a number of local competitive events, such as football tournaments, a swimming gala and inter-school cross country events. There is also before and after school care for the pupils. There are a variety of activities during the school day that enrich the curriculum. These include peripatetic music teaching on a range of instruments such as steel pans, flutes and brass. An annual residential visit for Year 6 pupils to an activity centre is popular and well attended. The school also makes good use of visiting specialists in drama, art and music. Special days on a particular theme, such as the Victorians, support topics well.
26. The curriculum is enriched by good use of the school grounds, the local area and educational visits further afield. The pupils are involved in observational walks around the local area from an early age. This helps the pupils to develop good mapping skills and gain a sound knowledge of their local area. They also learn to respect their environment through work in the school grounds, such as the garden area outside some classrooms.

27. There are very good links with the local community, which support the school's work. A local health worker meets with Year 6 pupils for a talk on sex education. A member of the fire service addresses safety issues. The steel pan band plays at annual farmers' markets and at the switching on of the Christmas lights. Parents and other members of the community are invited to the annual Christmas plays in which all children take part. There are also good links with local churches. The school is also involved in distributing harvest festival produce locally. The school has also taken part in an annual technology challenge involving local businesses. A very good feature of the school's links is its community and public relationships committee, which plays an active part in the production and distribution of the school prospectus and brochure. It is now engaged in producing newsletters to which all members of the school community, including pupils, governors, parents and school staff, are able to contribute.
28. There are very good contacts with the local secondary school and all pupils are familiar with the building, and some of the staff, by the time they leave primary school. Coaching for sporting activities is arranged with older secondary pupils and a mathematics master class is held in school. There are also opportunities in information and communication technology and design and technology whereby pupils make use of its resources. Visits are also arranged to a local teachers' centre in Leamington Spa through which a project of George and the Dragon was very successful.
29. One week each year is focused on their European links project whereby each class studies another European country. The project gives opportunities for pupils to write letters and send e-mails to other European children and to learn about other cultures as well as extending the pupils' knowledge and understanding of Europe's geography and history.
30. The governors' curriculum committee plays an active part in overseeing the curriculum and meets regularly to monitor new developments. The work of the school is well supported by the presentation of policies, guidelines and work samples. Each member of the curriculum committee is allocated a subject and is invited to see the work in classrooms as well as to meet with the subject coordinator. The effectiveness of the formulation and implementation of the school development plan is helped by the curriculum committee's active involvement in these processes.
31. The calm and purposeful atmosphere in the school provides the background to the very good development of spiritual, moral, social and cultural values across the curriculum. Provision for pupils' spiritual development is very good, with the time for reflection in the daily assemblies reinforced in the religious education lessons in class. This represents a good improvement since the last inspection. Pupils are given the opportunity to understand feelings and emotions, the way they impact on others and how to understand this during class and circle time. Pupils' opinions are valued by class teachers and they are given time to express their ideas and concerns. Staff set standards that help inform the pupils' patterns of behaviour and their perspective on daily life. For instance, during a Year 1/2 lesson in estimating distance and measurement, they joined in the pupils' delight in seeing how far a programmable toy could travel.
32. Provision for moral development is very good and has improved significantly since the last inspection when it was judged to be satisfactory. A very strong sense of morality underpins the aims and ethos of the school. Pupils are taught to have a clear sense of right and wrong and to show consideration and respect for others. The very good relationships between staff and pupils in Years 1 to 6 enable teaching and non-teaching staff to reinforce good moral attitudes and the rights of others to be listened to in lessons. Staff encourage pupils to talk through problems and settle disputes in a controlled manner, assisted by pupils in the school council who act as mediators and friends to help this process. The school's good merit system rewards acts of kindness and constructive attitudes to work and caring. The school has an open and safe learning environment, which encourages pupils to express their views and practise moral decision-making and good behaviour. Quality classroom displays and posters reinforce this across the school.

33. Provision for social development is very good and has made a significant improvement since the last inspection when it was judged to be satisfactory. Pupils are expected to work and play well together and generally respond well to these expectations. They show respect for people, property and their environment, sharing views and co-operating happily in groups. Children of all ages, starting in reception, are helped to adopt responsible and mature attitudes, to socialise and to play with other children in a responsible manner. Pupils hold doors open for others, support one another and show tolerance when class members have difficulty grasping the flow of the lesson. Pupils are generally courteous and helpful to adults and visitors and help with tasks around the school. The very good social development of the pupils contributes strongly to the overall harmony and warmth of the school. It prepares pupils well for their participation in community life and provides a structure for their growing independence and increasing responsibilities. Pupils participate in many sporting activities, such as cross-country running, football and netball, which provide opportunities for experience of the wider community and success as team members. These also provide opportunities for leadership and a wider responsibility for the pupils involved.
34. Cultural development within the school is very good and has improved well since the last inspection. There is an emphasis on different religions and ethnic festivals, largely explored through religious education lessons. Buddhism, Christianity, Islam and Hinduism are some of the religions studied, with visits from a Buddhist Monk and trips to local temples, mosques, churches and a cathedral to reinforce the pupils' understanding of their own and other cultures and beliefs. The work of residential artists reinforces the school's cultural values through displays and posters in the halls and classrooms throughout the school. Provision for the understanding of other cultures is also very good through geographical topics and in a story with a good range of books of other cultures in the school and class libraries. Pupils work with art galleries and visit local museums and theatres. By the time pupils leave the school they have an understanding of their own and the wider community and what it means to live in a multicultural society. They have been given opportunities to appreciate something of the diversity and range of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The welfare of all pupils is a fundamental priority for the school. It is reflected in the very good level of care provided and endorsed by parents, who appreciate the warmth of the care provided by the school for their children. The very good personal support and guidance the pupils receive make a significant contribution to their personal development. Class teachers, support staff and lunchtime supervisors know the pupils well and are sensitive to their needs. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. The school has carefully considered the implications of the new Disability Act.
36. The good induction procedures for children starting school enable them to settle quickly and happily into the routines of the classroom. The children are encouraged to share and use resources carefully, and the need to listen to instructions is made clear. Generally, confrontational behaviour patterns are managed with tact and firmness as children learn the elements of acceptable social behaviour. Parents have opportunities to speak informally to staff about any concerns or to exchange information at the beginning and end of each day. The quality of care has been maintained well since the last inspection.
37. Because of the very good relationships that teachers have with the pupils, the formal and informal procedures for monitoring personal development are very good. As a result, pupils receive a very good level of individual support and their progress through the school is recorded well in their records of achievement and in their personal targets. All members of staff have a very good awareness of each child's strengths and weaknesses and plan to enable each child to make as much progress as possible to achieve realistic targets. Pupils with special educational needs in Years 1 to 6 are very well supported and integrated fully into all activities.

38. The procedures for health and safety and child protection are very good. Governors have a responsible attitude towards health and safety monitoring in the school and make appropriate provision for regular assessment of risk and routine maintenance. The school follows the local area child protection committee guidelines and the designated person for child protection is knowledgeable. Staff are given appropriate advice and training about their responsibilities in this regard. The headteacher is conscious that regular and prompt attendance is very much in the interests of pupils. Pupils are rewarded for high levels of attendance and parents are firmly discouraged from taking holidays in term time. Consequently, most parents understand that 10 days holiday in school time is a privilege and not a right.
39. Teachers and support staff are consistent in their expectations for good behaviour, both in lessons and at play. This is a good improvement since the last inspection. Pupils know what is expected of them and trust the staff to handle any unkind behaviour effectively. Members of the school council and Year 6 pupils assist supervisory staff with their monitoring at playtimes and help to organise activities. Pupils say they have no concerns about any bullying and no incidents of harassment or rough play were seen during the inspection. This is also an improvement since the previous report. First aid provision is very good and detailed records are kept. All staff receive basic first aid training and more highly trained staff deal with more acute emergencies. Fire evacuation is carried out regularly and equipment checked. The importance for good hygiene, diet and of the misuse of drugs are taught appropriately. Teachers are committed to high standards of behaviour and personal development. Effective strategies observed in some lessons, consistently encouraging good behaviour, were seen to have been instrumental in stimulating the attitudes of the pupils and enhancing their learning environment. The caretaker and his staff maintain the school to a very high level of cleanliness. It is bright, fresh and welcoming to pupils and visitors. As a result, pupils respect their school and its facilities.
40. Throughout the school the teachers effectively assess the performance of their pupils both on a daily basis and by annual tests. This is a good improvement since the last inspection. Appropriate work is set for the pupils with specific learning difficulties in Years 1 to 6 and individual education plans are kept up to date. In weekly planning teachers evaluate the performance of pupils and use these evaluations to inform the following week's planning. Teachers meet regularly in year groups to discuss the relevant issues, which ensures they are effective in future planning. Assessments are made of children when they start school. However, the tracking of pupils' progress against these assessments is not given sufficient attention and is not used to identify children who have specific learning needs.
41. In all classes there is effective tracking of the pupils' progress in mental arithmetic, spelling and reading through daily and weekly checks. Good half termly tests take place in literacy and numeracy and there is some monitoring of the pupils' progress in other subjects. There are thorough half-termly assessments in numeracy in a range of mathematical aspects, including problem solving. An effective colour-coding system is used to indicate when the tests have taken place. Information from these tests is used effectively in remedying weaknesses and moving the pupils on. The school uses practice tests for assessment purposes in Years 3, 4 and 5. The pupils' performance is analysed and weaknesses are worked into the weekly planning. The teachers also keep records of pupils' homework so that it is linked to their overall assessment. Particular tasks are evaluated through group reading exercises, such as reading comprehension skills. This gives teachers an effective view of the pupils' performance in reading.
42. Effective use is made of target setting and these are shared with parents. Good use is made of writing checklists and the pupils are given written goals for improvement. The teachers keep good records of what has been achieved by the pupils and most know what they are aiming to achieve. Targets for reading are kept in the pupils' reading record books.
43. The school makes very good use of assessing the pupils' on-going performance against criteria set in numeracy and literacy and good use is made of statement banks and colour coding when goals have been achieved.

44. Assessment is used effectively for identifying pupils with special educational needs in Years 1 to 6. It is also used well to identify the more capable pupils and for setting arrangements for literacy and numeracy in Years 3 to 6. Predictions are made throughout the school for the achievement of National Curriculum levels at the end of the year. The school also keeps year-on-year records of individual pupils' end of year levels, but these are not sub-divided to give an effective indication of how much individual progress the pupils are making. Many pupils are unaware of their own National Curriculum levels or of the levels they are striving to achieve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have continued to show strong support for the school since the previous inspection. There is a very good, productive partnership with the parents, who appreciate and endorse the friendly accessibility of the staff and the open door policy at the school. The school encourages parents to become involved in the work of the school and in their child's learning. Many parents take advantage of the numerous formal and informal opportunities provided to see the work of the school, such as the regular parent/teacher meetings to discuss and set targets with their children. Parents chat informally with teachers, exchanging information as they bring their children to school, or to collect them at the end of the day. The availability of staff has a beneficial impact on the work and daily life of the school, helping to raise standards the pupils achieve.
46. The good quality of the information provided for parents about the school and their children's progress is practical, comprehensive and informative. The overall quality of the annual written reports to parents has improved since the last inspection and they are now satisfactory; they state clearly what the pupils know, understand and can do. They fulfil statutory requirements but do not indicate levels achieved by the pupil. There are regular consultation questionnaires, such as to gauge reaction to the homework policy and these are very positive in their response. Parents of pupils with special educational needs are fully involved in the decision-making process and review meetings.
47. The school is fully committed to parental involvement in their children's learning and in the life of the school. The headteacher believes firmly in the two-way dialogue of effective communication with parents and carers. There is a clear policy on homework provision and the majority of parents willingly and effectively help their children at home. This day-to-day partnership between home and school has a very positive impact on the pupils' learning. A small committed number of parents help regularly in classrooms with reading and on practical activities, such as the weekly 'Wellie Walk' for reception children. The number of parents assisting with the walk to and from the swimming pool is almost as great as the number of children they accompany! This active involvement by parents has a good impact on individual attainment and personal development.
48. The Parents' Association is very active and successful, both as a social forum and a fund raising organisation. The governing body is very involved in the community aspect of the school, with a regular newsletter, planning the school open day and design and distribution of a leaflet to promote the school. Courses for parents, such as those to explain the national test formats and the Literacy and Numeracy Strategy, are very well attended. Parents and grandparents are invited to share lunch with the pupils several times a year and children from the pre-school and toddler groups are involved, often with their parents, in many school activities. Parents are confident in approaching the school about any concerns. For example, they feel secure in the knowledge that the school will tell them should there be any cause for worry, or contact them to share a pupil's achievement in meeting a target. The school is fully committed to the involvement of all pupils and their families. This includes the ongoing involvement of the parents and carers in all aspects of their children's learning. The headteacher, the staff and the governors of the school work hard to create and maintain a genuine partnership with parents and their efforts are appreciated by the majority of parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher has a strong vision for the school. She is committed to providing a caring and stimulating environment, offering a broad and balanced curriculum and to maintaining a strong partnership with parents so that equal opportunities are given to all pupils to achieve their potential. The aims and values of the school are very well met. The school provides a rich curriculum, well enhanced by visits and visitors, and parents are very supportive of the school's work.
50. The senior management team are experienced teachers, who are strongly supportive of the school's aims. A weakness in the management is that there is no co-ordinator for the Foundation Stage, which has significant implications regarding the monitoring of provision for children in this age group. Currently, provision and teaching are not as good in the Foundation Stage as in the other year groups. In most subjects, keen, knowledgeable subject co-ordinators have appropriate plans for the development of their subject during the year. Each co-ordinator manages a budget for resources and their records show that they have a realistic view of the provision and standards. However, the current management structure in place does not clearly allocate time so that curriculum co-ordinators and senior managers can fulfil their management role.
51. The provision for pupils with special educational needs in Years 1 to 6 is very well managed by the conscientious deputy headteacher. Records are meticulously kept and regular meetings take place with teaching and support staff. The special educational needs co-ordinator regularly has time away from her teaching duties. She has recently started to use these opportunities to meet with the parents of those pupils with specific learning difficulties. However, she has yet to monitor individual pupils' progress within lessons.
52. The governing body fulfils its statutory duties reasonably as defined by the 1998 School Standards and Framework Act. Additionally, policies are in place to meet their latest requirements. Much of its business is conducted through working groups, which are sometimes called committees. However, these groups do not have clearly delegated powers. Through their brief terms of reference the groups oversee building matters at a satisfactory level, have a good knowledge of the curriculum and a wide involvement in community matters. Through her reports, the headteacher keeps the governors well informed about the school's business. Governors visit regularly to keep up to date, enabling them to take a satisfactory role in most aspects of shaping the direction of the school, though their involvement in promoting the school in the community is good. The community-working group have taken positive action to raise the school's profile in the local area. Governors take advantage of a range of training opportunities and their conscientious approach ensures that they carry out their functions properly.
53. The governing body is eager to see improvements in the school and to raise standards. Following reports from the headteacher, governors are appropriately involved in discussions about priorities for the coming year and they are well aware of the school's strengths and weaknesses. However, the school development plan covers only one year and, whilst this ensures that members can see short term successes, it does not provide a strategic plan for the future, so that both staff and governors are clear about the priorities for coming years.
54. Teachers and governors have a clear vision for the future. They want to raise standards whilst continuing to ensure a strong, caring ethos in the school. The management strategies in place mean that there is a reasonable capacity to succeed. Governors and staff are well placed to take more responsibility for making decisions and to become increasingly effective.
55. The monitoring, evaluation and development of teaching is satisfactory. The headteacher and subject co-ordinators in core subjects evaluate the performance of the school in national tests, analysing results for any gaps in knowledge. Effective action is taken to rectify weaknesses. For example, there is weekly provision for more capable pupils in Year 6 to be taught in a small group by a specialist teacher to improve results at the higher level. In other subjects, the co-ordinators monitor planning and regularly sample pupils' work. Representatives from the local education authority are also involved in monitoring. However, the school does not yet provide opportunities for subject co-ordinators to watch their colleagues teach so that strategies for effective teaching can be shared. The headteacher monitors teaching in connection with teachers' performance

management reviews and this process contributes significantly to the development and consolidation of teaching skills across the school.

56. The school has an appropriate programme for the performance management of teaching staff and governors fulfil their statutory obligations. Reviews are appropriately linked to improving planning and recording and the training needs of staff. Teachers' records of pupil attainment and the results of regular assessments form a part of the review documentation, but as yet projected levels for pupil performance are not routinely in place. The headteacher has monitored the effects of a long-term staff absence sensitively and securely, so that the learning opportunities for pupils have not been hampered.
57. The identified issue for action at the time of the last inspection relating to rigorous monitoring of pupils' attainment and sharp success criteria in the school development plan has been satisfactorily rectified, but more could be done. There are now good systems in place to assess progress and, supported by the good teaching, there has been a significant improvement in the way the teachers analyse test results in their drive to raise standards. This analysis ensures that the teachers focus on any weaknesses in the provision in core subjects and address these. Statutory targets have been set for 2003 and 2004 and are securely linked to predicted targets for individual pupils.
58. The school development plan is an adequate document for the coming year and identifies the main tasks that will be undertaken and where money will be spent. Other school documentation identifies other needs and priorities, such as the development of learning support staff and the statutory targets for raising standards. The governors are clear about the tasks included on the plan and the structures in place allow appropriate reviews to be made. However, the school has not yet drawn all these strands together to establish clear strategies for implementing and costing over a longer period of time.
59. The headteacher and the newly appointed school administrator manage the day-to-day financial procedures of the school well and the additional help, bought in from the local authority, provides good support. The range of recommendations of the most recent audit report has been swiftly addressed and procedures concerning invoices, statements and budget figures are accurately completed. The budget plan is appropriately linked to areas detailed in the school development plan. The governing body has regular reports about how the budget is spent and members of the new finance group are enthusiastic to undertake training to further improve its effectiveness.
60. The school uses new technology appropriately to manage attendance records and financial information. The school's administration procedures are conducted with competence and confidence. Since her appointment in November, training has been provided for the new administrator in the use of the school's management software and this is due to be completed shortly. There is a good capacity for improvement as the use of technology is extended. The headteacher and administrator regularly use electronic communication facilities and the pupils use e-mails and the Internet to support their work. However, as yet, much of the teachers' record keeping and planning is done manually and this has a negative impact on their time management.
61. The governing body is aware of the need to provide value for money and is appropriately applying the principles of comparing and consulting before making decisions. The governors use the information from national tests to compare the school's performance with other schools in their effort to raise standards. The financial information from the headteacher is discussed and the new finance working group are considering the issue of challenging the expenditure of the school. The latest audit report identified a need for the governing body to seek competitive tenders for all large items of expenditure and this has been rectified.
62. Governors speak knowledgeably about how spending has improved the quality of provision. Although the budget is tight and income per pupil is low in comparison with what is found nationally, the headteacher and the governing body are committed to enriching the taught curriculum. They target spending towards initiatives like buying-in visitors of a high calibre to enrich pupils' experience, for example, in humanities and the arts. The headteacher has been successful in obtaining a grant from the European Union for a project which provides enrichment

in geography and enables pupils to use e-mail to keep in touch with their contacts. In conjunction with the pre-school, a specific grant has been well used to provide a secure outdoor play area for children in the Foundation Stage. Standards fund grants are appropriately spent and the grant for special educational needs is prudently managed for the benefit of pupils identified on the special needs register. However, learning support to address the wide range of learning needs amongst pupils in the Foundation Stage is barely adequate. The school has recently employed an additional learning support assistant but the level of expenditure on support staff is low in comparison with what is found nationally.

63. There is a good number of well-trained support staff to meet the needs of the pupils in Years 1 to 6. However, staffing is inadequate in the reception classes. Arrangements for the mentoring and induction of newly qualified staff and those new to the school are good, as are procedures in place for professional development and training of all staff, support staff and supervisors. All staff are aware of their duties and responsibilities, carrying them out in a committed and enthusiastic manner.
64. The accommodation is very good, with well-planted borders and shade trees surrounding the buildings. The classrooms are spacious, light and airy with very good quality displays of topic items, examples of pupils' work and attractive artwork created in collaboration with the artist in residence. Such displays enhance the learning environment of the school. There are good features, such as an attractive, quiet library, two large halls, an enclosed environmental courtyard area and a spacious music room, currently used largely as a cluttered storage room. The whole school is clean and attractive and great efforts are made to make it comfortable, interesting and visually stimulating. A fenced play area for reception and pre-school children has been supplemented with good new equipment. Large hard surface play areas are marked with games, such as hopscotch, and there are separate play areas for the juniors and infants. Spacious grassed areas with good quality adventure equipment and environmental study areas are well fenced.
65. Resources are generally good, with extensive religious education artefacts and a very good musical instrument collection, including a full set of steel pans. The library contains a good range of books, both fiction and non-fiction, supplemented by pleasant, well-stocked reading areas in each classroom. Pupils make use of the library for pleasure and to develop the habit of reading, often with the assistance of support staff or parents. This helps to raise standards in reading both at home and at school. Resources are used to add pleasure and stimulus to their break times in the playground and, overall, to support pupils' learning effectively across all areas of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To improve the quality of education, the governing body and staff should:
- a) Improve standards in mathematics at the end of Year 2*
(paragraphs 2 and 97);
 - b) Ensure that children with learning or behavioural difficulties are identified at the earliest opportunity in the reception classes
(paragraph 21, 23, and 50);
 - c) Review the level of staffing in the reception classes
(paragraphs 62, 63 and 70);
 - d) Develop and empower subject co-ordinators and senior managers by:
 - providing regular non-contact time which is clearly designated as time to work in classrooms to monitor and evaluate the quality of teaching and learning;

- ensuring the deputy head has time to develop her management skills and fulfil her role;
- appointing a Foundation Stage co-ordinator to monitor and evaluate provision and the quality of teaching and learning in this specialised area of the curriculum.

(paragraphs 50, 55, 111, 124, 129,135, 140, 147, 154 and 159)

In addition to the key issues above, the following less important issues should be included in the school's action plan:

- consider a long-term perspective to the school development plan

(paragraphs 53 and 58);

- implement consistent procedures for tracking individual progress and ensure that all pupils are fully aware of their own National Curriculum levels when targets are set

(paragraphs 44,46, 56, 57, 102 and 105);

- encourage all teaching staff to use the available technological resources to plan and prepare teaching activities

(paragraph 60).

* The school is aware of this weakness and has identified it as a priority for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	25	17	0	0	0
Percentage	4	19	46	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	263
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	50

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	13
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	21	21	21
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	83 (92)	86 (95)	89 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	21	21	23
	Total	31	32	34
Percentage of pupils at NC level 2 or above	School	86 (89)	89 (97)	94 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	27	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	18	26
	Girls	7	5	10
	Total	28	23	36
Percentage of pupils at NC level 4 or above	School	74 (74)	61 (81)	95 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	21
	Girls	6	6	8
	Total	23	25	29
Percentage of pupils at NC level 4 or above	School	61 (86)	66 (64)	76 (71)
	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	228	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	116

Financial information

Financial year	2001/2002
	£
Total income	466,363
Total expenditure	462,531
Expenditure per pupil	1,940
Balance brought forward from previous year	42,303
Balance carried forward to next year	46,135

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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)	1
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

Number of questionnaires sent out	253
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	2	0	0
My child is making good progress in school.	46	50	4	0	0
Behaviour in the school is good.	36	63	0	0	2
My child gets the right amount of work to do at home.	29	45	14	9	2
The teaching is good.	46	46	4	0	0
I am kept well informed about how my child is getting on.	36	48	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	4	0	2
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	45	46	5	0	4
The school is well led and managed.	48	43	7	0	2
The school is helping my child become mature and responsible.	45	52	2	0	2
The school provides an interesting range of activities outside lessons.	54	36	7	0	4

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

67. There are currently 38 children in the Foundation Stage, attending full-time in two reception classes. All children are admitted into reception at the beginning of the academic year in which they will be five. Whilst there is a wide range of attainment on admission, the majority of children start school with levels of attainment below those expected for this age group. In mathematics, standards are well below expected levels on entry. Attainment on entry is lower than that recorded at the time of the last inspection. Provision for the children in the Foundation Stage is satisfactory. Appropriate emphasis on the teaching of basic skills ensures that children make satisfactory progress and make up some of their early gaps in knowledge in this and other areas of learning. Reception children follow the nationally recommended Foundation Stage curriculum¹, which covers six areas of learning and their progress in each area is recorded regularly and clearly.
68. Links with the private pre-school provision located within the school have improved since the time of the last inspection. Teachers and pre-school leaders have worked together to plan and provide an outdoor play area. They select common themes to stimulate children's learning through the year. The local education authority supports the work in both settings so that staff have a common understanding of the Foundation Stage curriculum.
69. Teaching is satisfactory overall with some good teaching being seen. At the time of the last inspection the teaching of the youngest children was judged to be good. However, the slight decline in the quality can be explained by the lack of provision for the significant number of children with specific learning or behaviour problems and the unsatisfactory level of support staff in the reception classes. The outline plans for teaching reflect the six areas of learning appropriately, though activities planned on a daily basis are not always suitable for all children. Good teaching is usually evident during whole class sessions and at times when teachers can work uninterrupted with small groups. These group sessions, particularly when focused on the teaching of basic skills in mathematics and literacy, are beneficial to children; their understanding is nurtured and learning is good. However, there is insufficient regular classroom support to meet the very wide range of children's learning needs on a regular basis in all aspects of the curriculum. This has a negative impact on class organisation with the result that the pace of learning, although satisfactory, is slower than it could be. There is insufficient adult intervention to encourage involvement, promote concentration, stimulate investigation and develop independence. This gap in provision has a particular impact on children with specific learning difficulties, who do not make sufficient progress.
70. Across the areas of learning, achievement is satisfactory. However, the low starting points for many children and the constraints in teaching mean that most will not attain the final stages or '*stepping stones*' of the Foundation Stage curriculum by the end of their time in reception, except for in physical development. In personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development they will be below what is expected. In the area of mathematical development it is likely that the majority will be well below the recommended level.

Personal, social and emotional development

¹ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured.

71. Most children start nursery with poorly developed personal and social skills. They have all been toilet trained but need constant reminders about washing their hands. All children make appropriate progress within the first stage of the Foundation Stage, including those with specific learning and behaviour problems, but most do not reach the final stage or 'stepping stone' of the Foundation Stage by the start of Year 1 of the National Curriculum. This is because their social development is so weak on entry into school. The vast majority of children leave their parents or carers happily as they enter their classroom and this is mainly because the teachers are accessible and welcoming at the start of each session. However, most children start school with low levels of curiosity and are indifferent about approaching new experiences. They are given appropriate opportunities to choose their own activities and this promotes their interest in learning. For example, many children enjoy playing in the outdoor area where they can explore the various activities in their own time and in solitude. They quickly start to feel secure in the reception environment and react well to regular routines, such as snack times. Many of the children are at a very early stage of understanding and accepting the needs of others and at times squabbles break out. For example, the children are just starting to learn how to share equipment and are not always sensitive to the efforts of others. They have little respect for the structures built with big bricks by their peers but show developing perseverance skills when they are making their own creations. They successfully take on small amounts of responsibility such as taking registers to the office. However, many of the children are loathe to clear up after activities and need reminding of their responsibilities. Appropriate progress is made in table manners. Children particularly enjoy chatting to each other during lunchtimes and this has a good impact on their social development. Conversations between the children are still at an early stage of development and this is because of the low levels of speech and this can result in difficulties. Poor communication skills also have an impact on the emotional development of the children who find it difficult to communicate their feelings and thus resort to screaming and crying.
72. The quality of teaching and learning in this area of development is satisfactory. All staff know the children well and this has a positive impact on their personal development. However, not all staff have a secure understanding of the emotional needs of these young children and tend to be confrontational at times. Management of the children is variable. At times these young children are managed well and expectations are high. On the other hand, some instances of inappropriate management and unacceptable expectations were observed. However, books, toys and other resources are carefully chosen to ensure that children are not restricted by cultural or gender bias.

Communication, language and literacy

73. Children start school with a wide range of speaking and listening skills but attainment on entry into school is below average. By the time the children are ready to start Year 1 of the National Curriculum they will not have attained the final stage or 'stepping stone' of the Foundation Stage curriculum. The quality of teaching in this area of learning is often good but is overall satisfactory. Teachers have a good understanding of the literacy strategy and try to plan a wide range of activities. However, not all adapt it to meet the needs of these children, many of whom have specific learning or behavioural problems. This means that sessions are not always briskly paced and not all adults are sensitive to the needs of this age group. For instance, occasionally children are expected to sit for long periods of time on the floor and are not always managed satisfactorily. As a result, children with learning or behavioural difficulties make unsatisfactory progress.
74. More capable children listen very well and sit quietly when hearing a story. They make good use of vocabulary and are able to describe the porridge made by the 'Three Bears' as '*delicious, nice and fantastic*'. Less capable children speak indistinctly in short phrases or single words. They do not listen to each other and their knowledge of rhymes is insecure. However, all adults encourage the use of talk and show children that their efforts at communicating are valued.
75. More capable children quickly start to show interest in books and enjoy sharing them with adults individually and within larger groups. They learn which way to hold a book and how to turn pages. They know many of the stories chosen and join in well-known phrases. This was observed when children were sharing the book '*We're going on a bear hunt*'. The more capable children joined in

with the phrase *'we can't go over it'*. They use pictures to gain clues to work out what the words mean but do not yet use initial sounds to do this. Average children also use pictures to help them work out words but are less accurate with the shape of words. For example, one child guessed the word *'card'* when in fact the printed word was *'paper'*. Less capable children try to *'tell'* the story but are hampered by speech problems and frequently make little sense.

76. When children first start school many of their pictures are not recognisable and a higher proportion than normally expected are still at the *'scribble'* stage. More capable children draw simple pictures and features are clearly evident. Some children make marks on papers whilst the less capable write underneath the work of adults. As children become more confident with paper and writing tools they start to create their *'own writing'* and carefully explain to readers what it might say. More capable children identify initial sounds such as *'b'*, *'h'* and *'g'* and experiment with letter shapes to write *'letters and lists'*. They recognise their own name and those of their friends. The children enjoy using large felt pens and whiteboards to practise writing shapes. They also successfully *'write'* in their style and have a clear understanding that print carries meaning.

Mathematical development

77. The quality of teaching is satisfactory but the level of additional adult support in lessons is insufficient to meet the children's needs across the wide area of mathematical development. By the end of reception, the most capable children will reach the final stage or *'stepping stone'* of the Foundation Stage curriculum. However, although careful attention is given to counting tasks so that many of the average children will attain the expected level in the aspect related to using numbers as labels for counting, most will not attain the goals across the whole range of mathematical development. Aspects like understanding simple addition and subtraction, understanding and using mathematical words, creating repeating patterns of colours, shapes and numbers are currently underdeveloped. It is likely that, by the time the children are ready to start Year 1 of the National Curriculum, most will still be well below the expected final level or *'stepping stone'* recommended for their age group.
78. The teaching of counting and recognising numbers is well focused. Opportunities to count and sequence numbers to ten or 20 are routinely given, for example when counting the number of children present in the circle and linking to the number of stars given out. Children's work shows that the majority of average children are able to count to five accurately and more capable children are able to recognise, write and sequence numbers accurately to ten or 15. In this concept, most average and more capable children will reach the expected stage or *'stepping stone'*. Although they have little experience, as yet, of simple addition or subtraction of numbers, the more capable children can count down or up by adding or subtracting one from numbers below 15 with reasonable accuracy. In small groups, with adult help, less capable children are beginning to recognise that five is bigger than three or two when counting candles on a cake. Currently insufficient use is made of singing and counting rhymes to consolidate and extend these basic skills at every opportunity across all areas of learning.
79. Children's knowledge of shape and pattern develops at a slow but steady rate. The more capable children recognise squares, circles and triangles and identify these shapes successfully when recognising and copying simple patterns. When constructing towers or comparing their own sizes with adult help, about half the children can recognise mathematical language like *'the doll is taller'* and *'the monkey is shorter'*. After a skilful introduction pitched at exactly the right level for the children to understand, other children could say which toy was the taller of two. When given different toys and working in pairs under the teacher's close supervision, many were able to construct an accurate mathematical sentence relating to comparison of size. However, when working independently and making food for the three bears, many could only manage to compare by saying *'mummy is big; baby is small'*. Small groups of children, working with support, made porridge and after tasting added their preferences to a group chart. Most could see that more children preferred porridge sweetened with sugar to porridge with salt. However, these opportunities to work with an adult to clarify their understanding across the whole range of concepts are too infrequent.

Knowledge and understanding of the world

80. Standards are below what you would expect to find for children of this age and the majority of children will not reach the expected stage or '*stepping stone*' by the end of the reception year. They make satisfactory progress in their knowledge and understanding of the wider world.
81. There are appropriate opportunities to investigate construction materials. Children build and construct a range of objects such as a house for '*The Three Pigs*' with two windows. Computer skills are developing well. Children show satisfactory control for their age when using the computer, with more capable children selecting icons to show colour and line. They use a painting program and select colours to paint the pathway that '*Goldilocks takes to the Three Bears House*'. They are able to drag and click with a control pad. More capable and average children use the computer well to create pictures of a snow scene with a snowman. Children learn how substances, such as porridge and chocolate, change when mixed with water or heat. However, their ability to ask questions about why things happen is less well developed. They taste the porridge and comment on whether they like the honey, sugar or salt taste. Children have learnt to wash their hands before they handle food. Knowledge of time and place is weak. For example, when asked they are unable to identify the day, month or season. Visits enrich learning and more able children paint the route of their '*Wellie Walk*.' Children are encouraged to record what they see such as houses and animals in their paintings. They also collect falling autumn leaves on their walk. Visits to the local farm and theatre enhance learning about their wider world.
82. Teaching is satisfactory overall. Teachers are well organised and plan interesting activities that children enjoy. They use opportunities well, such as a snowy day, to draw attention to the snow melting in warm hands. Teachers make good use of the digital camera to record activities out in the snow and then the pictures are used to reinforce their learning. However, teacher expectations are not sufficiently rigorous to maintain good rates of progress and the more capable children are not always challenged. Children are motivated well but expectation and time targets do not always challenge the pace of their learning. Activities are less effective when adults over-direct the activities.

PHYSICAL DEVELOPMENT

83. By the end of reception, most children will achieve the expected stage or '*stepping stone*' in physical development. Children make good progress in improving their skills of co-ordination, control, movement and manipulation. They make good progress, learning how to dress and undress for their activity session in the hall and for their weekly swimming lesson. The outdoor activities offer a limited range of opportunities for children to develop their physical skills and there are no opportunities for climbing and balancing. However, children use the gymnastic apparatus in the hall to develop these skills. Reception children use the gymnastic apparatus and show confidence climbing over, under, along and through the apparatus. In the hall most children use the ropes with confidence and enjoyment; more capable children run and swing while average children develop their grip and hanging skills. Children are beginning to curl and stretch and are at the early stages of learning to skip and hop. They confidently balance along up-turned benches. They jump and land with confidence and climb and travel under, over and along the horizontal ladder. Opportunities to learn safe lifting and carrying are limited because the apparatus is put out for them. Their ability to use space and their vocabulary of movement are average. Reception children develop hand-eye co-ordination through matching and positioning shapes, decorating and sticking. They use pencils, crayons and scissors and paint brushes effectively and with confidence. Children walk to the local swimming pool. Several more capable children are confident swimmers. They move with their feet off the bottom of the pool and propel themselves along; they happily wash their faces in water. The majority of children are developing

their confidence and enjoyment of water and respond to the clear instructions. Less capable children move with the support of armbands and adults working in the water alongside them.

84. Teaching is good overall and children make good progress in their learning. Lessons are well planned with appropriate opportunities to explore a range of movement experiences and to develop confidence and competence in a range of physical skills. The pace of lessons is brisk and teachers place appropriate emphasis on movement vocabulary. Children are taught swimming by the pool staff who have established a good relationship with them. All adults give appropriate attention to safety aspects. Parents support the school and children well, assisting with changing if needed.

Creative development

85. During their time in reception children make satisfactory progress in their creative development. However, they are unlikely to reach the final stage or '*stepping stone*' of this area of learning by the time that they are ready to start Year 1 of the National Curriculum.
86. There are appropriate opportunities to use paints, pencils and crayons and complete simple collages and pictures. Children respond confidently and enjoy using a wide range of resources. More capable children paint a picture of three bears and a house with people and trees. Average children know most of the colours but do not yet understand mixing colours. The role-play home area encourages children to think of others and play alongside and with other children. They co-operate with each other putting the three bears to bed but do not initiate their own imaginative ideas. During the inspection very few children chose this activity and those who did played in the area for a very short time. The weekly music lesson provides appropriate opportunities for children to explore different sounds of instruments. They are encouraged to sing a range of songs from memory such as '*Ring-a-roses*' and '*The farmers in his den*.' More capable children respond rhythmically marching to lively jazzy tunes. The majority of children enjoy music and respond to it moving in their own time. They use the instruments to make soft and loud sounds and are beginning to follow their teacher's instructions. They are encouraged to clap and play percussion instruments to accompany the jazzy tune.
87. The quality of teaching is satisfactory in both classes. Teachers are enthusiastic and plan an interesting range of activities which children enjoy and extend their learning experiences. Adults are always positive and supportive, reinforcing directed activities. However, they do not always challenge children to use their own imagination and extend their own ideas.

ENGLISH

88. Standards at the end of Year 2 and 6 are average. This is an improvement since the results in the Year 2002 national test results when standards at the end of Year 2 were well below average in reading and below average in writing. Test results in Year 6 were also disappointing at the end of Year 6 because they were below average. The school has been focusing very hard to improve writing and reading skills. Pupils are encouraged to write extensively and this has started to have a positive impact on their literacy skills. All pupils, including those with special educational needs, make good progress and there are no differences noted between the attainment of boys and girls. Standards in English have been maintained since the last inspection.
89. Although speaking and listening skills are below that expected on entry into school, they are average at the end of Years 2 and 6. Pupils make good progress because staff have high expectations. They are encouraged to listen carefully to each other and know that they must take turns to speak. Lessons are made interesting and this encourages the pupils to respond appropriately. Many opportunities are provided for the pupils to speak in both group and whole class situations. For example, in one Year 1/2 class pupils were encouraged to read out their own stories. This had a positive impact on their speaking and listening and the development of their own self-esteem. In Years 3 to 6 this emphasis is continued and pupils are encouraged to develop views orally. Pupils in Year 3/4 described how the parents of Roald Dahl's *Matilda* felt

about their daughter and described how unkind they were towards her. In Years 5 and 6 pupils link their speaking skills to information and communication technology by discussing the benefits and disadvantages of the use of computers to collect data. Each pupil was able to explain their opinion and was then encouraged to persuade each other of their viewpoint. This had a positive impact on speaking and listening skills. However, less capable pupils do not always articulate clearly and the lack of richness in their vocabulary limits their experiences.

90. In Years 2 and 6 standards in reading are average. The more capable readers have an understanding about different types of authors such as Nick Butterworth, Mick Inkpen and Quentin Blake and are enthusiastic. They read clearly, with expression and discuss the different characters with confidence. Unfamiliar words are broken up and sounded out. They know the difference between fiction and non-fiction books and use indexes at the front of information books. Average pupils are also keen readers and talk about stories with confidence. They read with less fluency than the more capable readers and use the pictures to help them with unknown words. Although average readers are confident using indexes they are less secure about library skills. Less capable readers do like reading but are not able to identify specific authors. They read slowly but take great care to work out the word sounds. They tend to rely a great deal on picture clues. Reading records are meticulously kept and are signed by both teachers and adults at home. Targets for improvement are carefully recorded and this has an important impact on the progress made by the pupils. By Year 6, most pupils have become enthusiastic readers and enjoy reading books by authors such as JK Rowling, Dick-King Smith, Jacqueline Wilson and Michael Morpurgo. Most of the pupils have a good understanding of fiction and non-fiction books and talk confidently about different types of text such as play scripts. Library skills are developing well and pupils appropriately search out information to support their learning within other areas of the curriculum.
91. Standards in writing at the end of Years 2 and 6 are average. In Years 1 and 2 pupils are developing a neat and legible style of letter formation and the more capable write confidently at great length. A particular strength is the confidence that most pupils have to write extensively and they have the freedom to work out their own spellings such as 'wus' for 'was' and 'sey' for 'see'. By Year 2 the pupils develop their cultural awareness well by writing their own extended versions of traditional tales such as '*Little Red Riding Hood*' and '*The Three Little Pigs*'. More capable pupils are working at a higher than expected level. For example, they use dialogue in their writing, which is correctly distinguished by speech marks. This was evident in a piece of writing that a pupil wrote about '*Little Red Riding Hood*'. For example, one pupil wrote '*Little girl, little girl, where are you going this fine day*'. Average and more capable pupils use full stops and capital letters appropriately. A very good feature of writing in Years 1 and 2 is the good use of cross-curricular links. For instance, pupils in Year 2 write about famous historical characters such as Guy Fawkes.
92. In Years 3 and 4 extended writing skills are developed further. Adjectives are used well to describe different characters and story settings. One more capable pupil described '*a terrible troll who tickles teeny toes*'. Art is used very well as a stimulus for creative writing. Pupils carefully studied a famous painting about '*St George and the Dragon*'. They then pretended to be St George and wrote home to his mother describing the problems he had encountered with the dragon. This theme has also been used to encourage the pupils to write for a different range of purposes such as lists of instructions and the publication of little books written by the pupils. By Year 5 and 6 the pupils carefully redraft their writing. Good use is made of their information and communication technology skills to publish completed stories. They write particularly good poems, stories and record factual information. For example, pupils wrote powerful poems about '*November*', based on a poem written by Thomas Hood. One pupil sensitively wrote '*no sun-no moon, no morn - no noon, no ice creams - no sunny days, no ice-lollies - no sun block, no warmth, only coldness*'. They skilfully make use of different tenses and work hard to use connecting words to make their sentences interesting. Good use is made of their writing skills to communicate with their friends in the Czech Republic and other areas within Europe. A small number of pupils are clearly working above the expected level for their age. For instance, the more capable pupils use apostrophes both confidently and accurately.

93. In Years 1 and 2 pupils are developing a neat and legible style of letter formation. This helps the more capable write confidently at great length. Good attention is given to handwriting as they move through the school. Letters are well formed and joined appropriately. There is a consistent approach given to the teaching of spelling and this helps them gain confidence in their creative writing skills. For example, pupils are taught strategies such as to look out for similar endings like *'ing'* for verbs and word patterns like with *'oa'* or *'ch'* in them. This has a good impact on the quality of their writing.
94. The quality of teaching and learning is consistently good and this has improved since the last inspection. Teachers have a good understanding of the literacy strategy and it is used well to ensure that skills are taught progressively throughout the school. This is also a good improvement since the last inspection. Teachers make good use of a wide range of resources to motivate and interest the pupils. This results in all pupils making good gains in their acquisition of knowledge, skills and learning. This was evident during a Year 3/4 lesson that was focusing on the use of dialogue in text. An extract from the popular children's book *'Matilda'* was displayed and pupils were encouraged to highlight speech marks and written conversation. This ensured that concentration was good. The teacher carefully asked questions and encouraged all pupils to be fully involved in the lesson through the random selection of different individuals to participate. The teacher used this questioning to assess what the pupils understood and then used this information to alter the structure of the session to ensure that all the needs of the pupils were met. Pupils' books confirm that the quality of marking is good. Teachers provide a great deal of appropriate praise and indicate where improvements can be made. All pupils, including those with specific learning difficulties, make good progress because targets for improvement are devised from the careful monitoring and checking of the pupils' work. For example, those pupils who are less capable are provided with additional support, which reinforces their learning skills. The last inspection considered that higher attaining pupils were not provided with appropriate work. However, more capable pupils are now identified and benefit from being taught with older pupils. The grouping of pupils into specific ability groups at the top end of the school also has an important impact on the progress made by these pupils.
95. Subject management is good. In sessions after school, the co-ordinator checks on pupils' progress by sampling work and monitoring teachers' planning. In the past she has been given opportunities to work alongside class teachers but recognises the need to be involved in class observations so that the most effective teaching methods are analysed and shared amongst staff. She also acknowledges the need to be more involved in working with the headteacher to develop strategic thinking and planning. The school has a very attractive library that is well resourced and adequately used. This is an improvement since the last inspection when the number of books was considered insufficient.

MATHEMATICS

96. Standards in mathematics in Year 2 are below average and this points to lower standards than at the time of the last inspection. However, results in national tests for Year 2 pupils have fluctuated year by year. Attainment in mathematics on entry to Year 1 is currently well below average and progress through Years 1 and 2 is judged to be good. This is confirmed by the analysis of work. The standards attained by Year 6 pupils are average. This represents good progress from Years 3 to 6. Standards are higher than at the time of the 2002 national tests, when results dipped from previous average standards and were well below those nationally and below those in similar schools. This was because of a high rate of pupil mobility. Pupils with special educational needs achieve well in relation to their prior attainment. There are no significant differences in the achievement of boys and girls.
97. The National Numeracy Strategy has been implemented well. It makes a good contribution to the teaching of mathematics and ensures that pupils cover an appropriate range and balance of work. This is a good improvement since the last inspection. Mathematics lessons are well planned, time is used efficiently and most pupils stay engrossed. The sharp focus in the mental and oral session ensures that pupils improve their calculating skills at a good rate, though there are some constraints in classes or sets with more than one age group. Pupils have suitable opportunities

to use their numeracy skills in other subjects like science and geography.

98. In Year 1, most average and more capable pupils currently have a suitable grasp of counting to 15 and can count on successfully from a given number to make up ten. These pupils have a reasonable grasp of *'bigger'* and *'smaller'* numbers below 30 but most find difficulty in choosing which of two written numbers below 30 is bigger and very few can reliably suggest a number that will come between the two. In Year 2, more capable pupils have an appropriate grasp of non-standard measures and their estimates of the length of the table, when compared with their measurements, are reasonable. However, they have little experience of any standard measures as yet. One or two of the more capable pupils have some knowledge of adding money in amounts like 20 pence, 10 pence and two pence up to about 35 pence and are usually accurate. Pupils' knowledge of shapes is satisfactory; they recognise rectangles, triangles and circles accurately and consistently. More capable pupils are able to recognise some of the more common three-dimensional shapes like a cone. These pupils have also begun to reorganise larger numbers like 134 into $100+30+4$. Pupils with special educational needs show the same good gains in their mathematical language when supported by a classroom assistant or teacher in a small group. For instance, when these pupils started in Year 2 they were unable to form numbers correctly and used dots to add two numbers by counting on up to nine. However, they are now able to form most numbers accurately, writing and adding two single digit numbers that add up to less than 12.
99. Pupils in Year 3 use number lines and squares well to support their counting. Less capable pupils are gaining a satisfactory understanding of *'greater than'* and *'less than'* and of multiplication by 2 and by 5 and more capable pupils can partition numbers up to one hundred into tens and units in order to assist in adding large numbers. Appropriate opportunities are given for pupils to use mathematics to solve problems like *'How much pocket money to fill the book with stickers?'* In Year 4, average pupils can use the grid method for multiplication of larger numbers like 78×4 , separating the tens and units appropriately. More capable Year 4 pupils know that inverse operations can be used if $133-24=109$ to calculate $109+24$. They are increasingly confident in using graphs to record information and can read simple co-ordinates accurately.
100. By the end of Year 6 more capable pupils have a good understanding of place value and can accurately multiply decimals like 4.6 by 100 or by 10000. They interpret graphs well, recording accurate information and can use negative numbers successfully when recording co-ordinates. Average pupils can routinely use partitioning to multiply and make reasonable estimations before calculating the answer. The provision for the more capable pupils has improved since the last inspection and is now of very high quality. Very good teaching both in the mathematics set and in the additional teaching group taken by a specialist teacher ensures that they are well challenged. The additional teaching group is contributing well to raising standards, though there is a need for closer links in planning and assessment between the school programme and this extra provision.
101. Teaching has improved since the last inspection and is now good throughout the school. No unsatisfactory lessons were seen. This good teaching supports pupils' progress well and engenders good attitudes to learning. Lessons are well organised and there is good emphasis on key vocabulary to extend pupils' mathematical language. Explanations are patient and well aimed at appropriate pupils. The use of information and communication technology to help pupils reinforce their learning is appropriate in Years 1 and 2 but was seldom in evidence elsewhere. In all classes, teachers have a positive rapport with pupils and relationships are very good. Pupils develop good attitudes to learning; they are diligent and work at a good pace and behaviour is now invariably good. The attitudes and behaviour of the most capable pupils in Year 6 are excellent. All teachers assess pupils' work carefully. Work is regularly marked, often with reference to the learning objectives detailed on lesson plans. Regular tests ensure that assessments are made of pupils' achievements. As yet, these assessment levels are not shared with pupils, so the opportunity to set challenging personal targets for the future is lost.
102. In Years 1 and 2, where the classes have both age groups, lessons are well prepared and the questions in the introductions to lessons include all pupils, with suitable tasks planned for group

work. However, because of the two-year spread and the wide range of attainment within each year group, the need to adapt the mental starter precisely to each pupil's needs slows the pace of the lesson and does not always challenge the more capable pupils in Year 2. In each lesson, teachers know exactly what pupils need to learn but the lack of regular support from a skilled teaching assistant means that teachers' time is divided too thinly during group tasks and this is detrimental to some groups of pupils. Efficient class management and very good relationships promote good behaviour and minimise the difficulties, ensuring that some groups of pupils stay absorbed in their tasks. However, some of the younger pupils have immature personal and social skills so that they cannot work independently for any length of time and they are very demanding of teachers' time.

103. Across Years 3 and 4 and also across Years 5 and 6 pupils are grouped into three sets according to the attainment within their year groups. The most capable Year 3 pupils are grouped with less capable pupils and those with special educational needs from Year 4. Similarly the arrangement in Years 5 and 6 places the most capable Year 5 pupils with below average pupils and those with special educational needs from Year 6. Pupils' needs within these sets are very different; the most capable pupils need crisp, sharp mental introductions with additional challenges. Those with special educational needs often require a high level of explanation and may need additional input to consolidate learning. The lack of regular adult support from a skilled teaching assistant for these groups makes planning for teaching very difficult. Teachers use their time well and have a high level of subject expertise but the age differences, levels of maturity and wide range of needs within the set mean that pupils in these groups do not always make the good progress seen elsewhere.
104. The co-ordinator is on leave and the subject is managed by a temporary co-ordinator who is very efficient and clear about the role. She is involved in the wide range of tasks expected of co-ordinators. The monitoring of standards and quality is done well by analysis of teachers' planning, records of pupils' work and some observation of lessons. There is a mathematics improvement plan, which highlights tasks to be undertaken this year but no long-term plan showing strategic targets for coming years. The co-ordinator has a good grasp of the standards currently achieved by pupils; there is good analysis of test papers to identify areas where pupils need to improve. The school has rightly identified the need to achieve better results at level 2 and the higher level 3 in Year 2 and at level 4 and the higher Level 5 at the end of Year 6. The school's 2002 Year 6 statutory target was achieved and the 2003 target, set at a higher figure, seems realistic and appropriately challenging based on inspection evidence. There are good systems for assessing pupils' attainment. However, the school does not yet have accurate end-of-year targets for all pupils across the school.

SCIENCE

105. Standards in science at the end of Years 2 and 6 are average. Pupils make good progress from the standards achieved in the reception class. Those with specific learning difficulties make good progress because their weaknesses are clearly identified and they are well supported by classroom assistants. No significant difference was noted between the attainment of boys and girls.
106. Since the last inspection the school has made good progress in improving opportunities for investigative work. Progress in investigative science has improved from unsatisfactory to good in Years 1 to 4 and very good in Years 5 and 6 because of the positive impact of the subject co-ordinator. Planning now follows national guidelines and there is an appropriate balance and focus on all areas of scientific learning. Teachers ensure there are opportunities for pupils to make predications and hypothesise on possible outcomes. However, recording investigations is inconsistent throughout the school.
107. Pupils in Year 2 have a satisfactory knowledge of living things. They are able to accurately label parts of the body and talk about the five senses. Pupils have some understanding of what is needed to maintain a healthy lifestyle and which foods contribute to a healthy diet. They understand that living things need to grow and are aware of the need for a balanced diet.

However, scientific vocabulary is weak. More capable pupils can group and identify different foods into categories. Pupils in Year 1 understand growth and can match a young animal with the mature one, for example, a puppy and a dog, frogspawn and frogs and caterpillar and butterfly. They have a satisfactory awareness of the dangers of medicines. Pupils make good progress in investigative science. They test objects and record whether they will float, sink and whether they are magnetic or not. A few more capable pupils can give reasons why materials sink; for example, they are heavier than the objects that float.

108. Progress is good in Years 3 and 4 and often very good in Years 5 and 6. Pupils in Years 3 and 4 identify different materials around the school. More capable pupils explain why the materials are used, such as glass for windows. They are all able to make appropriate observations and record simple data in response to questions asked. Links with other subjects are strong. For example, pupils make pipe-cleaner skeletons to reinforce their learning about living things and this promotes their making and designing skills. The quality of investigative work improves as pupils progress through the school. Most pupils can explain how to make a test fair. Pupils in Years 5 and 6 investigate which substances will dissolve when mixed with water. They show sensitivity when measuring substances, such as two teaspoons of bicarbonate of soda to 100ml of water. Pupils test whether the solution will dissolve and they talk about and record their findings. They know that certain substances change when mixed with water. Pupils use scientific vocabulary well. Average pupils explain that the bubbles in a solution are gas and insoluble solutions do not dissolve. Teachers provide appropriate opportunities for problem solving. Pupils in Years 5 and 6 successfully discuss and investigate how to make a muddy solution and separate the mud to make clean water again. More capable pupils explain that the clean water may still contain harmful substances such as bacteria and that these could be removed by boiling the solution. Teachers provide appropriate opportunities for predicting what will happen. Less capable pupils investigate drying nail varnish. They explain that the nail varnish hardens and the liquid part of the varnish changes from liquid to solid.
109. The quality of teaching is satisfactory in Years 1 and 2 and good overall in Years 3 to 6 with instances of very good teaching in Years 5 and 6. Mathematical skills are used to record investigations but this could be more challenging in Years 1 and 2. Pupils in Years 5 and 6 use line graphs to show the changing temperature of water boiling. Pupils have good opportunities to use writing skills in their reporting in Years 5 and 6 but opportunities to use information and communication technology are not so well developed throughout the school. Teachers have a good relationship with their pupils and lessons are carefully prepared and delivered. Organisation is good. The pace of learning slows down in Years 1 and 2 when more capable pupils in the mixed age classes are not always challenged sufficiently and less capable pupils are not always given sufficient support structures. In the very good lessons teachers incite curiosity for example in a Years 5 and 6 lesson. Pupils show real joy and interest in the work. Teachers challenge pupils to use appropriate scientific vocabulary when explaining scientific investigations. Although the school analyses test results carefully, the school is aware of the need to extend monitoring and checking assessment procedures.
110. The co-ordinator has made a significant impact on the quality of teaching and learning in Years 5 and 6 but is less experienced with Years 1 and 2. She has a clear vision for the development of the subject. Resources are satisfactory and are stored centrally and in classrooms. Planning and work are monitored but the co-ordinator has not monitored the quality of teaching and learning in classes. Science has an appropriate focus around the school but the emphasis on scientific vocabulary could be stronger.

ART AND DESIGN

111. By the end of Years 2 and 6 standards in art and design are above what is typical for pupils of this age. Pupils, including those with specific learning difficulties, make very good progress as they move through the school. Art and design is highly valued and has a prominent focus within the school. Displays are of a good quality and make an excellent contribution to pupils' cultural development. There are excellent links with other subjects such as history, geography, English, mathematics and information and communication technology. Standards of displays are very

good. The work of individual pupils could be even better if teachers challenged pupils to consider the quality of their work and identified a clear progression in all aspects of art and design.

112. There has been good improvement since the last inspection. The school has worked hard to ensure pupils experience a wide range of three-dimensional work and develop skills in this area. Standards have improved from in line to above average because of the very rich curriculum and the annual visits from residential artists who make a significant contribution to extending the range and quality of artwork experienced. Art and design makes an excellent contribution to pupils' cultural development and enriches all subjects within the curriculum. The annual art day and whole school projects such as the links with the National Gallery also add to the depth and range of art and design experiences. All pupils have their own sketchbook and portfolio of work. The art portfolio shows evidence of progression in drawing and painting and good awareness of colour, texture and form, this progression is less evident in individual pupils' sketch books and portfolios.
113. By the end of Year 2, pupils have used an excellent range of different media, such as paints, pastels, collage, textiles, clay, and card. They have had opportunities to make large models of local historical buildings, such as the '*Old Mint*' public house. They show confidence sketching local buildings, such as the local church, and they draw observational drawings of the church's stained glass windows. They visit Coventry Cathedral and draw the old and new buildings of the cathedral. Pupils confidently mix paints and use colour, shape and line in their work, for example, in their paintings showing St George and the dragon. They are encouraged to create pictures from observation, such as their winter snow pictures using charcoal. The content of the pictures shows pupils are confident to communicate their observations. One more capable pupil in Year 2 is beginning to show perspective in the position of the houses and trees. They use the computer well to produce pictures of George and the Dragon. Pupils know how to mix paint; they explain how to make colours lighter and darker. Group tasks such as a collage of the Spanish dancer, the American collage, the Chinese dragon and pictures of George and the Dragon are striking. More capable pupils identify the work of professional artists, such as Vincent Van Gogh. Pupils complete three-dimensional card structures of a jungle scene using Rousseau's '*Tiger*' as a stimulus.
114. By the end of Year 6 pupils explore and develop their ideas for a specific purpose. They explore the work of artists and designers in relation to costume. Pupils make good progress identifying and interpreting the visual and tactile elements of art and design. They draw characters for a pantomime and select materials for their costumes. More capable pupils use overlapping techniques and their drawing skills communicate the emotions and characters very well. Teachers provide appropriate opportunities for pupils to explain their designs. They identify and select appropriate fabrics to suit their chosen character: the villain, Dame or heroine. Pupils successfully create portrait studies communicating emotions and feelings such as fear and happiness. They know and employ a range of methods and approaches in order to communicate their ideas and observations. Three-dimensional work is well developed and pupils confidently and competently work in clay, card and paper. Work is always well linked to professional artists' work. Progress throughout the school is very good. Pupils in Years 3 and 4 investigate pattern and repeating patterns. They use their imagination well and demonstrate good awareness and use of colour, shape and pattern. Pupils in Years 3 and 4 design and produce their own polystyrene blocks to create attractive mono prints.
115. The quality of teaching has improved since the last inspection and is now good overall, with instances of very good teaching in Years 3 and 4. The work of professional artists is very well used, as is artwork from different cultures and countries. Teachers have good subject knowledge, which is continually enriched by the regular workshops with professional artists. Pupils make very good progress in their learning but considering the very high focus within the school and the very rich curriculum standards should be more evident in pupils' individual work. Links with the National Gallery and involvement in the '*Take One Picture Project*' enrich the quality of art experience. Teachers used Constable's '*Hay Wain*' picture extremely well to enrich learning throughout the curriculum. Pupils use the computer to view newspaper articles about the work of Constable and they write poems about the work. Links with mathematics are strong. Years 5 and 6 pupils use symmetrical, asymmetrical and rotational symmetry in their designs. Years 3

and 4 study the cloud formation in Constable's picture. Information and communication technology is used very well to promote artistic skills. Year 6 pupils take part in a three-day workshop to explore paintings and objects of digital art through drawing and digital photography and image manipulation. They use their ideas to create a montage. Visits are very well used such as the visit to Warwick University sculpture trail to investigate visual, tactile and sensory objects.

116. The co-ordinator is experienced and her very good subject knowledge makes a significant contribution to the quality of artwork within the school. The school has adopted the national guidance as a scheme of work and this is ensuring that there is coverage in each strand of the subject. Resources are excellent and are enhanced by the many visits and visitors to the school. An art club is held weekly and contributes to extending pupils' knowledge of professional artists and their particular style and techniques.

DESIGN AND TECHNOLOGY

117. Standards are in line with those expected nationally at the end of both Year 2 and Year 6. From a below average base when children enter reception class, progress is good for all pupils, including those with specific learning difficulties, by the time they leave the school.
118. Good progress has been made since the last inspection. The standards have been maintained but progress and the quality of teaching have improved from satisfactory to good. A significant strength is the enrichment pupils gain when they take part in technology days and experience other links with local industry. This also has an important impact on the spiritual and social development of the pupils.
119. Pupils in Years 1 and 2 have an appropriate range of opportunity to develop their technology skills. Pupils know, record and explain how to make a fruit salad. They draw and label the utensils and tools needed for the process. They have good awareness of health aspects and explain about washing hands before handling food. Designing skills are well developed. Pupils design with a purpose, for example, a T-shirt for smart pig, a messy pig and goalie pig. They can talk about how the different designs suit the different characters. Year 2 pupils design a repeating pattern for an item of clothing for the three bears and comment on the way the pattern is used. Pupils with special educational needs identify the repeating pattern in the colours. More capable pupils identify how pattern is used and identify a repeating pattern that has a diagonal pathway. Average pupils suggest how to make the trousers and other items of clothing from their paper and textile designs. Pupils make good progress learning to join materials. They make three-dimensional models of a local building such as the 'Old Mint' public house. They select and assemble materials and can talk about the finished product.
120. Pupils in Year 6 make good progress developing an understanding of how structures can fail when loaded. Pupils investigate making a structure to withstand a weight using masking tape and tubing. Pupils identify that the structure is stronger if it is reinforced at the corners and diagonally. Progression is good for Years 3 and 4 pupils who investigate strengthening paper by rolling, layering, folding and covering. Average pupils recognise that rolling and covering made the most effective frame for a picture. They work co-operatively and collaboratively well together to explore ways to strengthen structures. Homework tasks are well used to challenge pupils to extend their thinking. Pupils investigate and record different structures such as an umbrella and shelter. They identify how the structure is made, the materials used and how the parts contribute to its effectiveness. Older pupils describe how to make musical instruments. They talk about the design and making process and discuss the method and tools used. They evaluate their designs. Links with local industry enrich the curriculum. Year 6 pupils visit the local Jaguar car factory in Coventry. They draw design ideas linked to equipment they have seen in the factory. They work with the industrial staff to create models using a range of construction kits.
121. There are good links with other subjects such as English and science. For example, good use is made of their writing skills when they formulate a set of instructions. The school makes good use

of the digital camera but is yet to fully develop links with computer programs, which could help make pupils' learning more enriching.

122. The quality of teaching is good overall throughout the school with instances of excellent and satisfactory teaching. In the satisfactory lessons teachers are well organised and have a very good relationship with pupils. Expectations of the quality of product and pace of working are not always identified. Lessons are well planned and instructions are clear. In the excellent lessons pupils are highly motivated by the task and the teacher ensures time is used very well and pupils are challenged in their ability to consider the commercial product. Assessment is currently linked to the units of work and is satisfactory.
123. The co-ordinator has only been responsible for the subject for one term and has already made an audit and re-organised resources. He has monitored planning and pupils' work but has not monitored teaching and learning in classes. Resources are satisfactory and are centrally stored and easily accessible. Design and technology has a good focus within the school. The school is involved in technology days with local manufacturing centres.

GEOGRAPHY

124. Standards at the end of Years 2 and 6 are above those normally achieved by pupils of this age. This represents very good improvement since the previous inspection. In Years 1 and 2 both boys and girls, including those with specific learning problems, make good progress. In Years 3 to 6 the pupils make very good progress, particularly in the development of mapping skills and in their understanding and knowledge of other European countries. This has a very positive impact on their social and cultural development.
125. By Year 2 pupils show a very good understanding of maps because the teachers use good resources that are appropriate for the pupils of this age. Geographical features and terms are understood because they are introduced through interesting stories with good illustrations. The teachers also display good subject knowledge and encourage the pupils to use appropriate colours for land and sea and for the colouring of a boggy area. The pupils are also beginning to recognise and use appropriate symbols such as triangular shapes for mountains and rectangles for houses. One pupil correctly identifies spiky clusters of grass to identify a marshy area. Another pupil notices the words East and West on a map of the British Isles. The teacher uses this information well in indicating that the story is set in Scotland, which is to the north of England. In both lessons observed in Years 1 and 2 the teachers showed very good relationships with the pupils. The pupils responded by showing interest and by working quietly and well. A map that is well modelled by the class teacher is subsequently drawn well by almost every pupil. Some pupils have produced very good maps on how to get to the local library and swimming pool. Some have made good models of local buildings such as the police station, the library and the old mint. As a result of walks around the area, the pupils have a good knowledge of their local area by the end of Year 2.
126. By Year 6, the pupils' knowledge of geography and mapping skills are very good. This is a result of good use of the school grounds and local environment, good subject knowledge and high expectations by the teachers, and supportive display work in classrooms around the school. Very good use is also made of European links through a project and there are good cross-curricular links that support the geography curriculum. The pupils use e-mail and develop letter-writing skills in communicating with pupils in other countries; mathematics is used in the use of scale and direction in map work; and art and design and design and technology feature prominently in topics such as work on the Czech Republic, Poland and Germany. In a Year 3/4 class the teacher uses questions well to extend the pupils' awareness of different geographical features. Appropriate work is set for the pupils of different abilities including those with special educational needs. The pupils are able to explain that lakes and rivers are able to provide people with water, but are unable to explain why rivers may start in mountains. By Year 6, as a result of a very well planned and structured lesson and high expectations by the teacher, the pupils are able to plan and explain a route on foot or by car using a large-scale map of the local area. The pupils show a very good understanding of map symbols, direction and scale.

127. The quality of teaching in geography throughout the school is very good overall. It is good in Years 1 and 2 and very good in Years 3 to 6. Teachers plan their lessons very well; display very good management skills in the classrooms and have high expectations. As a result the pupils concentrate and behave very well and make good and sometimes very good progress. All work is marked and good use is made of encouraging comments and praise. However, important spellings are not always corrected in written work and there is very limited use of challenging comments for older pupils that would help them to develop their written work and ideas further.
128. The co-ordinator who has been recently appointed has made a very good start in monitoring work in the subject and has produced a useful portfolio of examples of good work. However, there is as yet no systematic procedure for the regular scrutiny of pupils' work or any release time for the co-ordinator to visit other classes to support or observe other staff. This is an area for development. There is good display work around the school to support the geography curriculum, but a lack of large maps of Europe to support the pupils' learning about other European countries. Very good use is made of the school environment and the local area as well as educational visits. There is a good supply of maps of the local area of varying scales. These factors contribute to the present high standards and good progress in geography throughout the school.

HISTORY

129. Standards are in line with those normally expected of pupils in Years 2 and 6. Both boys and girls, and those with specific learning difficulties, make good progress. The school has made good improvement since the time of the last inspection. There are indications that the pupils are now given opportunities to work collaboratively with others and that they undertake individual research. The pupils throughout the school show a good understanding of the passage of time and of the location in time of the periods that they are currently studying. History plays an important role in the provision of social and cultural development within the school.
130. Although no lessons were seen in Years 1 and 2, scrutiny of the pupils' work in books, in the school history portfolio and in classroom and corridor displays indicates that the pupils attain a satisfactory standard. This is because the history curriculum is well supported by educational and local visits, appropriate planning and teaching and good cross-curricular links. The pupils are encouraged to produce their own illustrations and there is a good balance between supportive photocopied materials and work that the pupils are expected to do themselves. By the end of Year 2, the pupils have thought about the passage of time in their own lives by identifying what they could do for example *'by the age of 3, 4, 5 and 6'*. They have further developed their understanding of time sequencing through placing members of families in the order: child, parent and grandparent. Work in Years 1 and 2 is well supported by educational visits, such as those to a nearby museum where they have studied Victorian schooldays and to Coventry cathedral and local churches. The pupils' progress in history is also helped by encouraging comments by teachers in the marking of the pupils' books.
131. In Years 3 and 4, most pupils show further understanding of the passage of time and where the period they are studying lies in relation to others. However, some of the younger pupils in mixed age classes show a lack of understanding of this concept. In one lesson, good questioning that prompted the children to think for themselves encouraged a good response to questions about an Anglo-Saxon ship found at Sutton Hoo. The pupils were given time to think for themselves and showed good understanding of what they were required to do. In a lesson where the answers were given, the children were less enthusiastic and showed less understanding. Good cross-curricular links help to stimulate the pupils' interest in history as in producing Roman mosaics and in colouring in Celtic letter designs. Interest in history is also well supported when wall displays include questions such as *'Who built the wall?'* in a display on Hadrian's Wall.
132. By Year 6, the pupils show clear understanding of where the period they are studying lies. In a well-prepared lesson in Year 5/6 the pupils showed good understanding of the work of archaeologists and how to use clues from the past to find information. The curriculum for the older pupils is very well supported by interactive wall displays, by cross-curricular links and by educational and local visits. A visit to the school involving an old camera and a lantern slide show led to some good work on the Victorian period. There are some indications of good work using

information and communication technology such as the production of a '*Tudor Times*' newspaper and some good written work has been produced on various themes such as '*How the war changed my life*', letters by evacuees and work on the Southam workhouse. However, there is little evidence of the regular use of information and communication technology to support the pupils' learning during lessons.

133. No teaching was observed in Years 1 and 2, but in the scrutiny of work it was noted that the quality of marking in this age group was good. The quality of teaching in Years 3 to 6 is satisfactory overall and sometimes good. Lessons are good and the pupils make good progress when teachers use a range of vocabulary and questions to give the pupils across the age range and of all levels of ability the opportunity to respond. In one successful lesson instructions were given very clearly at the beginning of the main activity and the majority of pupils worked quietly and individually while the teacher gave support to the less capable. In lessons where questioning was directed mainly at the older children, the younger children were not engaged and missed learning opportunities so that their progress was barely satisfactory. Teachers make good use of printed question and answer sheets for homework whereby pupils carry out their own research at home.
134. The co-ordinator has worked hard to produce a good history file and portfolio for the school. She regularly attends meetings within the local education authority and is gradually building up better resources to support the history curriculum, some with cross-curricular links. As a result the history curriculum is well planned and the teachers are secure in what they are required to do. However, there is, as yet, no systematic process for the regular monitoring of pupils' work and no release time for the co-ordinator to support other colleagues in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards are as expected at the end of Years 2 and 6. This represents good improvement in Years 1 and 2 since the last inspection when standards were below expectations. It represents very good improvement since the last inspection in Years 3 to 6 when standards were considered poor. All pupils make good progress in this subject because skills are taught progressively and achievement is carefully monitored and checked. Pupils with specific learning difficulties make good progress in relation to their prior attainment because they are supported well and any issues for concern are identified on their individual education plans.
136. In Years 1 and 2 pupils have a good understanding of the use of information and communication technology in and out of school. For example, they are familiar with the use of tape recorders and CD players. They enthusiastically use their word-processing skills to write, amend and present their work about special events such as '*Bonfire Night*'. These are frequently illustrated through the use of a computer program that paints pictures. They are able to gather information from a range of sources, then organise and then classify their findings. For instance, the pupils have used a data-handling program to find out the most popular fruit and the different types of hair colour found within particular classes. Pupils enjoy giving instructions to a programmable toy robot. For example, one group of Year 1/2 pupils worked outside in the corridor area with a parent volunteer. They took turns programming the toy to move backwards and forwards. One pupil programmed the toy robot to move 99 steps and this resulted in great fun as they watched it move around the school.
137. By Years 3 and 4 pupils are able to use different types of font and confidently change its colour. They change the size and style of text and add colour and graphics. Pupils edit and format text and add pictures. This enables them to design posters and book covers. Pupils are also able to '*copy and paste*' work. By Years 5 and 6 pupils' skills in using information and communication technology to exchange and develop ideas is above that expected for this age group. For instance, they email to their pen friends in the Czech Republic and Poland to support the school's European project. They create colourful posters where they make skilful use of a range of fonts, colours and pictures. For example, a group of pupils have helped to design and produce the governors' newsletters to parents. Pupils confidently use the Internet and CD ROMs to seek out information for a wide range of subjects within the curriculum. Pupils make good use of simulated

models to solve problems and their level of skill is about as expected for this age group. For instance, they provide simulations with instructions and then predict what might happen as a result of their actions. Year 6 pupils have also made simple games that rely on the participant making different choices. They collect data for a wide variety of topics and have a good understanding of the need to make sure the information gathered is accurate. Pupils also use a computer presentation pack that has been used to share space projects and other features of factual information linked with their European project. More capable pupils use digital cameras and prepare 'movie' films where sound effects create mood and characters are used to create a story. A great sense of pride is gained from these presentations and this encourages their peers to respect the efforts made.

138. The quality of teaching and learning is good. Teachers have developed good subject knowledge through their own training and this has had a positive impact on the pupils' acquisition of knowledge and skills. Relationships are very good and this encourages pupils to do their best in a non-threatening atmosphere. This has a good impact on their moral development. There is a detailed whole school procedure for checking and monitoring progress. As a result, lessons are planned well and skills are progressively taught. Teachers skilfully link information and communication technology techniques to the real life. For example, in a good Year 5/6 lesson the teacher showed the pupils the benefits of using a database for class information compared to collecting individual details and trying to store it all by paper.
139. A dedicated, hard-working and knowledgeable subject leader excellently manages information and communication technology throughout the school. She has a very clear vision for the future development of information and communication technology through a detailed strategic plan. The co-ordinator has been responsible for the training of teachers and this has been achieved systematically with a specific focus on the particular age ranges taught. However, there is at present no regular, systematic monitoring of the subject and no opportunities for the release of the co-ordinator to visit other classes or to support other staff. The policy is detailed, supportive and gives helpful guidance to teachers and support staff. The school uses a nationally recommended scheme of work that effectively meets the defined needs of each year group within the school. There are sufficient computers to meet the needs of the pupils but these are not always used to best effect in the classroom. However, the school is very shortly to have an information and communication technology suite installed.

MUSIC

140. Discussions with pupils and observations of a range of music lessons indicate that standards in music are average in Year 2 and in Year 6. All pupils, including those with specific learning difficulties, make good progress. Standards have been maintained since the last inspection and this is due to very good specialist instrumental teaching, excellent singing opportunities for pupils in Years 1 and 2 and the consistently good teaching for pupils in Years 3 to 6. A newly introduced and very clear scheme of work gives good support for non-specialist teaching in class lessons and this is having a positive effect on teachers' planning. Teachers prepare lessons well and ensure that they fully understand key vocabulary. This has a good impact on pupils' response; they too are confident and tackle tasks enthusiastically.
141. Standards in Year 2 are above average in singing. Pupils in Years 1 and 2 concentrate very well in singing lessons. In the first lesson of a series with a visiting specialist, very good teaching, which placed a clear emphasis on concentrating on the conductor, ensured that pupils sang tunefully and clearly. The regular weekly opportunity for singing in Years 1 and 2, where teaching is excellent, ensures that Year 2 pupils have developed very good listening skills and that their understanding of rhythm is good. Pupils clearly enjoy singing and try hard to copy the very good models given by teachers. The management of pupils in these lessons is excellent. Good eye contact, a high level of competence, together with a warm, encouraging approach, ensures that pupils are very enthusiastic. They sing songs like, '*Little Peter Rabbit's got a cold upon his chest*' with enjoyment and use actions to help them remember the words. When singing in small groups, Year 2 pupils use their skills well and sing clearly, phrasing their singing pleasantly and picking up a new tune quickly.

142. When using instruments in music lessons, Year 2 pupils have average composing and performing skills. Well-planned teaching, which provides a good, accurate range of key vocabulary, ensures that pupils respond well and handle instruments with care. However, many pupils lack the confidence and control to work independently as yet. They work in classes with more than one age group and teaching encompasses the whole age range. As a result, Year 1 pupils' performing and composing skills are slightly above average. They can accurately distinguish between the long sounds and short sounds and perform these on a range of instruments. They play together reasonably, stopping and starting when the 'conductor' signs them to do so. Too few opportunities are given for pupils to appraise their work and their skills in this area are below average.
143. Standards in singing, as demonstrated in the recently introduced choral singing sessions, are average in Year 6. They sing tunefully and, with practice, sing in canon. The specialist teaching of choral singing is characterised by good strategies to improve the performance and a high level of subject knowledge and challenge. In class lessons, teaching is well supported by the plans from the newly introduced scheme, which are now used by all teachers. Listening skills are well promoted in lessons and are above average, though skills to appraise what they have heard critically and helpfully are as yet below average. The scheme provides recorded excerpts for listening and pupils listen attentively. For example, Year 6 pupils understand that the dynamics of a piece may be adjusted whilst the rhythm remains constant. They listened very sensitively to 'Mars' from Holst's 'Planet Suite' to recognise the rhythm of the ostinato; a challenging task in five: four time. With good teaching many eventually managed to identify and copy the rhythm accurately and carefully. Opportunities to listen to the music of well-known composers are introduced throughout the school. However, few Year 6 pupils can discuss the work of well-known composers and generally their level of musical knowledge is below average for their age.
144. Standards of singing in Years 3 and 4 are above expectations. In class lessons, good preparation and confident teaching of 'Mr Noah's Rap' together with a high level of anticipation and enthusiasm for a new project ensure that pupils are fully involved and enjoy music. Listening extracts are clear and give a good lead for singing. The choral singing session, for all pupils in the key stage, provides challenging opportunities for Years 3 and 4 pupils. When composing, clear directions from teachers ensure that pupils remain well focused and when performing rhythms together, pupils' performing skills are as expected for their age.
145. Individual instrumental tuition is provided for pupils in Years 2 to 6 on a range of instruments such as flutes, steel pans and brass instruments and the younger pupils have an opportunity to learn the recorder. This provision is of a high quality; patient teaching ensures that pupils who chose to participate develop a good range of skills and a good understanding of the rudiments of music. Photographic evidence shows a range of opportunities for these pupils to perform. For example, the steel pan group have performed in the local market place and were, rightly, highly acclaimed. The school provides occasional opportunities to compose and listen during visits from instrumental groups from a range of cultures. Together with the regular music lessons, these strongly support pupils' cultural development and suitably enhance provision for multi-cultural awareness. The high level of enthusiasm shown by pupils and their depth of involvement in listening indicate that pupils' attitudes have improved since the last inspection.
146. The recently introduced scheme of work is very supportive and provides good opportunities for listening, performing, composing and appraising. Recent training has ensured that teachers are more confident and knowledgeable than at the time of the last inspection and teaching has improved. However, the co-ordinator for music has no specialist knowledge of the subject and does not have a sufficiently high involvement in monitoring provision in the subject. The plan for development in the subject does not link the school's extra provision with the regular teaching programme in a structured way that defines the reasons for this provision and supports staff in raising standards in performing, composing and appraising. Resources have not been audited recently. For instance, the quality of sound from the player was not good enough for Year 6 pupils to appreciate the challenging musical points being made by the teacher. The music room is not conducive to learning because the wide range of instruments are not displayed or labelled

systematically. This means that the pupils cannot compose and perform independently in this specialist room. In addition to this the use of information and communication technology is not used to promote musical skills such as composing and performing. However, together with secure implementation of the new scheme of work and the good teaching, standards in the subject are well placed to improve as consistent provision builds on pupils' existing skills.

PHYSICAL EDUCATION

147. Standards in Years 2 and 6 are above those normally expected for pupils of this age. Both boys and girls show good control of their bodies in a range of activities including dance, swimming, gymnastics and outdoor games. Many of the pupils take part in extra-curricular sporting activities in which the school has considerable success. Boys and girls in Years 1 to 6, including those with special educational needs, make very good progress. This is a good improvement since the last inspection.
148. Pupils attain good standards in swimming because they have weekly instruction in which qualified instructors and class teachers work together. An appropriate published scheme is used to ensure that there is progression for pupils at all levels of ability. Some pupils are able to swim without aids by the time they enter Year 1. By the end of Year 2 approximately two-thirds of the pupils are able to swim at least a short distance. By Year 6, apart from an occasional exception, all pupils are able to swim 25 metres. Standards are good, but not outstanding, as many pupils do not have opportunities for swimming apart from the weekly lesson in school time. In all lessons the pupils are divided into differentiated groups. As a result, instructors and teachers continually assess their performance, taking them forward appropriately and often on an individual basis. Parents support these sessions very well by escorting the pupils to the pool and assisting with changing the younger pupils. This helps to maintain standards by ensuring that lessons start on time.
149. It was not possible to observe any gymnastics, games or dance lessons in Years 1 and 2 during the time of the inspection. In Years 3 to 6 the pupils attain good standards because the teachers plan their lessons well, have high expectations and show good classroom management skills. As a result, the pupils behave very well, listen attentively and make very good progress. In a Year 3/4 class there were good relationships between the pupils and the teacher and between the pupils themselves. This created an atmosphere conducive to learning that had a strong impact on raising standards. The pupils improvised movements with independent thought and empathy with the music. Consequently, they moved appropriately to the different beat and mood of the music. The pupils developed confidence and acquired new skills. In another lesson with the same age group, the pupils learnt well because the teacher had high expectations of work and behaviour and was a good role model. The teacher demonstrated the movements herself and selected good examples by pupils for demonstration purposes. The lesson was well planned with progression through stages of increasing challenge and difficulty. As a result, the pupils achieved well. All the pupils, including those with specific learning or behaviour difficulties, were included in and successful in all the activities. When pupils were demonstrating making shapes in their movements, the teacher ensured that the shapes were completed so that good examples were set for others to follow. The pupils worked very well individually, in pairs and in teams, and behaved very well throughout the lesson.
150. In Years 5 and 6 the pupils change quickly for lessons, enter the hall in a quiet and orderly manner and listen and behave very well. In one lesson, as a result of high expectations by the teacher and very good behaviour and concentration by the pupils, high standards were achieved and good progress was made. As the pupils worked with large balls the teacher directed them through a well-planned programme of increasingly difficult challenges. The pupils developed ball-handling skills on their own, in pairs and in a group. They were able to bounce a ball around their own bodies, exchange a bouncing ball with a partner and throw and roll balls accurately one to another from a substantial distance. Very good subject knowledge, high expectations of work and behaviour and good use of appropriate challenges resulted in a very good dance lesson by another class of Year 5 and 6 pupils. The teacher's good use of appropriate vocabulary such as '*canon*', '*motif*' and '*accumulating*' also contributed to the pupils' learning. The pupils worked very

well together in groups to develop sequences. They showed that they were beginning to interpret music to their movements.

151. The quality of teaching in lessons has improved since the last inspection and is now consistently good and sometimes very good. They have good pace and opportunities are provided for the pupils to reflect on their own performance. This helps them to enhance standards of attainment and progress in all lessons.
152. The curriculum is well supported by a wide range of extra-curricular activities. The school also makes good use of local facilities such as the nearby swimming pool and the grounds of the local secondary school, as well as the school's own grounds. Parent helpers contribute to maintain the pupils' interest and standards by coaching, supporting and helping in a range of activities and at events such as sports day and the local swimming gala.
153. The co-ordinator works hard to keep her subject file up to date and is reviewing policies and guidelines on an on-going basis. However, there is at present no regular, systematic monitoring of the subject and no opportunities for the release of the co-ordinator to visit other classes or to support other staff. Apart from the lack of a crash mat, resources are satisfactory and there are suitable storage facilities for indoor and outdoor equipment.

RELIGIOUS EDUCATION

154. Standards in religious education are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Teaching throughout the school is good and all pupils, including those with special educational needs, make good progress in their learning. Standards have been maintained since the last inspection.
155. By the end of Year 2 pupils have a sound knowledge of the Christian faith. They are beginning to understand a little about some of the important festivals of the Jewish and Hindu faiths. More capable pupils can describe a menorah and remember that Divali is '*near Christmas*'. They know that a cathedral is '*a big church*' and one above average pupil thoughtfully adds, '*it's a place for thinking about God and for being quiet.*' They know that the cross is a Christian symbol because Jesus died on a cross and then '*came back, alive*'. More capable pupils also recall that water and a cross are significant in the christening service because these are Christian symbols. They know which religions celebrate the festivals of Christmas, Easter and Divali and that Sikhs have a '*special sword and bracelet*.' Their visits to places of worship enrich the curriculum and enhance pupils' knowledge very well. They remember a great deal of what they saw at Coventry Cathedral and are looking forward to their visit to the Sikh temple. They understand what it means to belong to a club, group or faith. In classes with more than one age group, pupils in Year 1 talked about gymnastics club or karate club, explaining that a special uniform with special badges and symbols links them together. Older pupils in Year 2 thought very carefully about the artefacts shown at the end of a fascinating lesson about '*Belonging*'. They could deduce that they were all '*very special things*' used by '*a special group of people*'.
156. Pupils in Year 6 have a broader understanding of Christianity and have a developing knowledge and understanding of other faiths. A great deal of discussion takes place in lessons and this is of high quality. They reflect thoughtfully on the Ten Commandments. For example, a more capable pupil wrote, '*I wouldn't murder someone ... (as) ... I would ruin my family's life and my victim's family's life,*' and another pupil warns that a computer '*could become your idol*'. They know that Jesus is the founder of the Christian faith and that famous leaders like Gandhi were supported by a strong faith and are effectively heroes. They have an appropriate understanding of the differences between the customs, beliefs and celebrations of Christians and Sikhs and their knowledge of Judaism and its customs is reasonable. More capable pupils remember that Guru Nanak is the founder of Sikhism and that Jewish people eat kosher food and have a '*special butcher*'. Pupils in Year 3 understand that Christians pray to God and write thoughtful examples of prayers. Year 4 pupils understand the significance of candles to Christians and clearly explain the symbolism of other elements of a Christingle. From Years 3 to 6, pupils' knowledge of Christianity is better than their knowledge of other faiths. Opportunities to include discussion

about the lives and faiths of others are not frequent enough to extend and consolidate pupils' learning.

157. The quality of teaching and learning throughout the school is good and pupils are achieving well. This is a good improvement since the last inspection when it was considered satisfactory. Very good relationships between teachers and pupils ensure that their views are confidently shared. In several year groups, the very positive ethos created when pupils reflect upon what is taught makes a significant contribution to their spiritual, moral and social development. This was particularly evident in a class where Year 5 and 6 pupils were reflecting upon their own beliefs and values and considering people who they admired. Very sensitive teaching led to a deep level of involvement by all pupils. They were not afraid to express their feelings and views or to say that they preferred not to contribute, as their feelings were too private. Lessons are generally well planned. However, the analysis of work and discussions with pupils indicate that there are some inconsistencies between classes in the ways in which work is planned over time and how pupils record their work. The whole range of writing strategies that some teachers employ are not routinely shared and used. No evidence of the use of information and communication technology in religious education was seen. Teachers' planning does not include, for example, the use of the Internet for information or word-processed models for recording by pupils who find writing difficult.
158. The management of religious education is good. The co-ordinator keeps up to date with developments in the subject or updates of the locally agreed syllabus and discusses these with colleagues. The co-ordinator has a clear view of what is being taught from looking at samples of pupils' work and through discussions with colleagues but has not been given any time to observe colleagues teaching. The school needs to consider this so that teachers know what makes an effective lesson and can share good ideas. Assessment procedures are satisfactory and the school is introducing the recommended level descriptors from the locally agreed syllabus to assess pupils' knowledge and understanding at the end of each unit of work. The co-ordinator has effectively ensured that resources are in plentiful supply and are used well to support pupils' learning. The wide range of opportunities for pupils to visit places of worship supports them in their learning and richly enhances their spiritual and cultural development.