

## INSPECTION REPORT

### **WOODSIDE CE VC PRIMARY SCHOOL**

Atherstone, Warwickshire

LEA area: Warwickshire

Unique reference number: 133350

Headteacher: Mrs Jane Lindsay

Reporting inspector: Mrs Julie Moore  
8710

Dates of inspection: 30<sup>th</sup> June – 3<sup>rd</sup> July 2003

Inspection number: 249067

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Maypole Lane  
Baddesley Ensor  
Atherstone

Postcode: CV9 2BS

Telephone number: 01827 715507

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Appropriate authority: The governing body

Name of chair of governors: Mr Martyn Barratt

Date of previous inspection: Not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8710	Julie Moore	Registered inspector	Science Physical education Educational inclusion English as an additional language	What sort of school is it? The school's results and achievements? How well are pupils taught? What should the school do to improve further?
9411	Rosemary Last	Lay inspector		Pupils' attitudes, values and personal development?  How well does the school care for its pupils?  How well does the school work in partnership with parents?
1189	Sharon Brown	Team inspector	Music  Religious education  Foundation stage	
3751	Trudy Cotton	Team inspector	English  Art and design  Special educational needs	
21816	Beryl Thomas	Team inspector	Design and technology  Geography History	How good are the curricular and other opportunities offered?
18346	Rod Bristow	Team inspector	Mathematics  Information and communication technology	How well is the school led and managed?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Woodside CE (VC) Primary School is a new school that has resulted from the amalgamation of the former Baddesley Ensor Infant and Junior Schools in September 2001. It is situated in the large village of Baddesley Ensor, near Atherstone in North Warwickshire. The school is average size, and there are 123 boys and 118 girls on roll aged between four and eleven. There are no pupils from ethnic minority backgrounds. Twenty one percent of pupils are known to have special educational needs, and this is above average. Their needs range from moderate and specific learning difficulties to speech and physical difficulties. Four pupils have statements of special educational need and this is above average. Eleven percent of pupils are known to be entitled to free school meals and this is below average. When children join the reception class their standards are broadly average. A new headteacher took up her duties in April 2003, and the school has a newly constituted governing body.

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

Woodside Primary School is a school that has begun to move forward with confidence since the appointment of the new headteacher. It has been through a period of turbulence, which included moving onto one site with the new primary school being built around the existing infant school. This work was finished just prior to the inspection. The new headteacher, governing body and staff are working hard to move the school forward, and much has been achieved in a very short period of time. Management systems are emerging, and the school is led very well by the new headteacher, although the subject leaders do not have an effective management role at present. Standards for the eleven-year-olds are below average in English, average in mathematics and above average in science. Teaching is good overall, and every pupil is fully included in the day-to-day life of the school. The school provides satisfactory value for money.

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

- The new headteacher provides very good leadership.
- Standards in music are well above average by the age of eleven, and standards in singing are excellent.
- Eleven-year-olds attain above average standards in science, art and design, history and physical education (PE).
- Teaching is strong in Years 3 to 6, with a high percentage of outstanding teaching with the oldest pupils.

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

- Standards are too low in English, information and communication technology (ICT), and religious education (RE) for the eleven-year-olds. They are too low in English and mathematics for the seven-year-olds.
- The role of the subject leaders is under-developed.
- There are no whole school systems for tracking pupils' attainment and progress in most subjects, and there are weaknesses in marking.
- The curriculum in Years 1 to 6 is fragmented and is unsatisfactory, as is the outdoor curriculum in the Foundation Stage.

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

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

As this is a new school it has not been inspected before.

## 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				Key
	all schools			*similar schools	
	2000	2001	2002	2002	
English	N/a	N/a	D	E	well above average A above average B average C below average D well below average E
Mathematics	N/a	N/a	C	C	
Science	N/a	N/a	B	B	

*\* Similar schools are schools with a similar proportion of pupils known to be entitled to free school meals.*

Children join the reception classes with broadly average standards in most areas of learning<sup>1</sup>. They make satisfactory progress, and many are on course to achieve their early learning goals<sup>2</sup> by the time they join Year 1. Standards are weaker in writing, but a good number of children are on course to exceed their targets in personal, social and emotional development. Children in the mixed reception/Year1 class do not achieve as well as the others in the pure reception class. In the 2002 national tests the seven-year-olds attained above average standards in reading and below average in writing and mathematics. Standards in science were average. This year, 2003, inspection findings judge that standards in speaking, reading, writing and mathematics are below average. They are average in listening and in science and above average in history and music. The reason for the decline is a greater percentage of pupils with special educational needs in the year group. Overall, higher and average attaining pupils could do better, but many pupils have made satisfactory progress.

In 2002, the eleven-year-olds attained below average standards in English, average in mathematics and above average in science. Inspection findings show the same pattern. Preliminary results from this year's tests show an increase in the numbers of pupils attaining average or higher standards. In the rest of the subjects studied, standards are broadly average. They are well above average in music, above average in PE, history and science. Standards are below average in ICT and RE. Progress is good in Years 3 to 5. It speeds up in Year 6, where many pupils make very good progress. This year, the school's targets were significantly higher than they were in 2002 and were not achieved, but the school did better than in the previous year. Pupils with special educational needs make good progress in Years 3 to 6 and satisfactory progress in the reception classes and in Years 1 and 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school. They are interested and involved and they want to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons but their behaviour is not as good at lunch-time. One pupil has been excluded from school this year.
Personal development and relationships	Good. Relationships are good, pupils respect each other and they work co-operatively in practical activities.
Attendance	Unsatisfactory. Some parents have a relaxed attitude to attendance, taking their children on holiday in term time. This limits their progress.

## TEACHING AND LEARNING

<sup>1</sup> This is the name given to the different aspects of the curriculum in nursery and reception classes.

<sup>2</sup> These are the targets for reception children to achieve by the end of the reception year.



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

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

Teaching is good overall, with six out of ten lessons being good or better. However, there are variations in the quality of teaching in the different phases of the school. The strongest teaching is in Year 6. Teaching in the Foundation Stage is satisfactory overall, but there are weaknesses in the YR/1 class. This is because the children are not always fully engaged in their tasks, and this holds back learning. In Years 1 and 2 some teachers rely on worksheets too much, and this does not allow pupils to expand their ideas and it limits their creativity.

In the better lessons, mostly but not entirely in Years 3 to 6, tasks are well planned and are pitched at the right level so that pupils' learning progresses well. The best use is made of learning targets to push up standards, and teachers' high expectations about what their pupils are capable of achieving means that they rise to the challenges set for them. These factors are missing in the less successful lessons, which were mostly in the lower half of the school. English and mathematics are taught soundly overall, with more strengths in Years 3 to 6. Literacy and numeracy skills are developed soundly, but there is room for improvement in the amount of writing pupils produce in a lesson. In numeracy, teachers' introductions were frequently too long, giving the pupils insufficient time to carry out their activities. When this happens pupils' learning slows. Pupils with special educational needs make good progress in Years 3 to 6 because their support is planned well. They make satisfactory progress in the rest of the school. Boys' progress speeds up as they move through the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The primary curriculum is fragmented and lacks cohesion. The outdoor element of the Foundation Stage <sup>3</sup> curriculum is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory. The provision is good in Years 3 to 6 and pupils make good progress. In the rest of the school the provision is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils know right from wrong and they work together well. They have a good insight into the plight of refugees as a result of their work on World War 2. Pupils know about their own culture but they are less secure about cultures that differ from their own.
How well the school cares for its pupils	Satisfactory. Pupils are cared for adequately but there are few effective whole school procedures for supporting and monitoring their personal and academic attainment and progress. There is good provision for pupils who have a statement of special educational need.

The new headteacher and her team are working hard to develop their partnership with parents, who are appreciative of the school's efforts. It is early days, but the outlook is promising.

The curriculum meets requirements, but it is disjointed between the different year groups and this limits the learning opportunities that are available to the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

<sup>3</sup> The Foundation Stage is the name given to the curriculum in nursery and reception classes.

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the new headteacher. Subject leaders have been appointed; it is early days and although they are keen and willing they do not fulfil their role effectively. The school is managed well.
How well the governors fulfil their responsibilities	Good. Governors are new to their role. They have many strengths and they know where the school's strengths and weaknesses lie.
The school's evaluation of its performance	Excellent. The new headteacher and governors have evaluated all the information about the school. The information gained is being used to plan the way forward exceptionally well.
The strategic use of resources	Good. There are no shortages of staff and learning resources, and the accommodation is good. The new governing body and headteacher are determined that the current budget will support the school's priorities more effectively than it has done. They are well on course to achieve this.

The new headteacher has made an outstanding start to her job. Staff and governors are fully behind her, and they all share the same vision of ensuring that every pupil at Woodside will achieve the highest standards they are capable of achieving in all aspects of school life. The newly constituted senior management structure is strong, and the subject leaders are very keen and willing to develop their roles. The school has the capacity to improve rapidly. Governors are aware of the principles of best value and these are always considered when making spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and the school helps them to become mature.</li> <li>• Children behave well and they make good progress.</li> <li>• Parents feel comfortable about approaching the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Many parents feel that the school does not provide an interesting range of activities.</li> <li>• They feel that the school does not work closely with them.</li> <li>• They are not well informed about how their child is getting on.</li> </ul>

Inspectors agree with parents' positive views. They feel that the new headteacher is successfully tackling all the issues that parents are not happy about.

## PART B: COMMENTARY

## HOW HIGH ARE STANDARDS?

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

1. Main strengths
  - ❑ At the end of Year 6 standards are above average in science, history and PE, and well above average in music. At the end of Year 2 standards are above average in history and music.
  - ❑ Pupils make good progress in Years 3 to 6, with very good progress in Years 5 and 6.
2. Points for development
  - ❑ Standards are unsatisfactory in English, ICT and RE at the end of Year 6.
  - ❑ Standards are unsatisfactory in English and mathematics at the end of Year 2.
  - ❑ Progress is satisfactory in the Foundation Stage and in Years 1 and 2, but it could be better with stronger teaching and a cohesive curriculum.
3. As this is a new school that has not been inspected before there are no previous results against which to judge standards and progress over time. When the children start school in the reception classes at Woodside their standards are broadly average for their age in all areas of learning. They make satisfactory progress, so that by the end of the reception year many children are on course to achieve their early learning goals, although writing is weaker. A good number will exceed their goals in personal, social and emotional development. Children make slower progress in the mixed reception/Year 1 class because the curriculum is more closely based on the National Curriculum than on the Foundation Stage curriculum. In this class, the teaching is satisfactory overall, as it is in the reception class, and learning follows this pattern.
4. Standards in the national tests for seven-year-olds in 2002 (the latest year that figures are available) indicate that pupils achieved above average standards in reading and below average in writing and mathematics. Standards in science were average. This year, inspection findings judge that pupils' standards in speaking, reading, writing and mathematics are below average, they are average in listening and in science. This pattern is broadly replicated in the most recent tests.
5. In the 2002 tests for the eleven-year-olds, standards were below average in English, average in mathematics and above average in science. Inspection findings follow the same pattern for the eleven-year-olds. Standards are broadly average in the rest of the subjects except history and music for the seven-year-olds, where they are above average. For the eleven-year-olds standards are below average in ICT, and RE, and above average in PE, history and science. Progress is stronger in Years 3 to 6. It speeds up in Years 5 and 6, where many pupils make very good progress.
6. The reasons for unsatisfactory standards in the main subjects are linked to the higher than average percentage of pupils with special educational needs in Years 2 and 6. The new school building took place throughout the year, with pupils moving classrooms and attempting to concentrate amidst the noise and hurly-burly. This held back their progress to some extent. Unsatisfactory standards in ICT are linked to delays in getting the ICT program up and running, through no fault of the school. In RE

low standards are linked to superficial coverage of the subject and repetition of work between year groups. The school needs to do better in pushing up standards.

7. In 2002/3 the school's targets for its eleven-year-olds were significantly higher than in 2002, and were not met. However, the proportions of pupils achieving average or better standards has increased significantly since the previous year. Boys have been identified as achieving less well than girls. By the time they are eleven they have caught up, although there are more boys than girls on the special educational needs register.
8. Pupils' literacy skills and numeracy skills are developed soundly, but improvements are needed. Pupils' vocabulary is limited, and in many lessons the more capable speakers take the lead and a good number of average and lower attainers remain passive. Reading skills are taught and developed soundly. Most younger pupils recall words by sight and they link letters with their sounds, giving greater fluency and confidence. Some higher attaining pupils are still gaining fluency and teachers need to monitor their choice of books with greater care. Higher attaining readers in Years 5 and 6 read in an expressive way, and they have a good understanding of how the authors develop their characters and the plot. Writing structure is taught soundly in most classes, and pupils are gaining confidence in shaping their ideas and thoughts successfully. However, teachers have yet to set their sights higher in relation to the amount of personal writing that pupils produce in some lessons.
9. Numeracy skills are developing soundly, but progress is held back because pupils of all capabilities are not challenged enough. The lack of a consistent system for tracking progress and attainment does not enable pupils' gains in knowledge and skills to be recorded, which in turn makes it more difficult for pupils to be challenged. Progress is charted with greater effectiveness in some classes, less so in others.
10. Pupils with special educational needs make good progress in Years 3 to 6 and satisfactory progress in Years 1 and 2. This is because the special needs leader has only been allowed to have a very limited amount of time working with pupils in Years 1 and 2. This situation has now changed. Where progress is good, pupils with special educational needs are taught in small groups outside class lessons. Work is modified and well matched to pupils' needs so they achieve well. The headteacher and her staff make sure that all pupils are included in every aspect of day-to-day life at Woodside and no-one is left out.

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

11. Main strengths
  - Pupils like coming to school, they are keen and willing to learn and they get on well with the staff and each other.
  - Pupils care for one another and enjoy good relationships.
  - Behaviour is good and sometimes excellent in lessons.
12. Point for development
  - Too many holidays are taken in term time.
13. The pupils like coming to school and are eager to learn. When the younger pupils arrive at school, their parents enter the classroom with them and they often settle

down to reading together quickly. Older pupils come in quietly and are soon ready to start their activities, remaining motivated all day. Their positive attitudes towards work definitely influence their performance in lessons. Pupils, from reception to Year 6, want to learn. For example, in a very good English lesson, the mixed Year 1 and 2 class listened very well to their teacher reading expressively *The antique shop cat* by Leslie Baker. They concentrated very hard and were eager to answer when asked to describe what was happening in the pictures or to predict what might happen next. Everyone took their full part in the lesson, enjoying the entire session. Throughout the school, pupils with special educational needs show positive attitudes towards their work. The atmosphere is orderly and this helps to create a positive climate for learning. The pupils' behaviour is good and in some lessons, especially music, is excellent. In class, a consistently high standard of behaviour is expected and the pupils respond to these expectations well. Only at lunchtimes do the high standards of behaviour occasionally slip. The vast majority of parents believe that the behaviour is good and the inspectors' findings support this view. Pupils are courteous, tolerant and helpful. They take good care of their resources, treating, for example, books and musical instruments with respect.

14. Relationships between pupils are good. They are happy to support each other in their learning, collaborating and co-operating well. For example, in a mixed reception/Year 1 numeracy lesson, groups of pupils worked well together collecting data about a 'dinosaurumpus'. Pupils work and play together, accepting each other's differences and caring for each other. The sociable relationships between pupils help to create an atmosphere where bullying does not flourish. There is no evidence of racist or sexist behaviour. The parents do not feel bullying is a problem in the school. The quality of relationships between pupils and staff is good, with effective learning habits being nurtured by mutual respect.
15. The children's personal development is good overall. Pupils are beginning to take more responsibility for their learning. For example, they are aware of their numeracy and literacy targets and this term they have started to use a helpful self evaluation sheet, which focuses on learning and social skills. They are prepared to persevere and to try out new ideas and strategies. Pupils, from the youngest to the oldest, like taking part in the variety of clubs and going on visits. The sound opportunities for pupils to show initiative and display personal responsibilities are seized readily, with these chances increasing as they move through the school. They undertake specific jobs enthusiastically and everyone responds well to the expectation that all pupils should help in tidying up after activities. Pupils with special educational needs are provided with a full range of opportunities and this is raising their self-esteem. The social skills of all pupils are developing well and they take pleasure in helping. They like to raise money or collect goods for charities. They are pleased when their friends do well, being quick to give praise. The rich programme of educational visitors and visits, such as that to Shugborough Hall, provide further occasions for pupils to develop personally and socially. Virtually all parents believe the school is helping their children to become more mature and responsible and the inspectors' findings confirm this.
16. The level of attendance is unsatisfactory. In the current year, it has fallen slightly since 2001/2 when it was below the national average. There has been one fixed period exclusion, which was warranted. However, the level of authorised absence is higher than normal. This is due to a relaxed attitude on the part of some parents in regard to holidays in term time. This hinders their children's progress. Nearly all pupils are punctual and lessons start promptly, ensuring no time is wasted; this has a beneficial effect on learning.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good overall, with around six out of ten lessons being good or better, but there are differences in the quality of teaching in the different phases of the school. Teaching is satisfactory in the Foundation Stage and in Years 1 and 2, it is good in Years 3 to 6. These differences need ironing out so that all pupils are progressing at the rate of the best.
18. Main strengths
- In the better lessons tasks are well planned and are pitched at the right level so that pupils' learning is productive.
  - Teachers know their subjects well and they use a range of teaching strategies to make sure that pupils' learning is successful.
  - High expectations about what pupils are capable of achieving means that pupils rise to the challenges set for them.
  - Targets are shared with the pupils and they are keen to achieve them.
  - Teachers use questions effectively to check out pupils' understanding or to extend their knowledge just that bit further.

Points for development – mostly, but not totally, in the Foundation Stage and in Years 1 and 2

- There are missed opportunities to reinforce new learning, both during and at the end of the lessons. Targets are not used effectively to promote higher standards.
- Worksheets are used too frequently and this holds back pupils' learning. Tasks are not challenging enough.
- There are weaknesses in some marking where teachers are not identifying what needs to be done if pupils are to improve.
- In the least successful lessons pupils are too static, the lessons move forward slowly, and pupils are not challenged enough. Learning is unsatisfactory.

Whole-school weaknesses

- The curriculum lacks cohesion and there is some repetition of work between year groups.
  - There are no whole-school systems for tracking pupils' progress and attainment in most subjects, except English, music and mathematics – to a lesser extent.
19. The strongest teaching is in Year 6, where over half the lessons were very good or better with a significant proportion of these being excellent. In Years 3 to 5 four out of five lessons were good or better, with around half the lessons in Year 3 being very good. In Years 1 and 2, four out of ten lessons were good or better, and these were mostly in one class which has older and younger pupils.
20. Children in the Foundation Stage are soundly provided for in the reception class. However, this is not always the case in the mixed reception and Year 1 class where the work is more closely based on the National Curriculum than on the Foundation

Stage curriculum. In both classes the systems for tracking pupils' progress and attainment need improvement to ensure that the information gained is used to set work that has the right level of challenge for all pupils.

21. There are strengths and weaknesses in the teaching in Years 1 and 2. In the better lessons, in the mixed Year 1/2 class, planning is good and is pitched at the right levels. There is a good balance between different teaching styles so that lessons are productive and learning is enhanced. In one example, in a science lesson, the teacher made very good use of pictures and diagrams, alongside real fruit and vegetables, to put across the concept of how roots work in taking water to the plants' leaves. These were good aids to pupils' understanding and they helped to reinforce their earlier learning effectively. Higher and average attaining pupils readily used the correct vocabulary, such as root, stem, leaf, plant, flower, as part of their explanations about why the plant needs water and how it gets it.
22. Where teaching was less successful tasks were too easy and lessons lacked pace so that learning slowed. The over-dependence on worksheets in some classes stifles pupils' original thoughts and limits their creativity, as well as failing to promote the full use of their literacy and numeracy skills across the wider curriculum. Some lessons are too 'pedestrian' and pupils 'switch off' when this happens. Their learning slows.
23. In Years 3 to 6 teaching and learning are much stronger. Teachers are more secure about their subjects and they make much better use of setting targets so that the pupils' standards can be pushed up. Marking is more productive, with clear pointers about how to improve. Teachers are very adept at using questions to extend pupils' learning, or to check out their understanding, as in a Year 6 literacy lesson. Pupils were studying Haiku poems about Autumn. This is a high attaining class and the lesson moved forward at a crisp pace, with the teacher constantly probing, asking questions, and checking pupils' own ideas about how effectively the poem portrays the image of Autumn. All of this means that progress is good, with the pupils using more precise language very effectively.
24. Pupils' literacy and numeracy skills are developed soundly, with some strengths and weaknesses. In the better lessons teachers use good models of spoken and written English to stimulate and guide learning, and this is successful. There have been weaknesses in the way that pupils' skills have been developed, for instance, pupils' spelling and the use of grammar and punctuation need further improvement. In Year 5 the teacher worked hard to improve the pupils' understanding and use of punctuation, to bring it in line with the expectations for that age group.
25. A similar situation exists in numeracy, with strengths and weaknesses. Strengths include high expectations and allowing pupils the maximum time to develop and practise their skills. Scrutiny of pupils' work shows some inconsistencies in the ways that numeracy has been developed, especially lower down the school. Things are set to improve with the introduction of consistent procedures for recording progress and setting targets. Across the school, teaching assistants ably support those pupils with special educational needs, enabling them to be fully included in all aspects of literacy and numeracy. They progress at the same rate as their classmates.

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

26. Woodside Primary School meets the statutory requirements for all subjects in the National Curriculum. Religious education complies with the locally agreed syllabus.

The total weekly teaching time for pupils in Years 3 to Year 6 does not meet the national recommendations. The Foundation Stage curriculum is planned around the stepping stones<sup>4</sup> leading towards the early learning goals. The indoor element is satisfactory but the outdoor element is unsatisfactory.

27. Main strengths

- There is a good range of after-school clubs and activities that are well supported by pupils.
- There are good links with the local community that enhance the curriculum provided.

28. Points for development

- The curriculum is fragmented and it lacks cohesion. Some subjects are covered superficially.
- The provision for the outdoor curriculum in the Foundation Stage is unsatisfactory.

29. The national literacy and numeracy strategies are delivered in an appropriate way, as is the wide range of additional support that the school has in place to boost pupils' progress and their attainment. However, the overall curriculum is fragmented and lacks cohesion. The science curriculum is taught in topics, resulting in superficial coverage of some of the work especially science investigations. Planning for ICT is inconsistent, and pupils' skills are not developed in the right order. There is only superficial coverage of RE and insufficient work is done on multicultural education. History and geography are taught over two years. The subjects are covered satisfactorily, but there are no policies. Pupils' skills in PE are not developed well, and they are not taught in the right order. Music and art and design provide a broad and balanced curriculum. All the pupils are included in the curriculum on offer, but there are some gaps that need to be tackled before a broad and balanced curriculum is in place.

30. A key issue in the recently written development plan is to review the current curriculum, current planning and update where necessary by the end of this term. The schemes of work of all subjects of the curriculum are beginning to be improved, with the help of the national guidance provided by the Qualifications and Curriculum Authority (QCA). Links between literacy and other subjects, such as history are good. The use of ICT within other subjects is beginning to develop well.

31. Health education, including sex education is taught as part of science and religious education provision. There are informal procedures in place to plan and deliver the PSHE programme. However, two members of staff are going on training shortly and the school is aware that is an area for development.

32. The school provides a good range of after-school clubs and activities that are well supported by pupils. These include band/orchestra, clarinet, flute, French, choir, recorders, sporting dreams, reading and computer club which is held every lunch time and 2 evenings a week. The visitors to the school, including theatre groups, police, road safety, and local residents also enrich and add breadth to the whole curriculum. The residential visit to Kingswood Adventure Centre is an important part of school life and the best use is made of local places of technological, musical, geographical and

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<sup>4</sup> These are targets for young children to achieve as they work toward their early learning goals.



historical interest when these match the pupils' areas of study. Collectively, all of these activities help to broaden pupils' experiences, strengthen their self-confidence, encourage leadership and increase their maturity.

33. The school has good links with the local community. This adds depth and breadth to pupils' learning through good liaison with local businesses, the local police, nurse, library, and church. Good links exist with the neighbouring pre-schools, and all the schools in the local cluster group. There are good links with the partner secondary schools to help ensure that the pupils transfer confidently to Year 7.
34. Provision for spiritual development is satisfactory. Assemblies and acts of worship are beginning to be used as a time for quiet reflection and to promote spiritual awareness. Pupils are asked to think about acts of kindness towards themselves and how they can help others in return. As yet pupils' spiritual development is incidental rather than guided. In science in Year 3, for instance, pupils eagerly await eggs to hatch and talk about how amazing this is. In history, older pupils study World War 2, and compare their own values with those of war-time Britain. Pupils gain greater insight into the plight of others, such as evacuees and persecuted people, and so begin to reflect on their own place in the wider world.
35. The promotion of moral development is satisfactory. The school encourages pupils to think about others who are less fortunate and support charities such as 'Christmas Child' and 'Barnados'. Teachers provide good role models of 'fair play' and pupils learn to distinguish right from wrong. Pupils are aware of school rules and follow them successfully. They understand how their own actions affect others.
36. Provision for pupils' social development is satisfactory. The school celebrates success and achievement in celebration assemblies with rewards and certificates. The computer pass for 'good work' is particularly prized. In lessons, teachers respond positively to pupils' achievement and so develop pupils' self-esteem and confidence. The school values its members and encourages all groups to work together happily. Pupils are aware of social conventions and are polite and helpful with each other. Residential visits provide sound opportunities for pupils to widen their horizons and gain greater independence.
37. The school promotes the pupils' cultural development satisfactorily. Pupils learn about their own cultural heritage through educational visits to places of historical interest, such as Shugborough Hall and museums and galleries. One strength within the school is the high quality of singing, which adds to the cultural provision, both in school and through concerts and performances outside school. Other cultures and traditions are reflected in the range of books used in school; for instance, Kosovan, African and Aboriginal stories are explored in literacy lessons. In a similar way the music curriculum reflects music from different cultures. Visitors from other cultural heritages are less frequent in school and pupils have limited opportunities to know what it is like to view life from a different cultural perspective.

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

38. Overall this area is satisfactory, but there is some variability ranging from good to unsatisfactory.
39. Main strengths
  - Creating a caring environment in which pupils are happy and valued.

- Child protection procedures are secure.
  - Staff know their pupils well and there is good provision for pupils with special educational needs.
40. Point for development
- Risk assessments are not up-to-date.
  - There is no cohesive whole school approach to supporting personal development.
  - Not enough is done to cut holidays being taken in term time.
  - There is no whole school approach to tracking pupils' attainment and progress in most subjects.
41. The school has good procedures for child protection in place. The designated person has been appropriately trained and all staff are well aware of child protection procedures. The arrangements are secure and implemented when necessary. The appropriate health and safety policy has just been approved by the governing body. The school is very aware of the need for attention to health and safety issues and security. However, risk assessments are not fully up-to-date, although the new headteacher has this matter in hand. Accidents are dealt with well by trained emergency-aiders and all accidents and their outcomes are carefully logged. This information is being suitably monitored. The fire alarm system is tested weekly and there are termly fire drills to test the system.
42. Satisfactory measures are in place for promoting good attendance. Parents and carers are frequently reminded of the importance of regular attendance and the new 'bear' awards for best class attendance are keenly contested. The system for recording attendance and lateness is clearly understood by all teachers and the procedures are carried out efficiently. A good feature is the prompt closing of the registers and their return to the office so that all data is to hand in the event of an emergency evacuation. Families, who have not informed the school as to the reason for their children's absence, are contacted so that records can be updated. During this school year, the level of attendance has declined slightly since last year's, which was lower than the national average. There are some parents who have a relaxed attitude to attendance, particularly regarding holidays taken in term time, and the school is now making them aware of the negative impact on their children's learning of such absence.
43. Overall procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are sound. Ways of promoting good behaviour are effective with teachers and teaching assistants ensuring a consistent approach. Pupils have a clear understanding of the school's expectations regarding acceptable behaviour. As a result, behaviour in lessons is usually good, sometimes excellent, and any problems are dealt with swiftly and firmly. This helps to provide a positive climate for learning. However, strategies for managing behaviour are not always consistently used in the lunch break. All staff, including the lunchtime supervisory staff, will take part in the forthcoming review of the behaviour policy and current practice. The results of this evaluation should enable all staff to have a consistent approach to behaviour management throughout the school day, thus benefiting everyone. Most parents are

pleased with the children's good behaviour and the inspectors' findings confirm their perception.

44. The procedures for monitoring pupils' personal development are uneven and, in general, unsatisfactory. There are good records of pupils' personal development in the Foundation Stage, but in the rest of the school, the monitoring is mostly informal. However, all of the pupils are well known by the adults who work with them. Teachers and their assistants are sensitive to the needs of pupils. Information is shared with the parents at the termly consultation meetings and through the annual written reports. There is no whole-school approach to supporting personal development, although there are some good elements. For example, the use of circle time for the younger pupils, the arrangements to ease the transition from Year 6 to secondary schools, the emphasis on healthy eating and the opportunities to join diverse clubs and go to places, such as Conkers Discovery Centre. What is lacking is a more formal integrated framework for the entire school, so that opportunities can be offered in a structured way. Achievement is celebrated in class and in assembly, which encourages the pupils to do more and raises their self-esteem. The provision for pupils with special educational needs is good and all statutory requirements are met. Everyone is a valued member of the school community.
45. Procedures for assessing, recording and analysing pupil's academic performance are satisfactory in English and music but there are gaps in other aspects of assessment. The school uses a range of tests to assess pupils' achievement in literacy and mathematics and has taken on board the national end of unit tests to assess what pupils know. Analysis of assessment information in English is used well to identify general weaknesses, to guide teachers' planning and to support target setting for individual pupils. The assessment process in mathematics is less well developed, and does not make judgements about pupils' progress against the key objectives from the numeracy strategy.
46. At present schemes of work and lesson plans do not have clearly defined targets for pupils working at different levels to aim for. This means that teachers, parents and pupils are not fully aware of the level of attainment that individuals are working at, and what they need to concentrate on, in order to reach the next level. Learning objectives are set in lessons, but these are linked to the content of the unit being taught. Some teachers mark work assiduously and give encouraging and sometimes very constructive comments, but marking overall is weak and not linked to any pupils' individual targets.
47. There is no whole-school system in place to track pupils' progress in all subjects as they move through the school. In the drive to increase the number of pupils in Year 6 that are attaining Level 4 or Level 5, it is vital for teachers to have a more precise measure of how close pupils are to the top of Level 3 or 4 at any time. This information is needed to enable teachers to concentrate on specific tasks that will allow individual pupils to progress to higher-level work in all subjects.

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

48. Main strengths
  - Discussions with many parents indicates that they are pleased about the changes being made by the new headteacher.
  - Detailed reports on their children's progress are appreciated by parents.

- Parents make a sound contribution to their children's learning.
49. Point for development
- The parent-school partnership has not been strong enough in the past.
50. In general, parents are satisfied with what the school offers and achieves. This was apparent from the pre-inspection questionnaire, the parents' meeting with the registered inspector and comments to inspectors during the inspection. This evidence is supplemented by the findings of the school's own questionnaire undertaken by the previous headteacher. The most significant negative view concerns the lack of extra-curricular activities. Inspectors found that the school offers a rich range of interesting activities and, therefore, do not agree with the parents. There were also a few parents who believe that the school does not work closely with them; often this was qualified by the comment that they were optimistic about future co-operation under the new leadership. The inspectors concur with this view. The headteacher aims to strengthen the partnership between school and home and has already held meetings with them to discuss ways in which they can be more fully included in the life and work of Woodside School.
51. The school welcomes parents and visits to the school are being encouraged. Parents of children in the Foundation Stage make regular visits and they are made welcome. The vast majority of parents believe that members of staff in the school are easily approachable and value the easy access to the teaching staff, especially in the infants. This supportive climate contributes to pupils' learning, both at home and school. Parents see the school as a happy place where pupils enjoy learning and the inspectors uphold this view.
52. The overall quality of information to parents is satisfactory. Nearly all parents attend the consultation meetings during the year with class teachers. These meetings are supplemented by detailed annual reports, to which parents have the opportunity to add their own comments. These written records, which are valued by nearly all parents, give a clear picture of their children's progress and development. Staff are also willing to see parents at other times to give further information. However, some parents feel that they do not know how well their children are doing compared to other pupils. To give parents a greater understanding of the curriculum, the school is planning open days for the new school year. From September also, individual pupils' targets will be shared with parents. Nearly all parents are pleased with the progress of their children and most are happy about the way they are told about it.
53. As well as the pupils' reports mentioned above, the school produces a helpful range of printed information. For example, newsletters taken home by the pupils give general useful information, such as term dates and school events and there is a parents' notice-board inside the school, helping to build up good communication between home and school. The new school prospectus and the governors' annual report to parents are being finalised. The interesting contents are being checked against the latest guidance from the DfES to ensure compliance.
54. All parents are encouraged to become involved in their children's learning. Most parents support their children's spelling, reading and other homework and many take part in the early morning reading before registration. Some parents are not sure of the homework policy or how they can best support their children's learning and the school is considering ways of addressing this concern. Parents of pupils with special educational needs are usually well informed and individual education plans are shared with them. The staff welcome parents and other members of the community who are able to help in school,

either on a regular basis or on specific occasions, such as, accompanying school visits. The Friends of Woodside School are working hard to organise a variety of social and fund-raising events and in this they are being successful. Fresh opportunities are being offered to parents to help the school in other ways, for example, by giving spare plants and planting them in a new garden area. This involvement is having a positive impact on pupils' attitudes to learning and a beneficial impact on their children's progress.

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

55. Since the appointment of the new headteacher at the beginning of this term, the impact of the leadership and management has had a dramatic effect on the school's effectiveness.
56. Main strengths
- Very good leadership by the headteacher, who has a very clear vision, drive and great determination to move the school forward.
  - Excellent evaluation is made of all the information that is available to the school. This is guiding very well conceived future plans to ensure rapid improvement.
  - Governors are new to their role but they have a growing understanding of where the school's strengths and weaknesses lie.

57. Points for development
- Leadership is much stronger than management. Systems and procedures are missing in some aspects of the school's work.
  - The links between the budget and the school's development plan are weak.
  - The role of the subject leaders needs further development if they are to have a key role in pushing up standards.
58. The new headteacher has, in this short time, gained an excellent understanding of what needs to be done to respond to the priorities of the school. She has already taken effective action to drive the school forward. There is now a shared vision for the future amongst staff and governors, which is very good. The next step is to develop the leadership skills of a dedicated senior leadership team, which includes representatives from the Foundation Stage, Years 1 and 2 and Years 3 to 6. The skills of the subject leaders need harnessing more effectively as well. The highly motivated and committed governing body support these developments fully. Under the dynamic leadership of the headteacher everyone has a shared commitment to raising standards, whilst maintaining the caring ethos of the school.
59. Monitoring and evaluation of lessons has taken place, but previously there has been no consistent plan to improve the quality of teaching and learning. This is now in place. A high priority has been given to the contribution of subject leaders to raising standards. There is a shared belief that they can drive standards up by evaluating what pupils already know; setting challenging targets for improvement; and then providing colleagues with the skills and knowledge to achieve those targets. What is required is greater consistency in assessing pupils' work and then using this information to set future targets for individuals.
60. Overall, the contribution made by governors is good. The recently appointed permanent governing body comprises active, committed and well informed governors. They are very aware of the need, not only to raise standards, but also to maintain a strong Christian ethos. The governors have organised an effective committee structure to consider, and then take action, on matters to do with staffing, curriculum, finance, and premises. This acceptance of more responsibility adds to the combined awareness of the strengths and weaknesses of the school. The governing body complies with its statutory requirements. Governors understand fully what needs to be done to drive the school forward.
61. Action plans, for the subjects, enable governors to have a growing understanding of the strengths and weaknesses of the school. They also help them to identify priorities for the School Development Plan. This is regarded as a working document and is amended according to the changing needs of the school. Systems for monitoring and evaluating the performance of the school are being refined, so that there is a collective understanding of the strengths and weaknesses of the school. Under the well-informed leadership of the new chairman, governors have more responsibility through the various committees.
62. The management and provision of special educational needs is good, and funds have been used effectively. Good leadership has increased the effectiveness of the teaching support assistants, who contribute significantly to the pupils' good progress. The limited impact of special needs support in Years 1 and 2 is due to the previous lack of support for these year groups. This has been rectified, and is being tackled

effectively. Other specific grants have been used well, particularly those relating to staff professional development; national funding for improving the skills of teachers to use computer technology; and the implementation of the national strategies for literacy and numeracy.

63. Systems for the day-to-day administration of the school's financial affairs are good and effective. Adequate technology is used to support the work of administrative staff successfully. An audit report was requested recently, and many of the recommendations have already been addressed. The ordering of supplies is carried out according to laid down regulations; financial responsibilities are delegated; and all funding is monitored through the finance committee. Additional support has been bought in from the local education authority's finance department in order to make financial management even more effective. The cost for each pupil is high, funds are managed prudently and there is now a clear focus for allocating money so that the school's needs are met efficiently. The school provides satisfactory value for money.
64. Governors are aware of the requirements for 'best value', and there is an awareness of the need to analyse national testing and to make comparisons both locally and nationally. Governors are developing their systems for monitoring and evaluating the outcomes of their decisions. Much of their time has been taken to meet the demands of the new building, which has been handled well. The previous headteacher handled the turbulence of the necessary building programme effectively, and it is a tribute to her and her staff that pupil achievement was not affected more. Staff is suitably matched to the needs of the curriculum, and there is a good number of teaching assistants. All staff are committed, hard working and generous with their time. They have good access to professional development and performance management opportunities, and are well capable of sharing their talents and strategies to improve the quality of teaching and learning.
65. The school is accommodated in a modern, well-maintained building having extensive grounds, expansive woodland borders, and a stunning aspect. There is an awareness of the requirement to establish outdoor provision for pupils below the age of six. Strategies have been adapted to cope with too much natural light in the well-resourced computer suite. The music room is used very well, and has contributed to the high standards in music. Pupils' work is displayed attractively and this helps to create a colourful and interesting learning environment. Classrooms are well furnished and all provide good space for teaching and learning. During the week of the inspection, the site manager and cleaning staff kept the building very clean and free from litter. There are good resources for learning across the curriculum. Books in the school library are well used.

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

66. To improve the quality of education, ensure that pupils achieve to the full, and raise the standards attained by the pupils, the governors, headteacher and staff should:
  - (1) Improve standards in English, ICT and RE for the eleven-year-olds, and in English and mathematics for the seven-year-olds as follows:-

### **English and literacy skills – Years 1 to 6**

- Plan and provide more opportunities for pupils to develop their speaking and listening skills in lessons. Make sure that they interact with each other and with the whole class.
- Develop pupils' reading skills so that their fluency increases. Monitor the choice of books to make sure that they are reading suitable books that are at an appropriate level for them.
- Make sure that all teachers have a high expectation of the amount of written work produced by the pupils, and that teaching is effective, so that all pupils achieve as well as they can.

*Paragraphs 2,8,79-93*

### **Mathematics and numeracy skills – Years 1 and 2**

- Develop teachers' lesson plans so that all plans clearly identify what the objective of the lesson is. Plans also need to include how pupils of higher, average and lower attainment are to be extended by their learning experiences.
- Make sure that all lessons move forward at a good pace, that pupils have enough time to practise their skills effectively and that lessons are challenging and exciting.

*Paragraphs 2,9,96,97,101,102*

### **Religious education – Years 3 - 6**

- Put in place a curriculum that builds on pupils' learning year-on-year. Include ways in which pupils' progress and attainments can be tracked and recorded.
- Evaluate the use of worksheets and devise a range of teaching and learning strategies that will develop pupils' knowledge and understanding effectively. Make sure that all pupils' work is marked well.
- Improve the role of the subject leader so that she has a secure grasp of standards, teaching and learning.

*Paragraphs 2,169-176*

### **ICT – Years 3 - 6**

- Take a clear look at what these pupils know, understand and can do in ICT. Use the outcomes of these assessments to plan the next stages in pupils' learning.
- Insist on full coverage of the ICT curriculum across the full range of the National Curriculum subjects.
- Make sure that all pupils have a balanced range of experiences in ICT.



- Allow the subject leader time to monitor standards, teaching and learning and to deliver training for the staff.

*Paragraphs 2,141-152*

- (2) Strengthen the role of the subject managers so that they are fully involved in monitoring standards, teaching and learning in their subjects.

*Paragraphs 57,58,105,112,117,125,127,132,134,139,142,151,154,162,170,174*

- (3) Put in place a whole school system for tracking and recording pupils' progress and attainment in those subjects where it is weak. Make sure that pupils' work is marked regularly, giving clear pointers about what has to be done in order to improve.

*Paragraphs*

*18,40,45,47,71,93,101,105,112,117,119,125,127,132,134,139,142,151,162,170,174,175*

- (4) Put in place a whole school curriculum that covers all subjects, that is cohesive between year groups, and one in which pupils' progress can be readily charted.

*Paragraphs*

*18,26-37,69,71,105,112,117,127,132,134,139,142,143,151,162,167,170,172*

Minor issue to be included in governors' action plan

- (1) Attendance is unsatisfactory and more needs to be done to improve this situation.

*Paragraphs 16,40,42*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	20	26	2	0	0
Percentage	3	24	30	39	3	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		241
Number of full-time pupils known to be eligible for free school meals		26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		16

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	9
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	15	16	15
	Total	25	26	24
Percentage of pupils at NC level 2 or above	School	83 (n/a)	87 (n/a)	80 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	9	12
	Girls	15	15	15
	Total	26	24	27
Percentage of pupils at NC level 2 or above	School	87 (n/a)	80 (n/a)	90 (n/a)
	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	20	18	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	18
	Girls	11	11	15
	Total	24	25	34
Percentage of pupils at NC level 4 or above	School	62 (n/a)	64 (n/a)	87 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	11	11	16
	Total	26	25	35
Percentage of pupils at NC level 4 or above	School	67 (n/a)	64 (n/a)	90 (n/a)
	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	241	1	0
White – Irish	0	0	0
White – any other White background	0	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	0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10.85
Number of pupils per qualified teacher	20
Average class size	27

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

Total number of education support staff	13
Total aggregate hours worked per week	188

### **Financial information**

Financial year	2002/3
	£
Total income	563830
Total expenditure	573166
Expenditure per pupil	2368
Balance brought forward from previous year	24012
Balance carried forward to next year	14676

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	71

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	46	1	1	0
My child is making good progress in school.	46	48	6	0	0
Behaviour in the school is good.	45	48	4	0	3
My child gets the right amount of work to do at home.	39	45	13	0	3
The teaching is good.	52	41	4	1	1
I am kept well informed about how my child is getting on.	37	46	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	8	0	0
The school expects my child to work hard and achieve his or her best.	54	39	6	0	1
The school works closely with parents.	28	42	25	0	4
The school is well led and managed.	37	42	6	1	14
The school is helping my child become mature and responsible.	45	49	1	0	4
The school provides an interesting range of activities outside lessons.	8	20	44	21	7

Percentages may not total 100 because of averaging out.

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

67. Provision for children in the Foundation Stage is satisfactory. Children make a sound start to their education overall.
68. Main strengths
- ❑ Children are well managed. They get into good habits and they behave well.
  - ❑ Good use of role-play in the reception class extends speaking and listening and develops knowledge and understanding.
  - ❑ Personal, social and emotional development is good and this leads to confident learners.
  - ❑ Good use of visits supports learning and extends children's knowledge and understanding about the world.
  - ❑ Good links with on-site pre-school class enables the children to transfer smoothly.
69. Points for development
- ❑ The provision and resources for children's outdoor use are not good enough and this limits their physical development.
  - ❑ The children in the mixed reception/Year 1 class do not always receive an appropriate curriculum because there is too much emphasis on the National Curriculum for them.
  - ❑ There is a lack of suitable assessment procedures to track the children's attainment and progress. Not enough use is made of marking to move children's learning on.
70. Children start school in the September following their fourth birthday. Some join a reception class and some join a mixed reception/Year 1 class. Early assessment information indicates that attainment on entry is average. Most of the children have some pre-school experience when they begin school. At the time of the inspection there were twenty-eight children in the reception class and eleven reception aged children in the mixed year class. By the end of the reception year, many children are on course to achieve the early learning goals in all areas of learning, although the writing aspect of communication and language development is weaker. Most children will achieve them in personal, social and emotional development and a good number will exceed them.
71. Although the curriculum offered in the reception class is broad and balanced with an appropriate range of activities, this is not always the case in the mixed year class. Here, the children do not always receive an appropriate quality and range of learning opportunities because the work planned is structured more around the National Curriculum than the Foundation Stage. This often results in children spending far too long sitting on the carpet, in a passive role trying to cope with inappropriate tasks. In the reception class effective teamwork and appropriate deployment of the classroom assistant ensure that all children are fully included and are given tasks that match their needs and abilities. Several children have been identified for speech and language problems, although no child has a statement of special educational need. Assessment



is not yet rigorous enough and there are inconsistencies in the marking and annotation of work. A more systematic approach to assessment and recording, and more effective use of the information gained to ensure that work is set at the right level of challenge for all, would help to raise standards further.

### **Personal, social and emotional development**

72. Teaching in this area of learning is good. As a result most children are on course to achieve the early learning goals in this area of learning and a good number will exceed them. Children are helped to become confident, friendly and well behaved. They are expected to take responsibility, for example, dressing and undressing independently, for movement in the hall and most do so without any fuss. Children are expected to behave well and they endeavour to please. They enjoy coming to school and have positive attitudes to learning. Children listen attentively to the adults and to each other, most taking turns to speak, keen to join in discussions and responding to questions with enthusiasm. Higher attainers are articulate and happily explain their work to an adult. Relationships are good. Children move confidently about the classroom, hall and playground. Children share and cooperate with each other. They tidy away resources when requested.

### **Communication, language and literacy**

73. Teaching is satisfactory overall in this area of learning. The majority of children are on course to achieve the early learning goals in speaking and listening and reading, although fewer will achieve the expected level in their writing. Most children are given frequent opportunities to speak aloud to the rest of the class, although a significant number have speech problems or do not speak at length. Higher attainers speak confidently, for example when discussing their favourite book with an adult. Basic skills in reading and writing are soundly developed. Many children recognise the letters of the alphabet and know the sounds these make. Higher-attaining children are able to build simple three-letter words. They use early phonic skills and picture clues to help them read the early reading books in the scheme. With one exception, children write their first name independently. However, not all children have appropriate learning experiences. In the mixed year class unsatisfactory teaching was seen. Children were expected to sit for far too long on the carpet and struggled with tasks that were not suitably matched during the literacy hour. Too often they were expected to cope with Year 1 tasks in this time and struggled to follow the text or cope with word and sentence work. By contrast children in the reception class extended their early writing skills well through their role play at the 'dinosaurs' vet'. Good intervention by the adults, including a parent helper, extended their speaking skills as they took phone calls, discussed problems and wrote reports and messages.

### **Mathematical development**

74. Teaching is satisfactory and most children are likely to achieve the expected level by the time they start in Year 1, particularly in the number aspect of mathematical development, although other aspects are less secure. They make steady progress overall. Most children count forwards and backwards to 20. They recognise numbers to 10 and use an appropriate range of mathematical language as they solve simple problems. For example in one lesson in the reception class children estimated, then worked out how many cups of teddy's special drink were in his bottle by measuring it out and counting. They draw 'one more than' and can make a set of 10 objects. Higher attainers add together two numbers to 20 and use the number line to take away from 20.

75. Most children recognise and name common two-dimensional shapes. They understand terms such as longer/shorter than and higher/heavier than. Several children still do not form numbers accurately, with certain numbers being reversed. More opportunities are needed for children in the mixed year class to learn through well structured play for example, using sand and water on a regular basis in their mathematical development.

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

76. Teaching is satisfactory overall. By the time they start in Year 1 most children are achieving the expected level, making steady gains in their learning overall. They use the school grounds to explore minibeasts and their habitats. They design a home to look after minibeasts, showing care and concern for living things and the environments. They use magnifying lenses to observe closely. Children learn to care for pets understanding their need for food, water, love and care. They make food trays and water dispensers. In design and technology they build rafts and boats to carry Daisy the cow across the lake to her calf, testing them in water and developing their scientific vocabulary with terms such as 'float' and 'sink'. They visit the farm having first hand experience of feeding the hens, collecting eggs and handling chicks and lambs. They use a range of natural materials, such as twigs, leaves and shells to create pictures, recording their work with the help of the teacher, using the digital camera. Most children are confident when using the computer for example using a paint program to create a picture of flowers. They control the mouse and use drag and drop skills with reasonable accuracy. They learn about Jesus through stories from the Bible and know that He is special. They know about some festivals and celebrations such as Christmas, Easter and birthdays. They begin to explore other faiths, for example learning about Diwali and making Diya lamps, creating pasterns and decorating hands with Mendhi patterns. Caring and kindness are well promoted by the adults.

### **Physical development**

77. Teaching is satisfactory overall and most children achieve the expected level of skill in their physical development. However, provision for outdoor physical development is unsatisfactory because there is a lack of outdoor equipment to provide opportunities for climbing, balancing, peddling and pushing. Provision for aspects of physical development are therefore limited. However, use of the hall and indoor equipment does enable some of these skills to be developed. Most children move with the expected level of skill and coordination as they walk, run and stamp about like dinosaurs. They move in different directions and at different speeds using the space in the hall sensibly. Fine motor skills are soundly developed. Most children use scissors, pencils and other tools with appropriate skill, although a few children have poorer control of pencils and paintbrushes.

### **Creative development**

78. Children have a satisfactory range of experiences in painting, printing, collage and modelling and attain the standards expected by the time they begin in Year 1. They make observational drawings of spring flowers, build a large three-dimensional model of a dinosaur from boxes and recycled materials and paint pictures such as those of their pets. The activities are well structured enabling children to select resources and make choices. They are introduced to the work of famous artists, for example looking at the work of Henn Rousseau's *Life in the Jungle*. They paint pictures of dinosaurs as

well as choosing their materials, such as twigs, leaves, shells and stones. They use scissors and glue to make models of dinosaurs. There are good opportunities for the children to sing and explore a range of percussion instruments. They have an increasing repertoire of songs and rhymes and benefit from some specialist music teaching in the school. Teaching and learning are satisfactory overall.

## ENGLISH

79. The infant and junior school amalgamated two years ago and so there is only one year of national test results in English – 2002. By the end of Year 2, reading results were above those found nationally, whilst attainment in writing was below average. When compared with schools with similar backgrounds, results were better in reading, but below average in writing. By the end of Year 6, results were below the national picture and well below those of similar schools. However, early indications show that in the tests in 2003 a higher percentage of pupils have achieved average or better standards. Around 33 percent of pupils have special educational needs, and the group make satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. Frequently, they make very good progress in Year 6.
80. Present inspection findings show that by the end of Year 2 and Year 6, standards in reading and writing are below those found nationally. Speaking skills are just below average, with standards varying according to the range of strategies teachers use to develop talk in their lessons. Listening skills are sound. Attainment is below average this year (2003) because;
- ❑ The school has been through unsettled times, with a recent amalgamation, changes in the head teacher and staff, and extensive building works on site. This has affected the routine of some classes and continuity of learning at times.
  - ❑ The subject manager has had no opportunity to monitor the quality of the curriculum and teaching and learning across the infant and junior classes in order to improve standards in English.
  - ❑ In Year 2 and Year 6, the proportion of pupils with special educational needs is close to thirty percent in each class. This in turn can lower results in the national tests in Year 2 and Year 6.
81. Main strengths
- ❑ Standards in English need to be higher.
  - ❑ Much of the teaching in Years 3 – 6 is good.
  - ❑ The subject leader is very well placed to move the subject forward.
  - ❑ Pupils with special educational needs are supported well in Years 3 – 6.
82. Points for development
- ❑ Spelling and the use of punctuation and grammar need further improvement in Years 1 – 6.
  - ❑ Higher attaining pupils need more help to increase the fluency of their reading in Years 1 and 2.

- The library is under-used as a learning resource.
  - Teachers do not expect enough written work from their pupils in Years 1 - 6.
  - The provision for pupils with special educational needs in Years 1–2 has not been good enough in the past and this has held back progress.
83. There are pockets of good progress in English in Years 5 and 6, which stem from effective teaching. Very good links with the history topic of World War 2 bring learning to life in lessons in English and in history. Pupils' learning is productive, as when Year 5 pupils enact scenes from the Blitz in drama lessons reading play scripts, or Year 6 pupils choose to visit the local library to research more information about the Holocaust. Less confident readers use their reading skills effectively to follow a recipe and make a war-time pudding.
84. Pupils make at least steady progress in English in the mixed Year 1 and 2 class. Lessons are planned clearly to meet the needs of the different age groups and pupils are encouraged to work hard. Year 2 pupils enjoy exploring stories from other cultures, such as an African story entitled *Hope on a Rope*. In the class discussions which followed, competent speakers make good progress, as they show their understanding of myths, suggesting, '*A myth explains something the African people didn't understand*'.
85. Work in pupils' books shows satisfactory progress over the year, especially with story writing. Pupils make good progress as they shape and structure their stories. However, skills with spelling, the use of grammar and punctuation need further improvement. For instance, in a written recount of a wedding, a higher attaining writer in Year 2 spells words as they sound: for instance, '*resphshn, clektied; and tuck*'. In Year 4, pupils recall well-known words by sight. However, they are still developing their knowledge and use of rules and patterns and have difficulty spelling words such as hateful and ghostly by themselves. In Year 5, the class teacher works hard to develop pupils' understanding and use of punctuation and to bring it into line with expectations for that age group. In Year 6, challenging work in lessons has helped average and more capable pupils make good progress.
86. By the end of Year 2 and Year 6 pupils' speaking skills are just below average. Listening skills are average. In both infant and junior classes, the teachers work hard to encourage all class groups to join in with discussions in the literacy hour, with some success. In many class sessions teachers depend on question and answers to develop learning. Generally, higher attaining speakers take the lead and a good proportion of average and lower attaining pupils remain passive. Pupils are more confident when working in smaller collaborative groups. A good example occurred when Year 6 pupils discussed the starting points for their Haiku poems. They were eager to join in with group decisions and achieved well as they used images of Autumn, which portrayed colder misty mornings, with the warmth of the sun dying. Teachers also encourage pupils to use a wider and richer vocabulary in their spoken and written work. This is effective in group work in Year 4, when by the end of the lesson pupils move from describing their monsters as '*stupid and horrible*' to '*gruesome, horrifying and reeking of terror*'.
87. Standards in reading are below average by the end of Years 2 and 6. In Year 2 one or two higher attaining readers, who are reading paperback books, are still gaining fluency with their reading skills at this stage. Closer monitoring of the choice and level of books

will ensure pupils are reading at a challenging, but achievable level. Discussions with pupils show they enjoy reading and that a growing number choose to read for pleasure. A growing number of pupils use the Internet to research for information about topics of study, particularly in history, and this helps them with their work.

88. By the end of Year 2, average readers read with understanding. They recall words by sight and link letters with their sounds (phonics) and so read with greater fluency and confidence. Higher and average attaining readers in Year 5 achieve well; they have a good understanding of character and plot. Higher attaining readers in Year 6, read in a mature and expressive way. They read between the lines to explain hidden meaning. Pupils enjoyed reading *Goodnight Mr Tom* as a group reader in class, and some pupils have chosen to read it again for pleasure. Pupils make good progress as they begin to empathise with different characters, and refer to the text to justify their opinion. Pupils comment favourably on the improved range of books in school, which according to Year 6 used to be a '*bit boring until you could choose your own*'. As yet, the library is not used well enough as a learning resource.
89. Pupils with special educational needs, and those who are lower attainers, have extra help to enable them to move forward, and this is successful. Help is provided either in literacy lessons or in small groups outside class, and pupils make good progress in Years 3 to 6 and satisfactory progress in Years 1 and 2. These development have only just started in Years 1 and 2, which makes it difficult to judge progress over time. However, progress in lessons is at least satisfactory.
90. Standards in writing are below average by the end of Years 2 and 6. Teachers plan for a range of purposeful writing in English. The structure of fictional writing is taught soundly in most classes and this enables pupils to shape their ideas and thoughts successfully and to hold the interest of the reader. By Year 2, pupils write well-structured sentences, and they begin to join their ideas together in a more coherent way. For instance, pupils show an understanding of story settings and end their stories well. Higher attaining writers move away from writing as they talk, into a more literary style. The following is an example. '*The day of the competition arrived and Sophie was very nervous, but went first*'. In Year 3, letter writing is linked well to the shared experiences of incubating eggs and inviting others to see the new chicks. Brain storming ideas and editing writing in Year 5 and 6 improves the quality of the finished pieces. However, teachers need to have higher expectations of the speed at which pupils work, as well as the amount of personal writing they produce, if standards are to improve across the board.
91. The school works hard to include all school groups in everyday lessons. Provision for pupils with statements of special needs is good and pupils benefit from effective support from learning support assistants. Provision for other pupils with special educational needs is more clearly targeted and focused in the junior classes. There are no pupils learning English as an additional language. During the inspection, boys and girls contributed equally in literacy lessons, and they progressed at the same rate.
92. Behaviour in lessons is very good and this enables learning to move on at a good pace. Teaching is sound in the infant classes and good or better in the junior classes. Teachers manage their classes well and have good relationships with their pupils. In effective lessons teachers have very good subject knowledge and clear expectations of what is to be taught and learned. Teachers use good models of spoken and written English to stimulate and guide learning. Resources are generally used effectively, but on a few occasions the texts shared in 'big book' sessions were too small for groups

of pupils on the periphery to see. Most teachers mark work regularly and in the best examples targets are set for learning.

93. The subject leader has the drive and expertise to take the subject forward. She has already set in place useful procedures for assessing and recording pupils' achievement in reading and writing. As yet, there has been no whole-school monitoring of the English curriculum and of teaching and learning. This will help identify where improvement is needed and point the way ahead. Resources in English are satisfactory. The school library is not being used well enough as a learning resource.

## **MATHEMATICS**

94. In the 2002 national tests, standards in mathematics were below average for pupils aged seven and average for those aged eleven. These standards were about the same as those reached in schools of a similar nature. Inspection findings judge that these standards have been maintained in 2003. Higher attaining pupils, by the end of Year 2, continue to achieve well when compared nationally, whereas higher attaining pupils at the end of Year 6 perform very well when compared with similar schools. The above average proportion of pupils with special educational needs is contributing to the unfavourable comparisons with all schools.

95. Main strengths

- Pupils are better at working out number calculations and those involving shapes and measures than they are at working out number problems.
- Teaching is good in Years 3 – 6.
- The subject leader is well placed to move the subject forward.

96. Points for development

- Standards in maths need to be higher in Years 1 and 2.
- Pupils do not get enough opportunities to explain what they are doing, how and why.
- Higher attaining pupils need more challenges to make sure that they achieve the higher levels.
- The less effective lessons (mostly in the lower end of the school) move forward at too slow a pace, introductions are too long and this does not allow pupils enough time to carry out their activities or to develop their skills.

97. During the week of the inspection, evidence indicates that pupils by the age of seven made satisfactory progress. However, this rate of progress is not evident in pupils' previous work. In the older classes, pupils make at least satisfactory progress, which accelerates to good in Year 6. This improvement is also evident in pupils' previous work.

98. In Year 2 classes, higher attaining pupils understand place value of number to hundreds, tens and units; mentally recall table facts to 3, 4 and 5 times; and begin to explore numbers to 1000. Pupils with statements of special educational needs are given very good support and they make appropriate progress. They use numbers

confidently to 10; name common two-dimensional shapes and produce examples of symmetry by folding. By the end of Year 2, pupils of lower abilities experience similar work to the average attaining pupils. This is achieved because of the good levels of focused support. Pupils understand place value, they recognise patterns of odd and even numbers and use doubles and near doubles to solve addition problems. Mental skills are satisfactory. Money problems are solved using sound strategies such as counting on from the largest coin. They record and interpret information accurately in simple pictograms and bar charts. The rate of progress for pupils in the Year 1/2 class is speeding up significantly.

99. By the end of Year 6, higher attaining pupils use all four number operations to two places of decimals and they use brackets and simple formulae to solve problems. Line column graphs and pie charts are interpreted well, such as when representing favourite foods, but pupils are rarely asked to produce line graphs. Fractions, decimals and percentages are used confidently. In discussion, pupils of average attainment demonstrated a very good understanding of factor and multiple; and showed a good understanding of place value including decimal fractions. They make good progress. Similarly lower attaining pupils are supported very well and make good progress. They have a good understanding of the place value of numbers to 1000. Simple percentages are calculated correctly and pupils use simple formulae to calculate perimeters and areas of regular shapes. Teaching assistants support pupils with statements of special educational needs very well enabling them to be fully included in class and group activities such as when completing frequency charts; exploring probability using coloured cubes; or using negative numbers when positioning translations.
100. The subject leader has worked hard in the last two years, moulding two schools with different resources to ensure that the requirements of the National Curriculum are included in planning. An emphasis has been placed on investigating and using mathematical skills, understanding number, and using shapes and measures. The national numeracy strategy has been implemented well, and is set to improve with the introduction of consistent procedures for recording progress and setting targets for improvement.
101. Teachers use teaching assistants effectively and together they know pupils well. Everything possible is done to include all pupils by planning similar experiences for all. However, planning for improvement on a termly basis does not always challenge pupils of all abilities but rather plans a topic for all pupils in the class, with an increasing level of support being given to pupils of lower abilities. There is no consistent system in which teachers evaluate gains in skills, understanding and knowledge before challenging pupils at rates which are increasingly more demanding. Similarly, marking rarely notifies pupils of their achievements and hardly ever informs them how to improve. The one notable exception is in a Year 6 class where the teacher shares her thoughts on the quality of work achieved, such as 'good use of grid method' and 'lets talk about the compact method' when improvement is required.
102. Overall the teaching of mathematics is satisfactory in Years 1 and 2, and is good in classes with junior aged pupils. As a result, the quality of learning is satisfactory by the end of Year 2 and good by the end of Year 6. Teaching by the end of Year 2 was generally satisfactory and good by the end of Year 6. Where teaching was very good, in Years 4 and 6, teacher expectation was high and introductions to lessons were kept to a minimum to allow the maximum amount of time for pupils to apply their skills. Where relationships were very good, pupil self-esteem was high and pupils thrived when their answers were 'so close', or 'think again' rather than 'wrong'. Where teaching was less effective, over-long introductions gave pupils insufficient time to

carry out their activities and practise their skills; the pace of the lesson was slow; and learning objectives were neither specific nor challenging. Pupils' enthusiasm often matched that of their teacher and here they responded confidently. Pupils were very well behaved in all lessons, and this behaviour contributed well to the quality of learning. They responded positively to challenge, and were attentive. Work in books varied in presentation and reflected the expectations of their teachers, which were higher in Years 3 to 6. During the period of the inspection, information and communication technology was under-used to support learning in mathematics.

103. Mathematics is led by an enthusiastic leader. School and national testing has been analysed and there are good records of progress. The monitoring of the quality of provision in mathematics is ongoing and any difference according to gender is explored. The strategy of observing teaching and learning, talking to pupils, examining teachers' planning and analysing the work of pupils is at an early stage of contributing to the raising of standards. He has identified weaknesses in curriculum development, which are to be given special attention, and the numeracy governor and others are well informed. His action plan shows a very good vision to move the subject forward, and includes the use of computer technology to support teaching and learning; consistent assessment procedures; and matching planning more closely to the needs of each ability group to give a sharper focus to learning.

## **SCIENCE**

104. Main strengths

- Pupils make good progress as they move through the school. Standards are above average at the end of Year 6, they are average at the end of Year 2.
- The subject leader has a very clear grasp of what needs to be done to improve standards, teaching and learning. A clear action plan is in place that will be the vehicle for moving the subject forward.

105. Points for development

- The role of the subject leader is under-developed, as prior to the appointment of the new headteacher there were limited opportunities to evaluate the subject.
- Elements of the subject are covered superficially because the subject is taught as part of a topic and there is not always enough time available to cover aspects in enough depth.
- The teaching seen during the inspection was of good or better quality overall, however scrutiny of pupils' work indicates some unsatisfactory teaching in the past. In some classes work was not marked, in others marking did not identify for the pupils what they need to do in order to improve.
- Systems for assessing and tracking pupils' attainment and progress are inconsistent.
- It is very difficult to track pupils' progress when much of their work is completed on undated worksheets. These also limit pupils' opportunities to practise and use their literacy and numeracy skills.



106. The subject is now poised to move forward successfully under the guidance of the subject leader. The action plan clearly identifies what needs to be done, who is going to do it and by when. This is a good start to future developments. Like most other subjects, the curriculum for science lacks cohesion, and there are differences in approach between Years 1 and 2 and 3 to 6. These need ironing out so that pupils' learning is least good in each year group.
107. Pupils make good progress in those parts of the curriculum that are covered in sufficient depth. Progress is slower in other parts of the curriculum, such as science investigations, materials and physical processes in Years 1 and 2. A similar situation exists in Years 3 to 5, especially in science investigations. Scrutiny of pupils' work, and talking to them, indicates that not enough emphasis is placed on science investigations in the different year groups.
108. In the better examples, pupils of all capabilities are well-used to working independently. For example, pupils in Year 1 were setting up an investigation into conditions for growth using water as a main factor. By asking specific questions – 'H....., what happens to the water in the roots of this plant?', the teacher checked out pupils' understanding successfully. Higher attaining pupils were well catered for as they observed and recorded different root structures. Their understanding of fair testing is developing better than expected, as they discussed what they could change in their investigation and what has to stay the same. However, the use of worksheets to record findings limits the pupils' opportunities to express their ideas and findings in their own way.
109. The investigations on growing, and the conditions for growth, were extended well in Year 3. However, other parts of the science curriculum were not developed so systematically in pupils' work in other year groups. In this lesson the pupils investigated growing seeds in different media. Shared learning objectives enabled all pupils to be sure about what they were learning. The brisk start held the pupils' attention straight away, and the very good management and well organised resources meant that the teacher moved the lesson forward at a very good pace. The class speedily organised their equipment, deciding in their groups which medium they were using, accurately measuring five centimetres of their medium as one condition for fair testing. Depth of seeds, number of seeds, the same pots and amount of water, were decided as constants. The variable was the different media. The teacher and the teaching assistant gave the groups very good support, and this enabled higher, average and lower attaining pupils to make very good progress in the lesson. All the pupils were totally engaged throughout because the lesson was interesting and exciting.
110. The weaknesses in the subject are identified above in points for development. The main strength is the motivation and vision of the new headteacher and the subject leader, who are determined to make science a real success at Woodside.

## **ART AND DESIGN**

111. Main strengths
- ❑ There is some good and imaginative art work in Year 3, which is based on a study of the local woodland.
  - ❑ Good links with other subjects, such as history, have enabled pupils to develop and extend their own techniques in art and design.

112. Points for development

- ❑ The curriculum lacks cohesion and there is no whole school approach to developing teaching and learning.
- ❑ The role of the subject leader is under-developed.
- ❑ Procedures for tracking pupils' attainment and progress are not consistent and have shortcomings.

113. Only a limited number of lessons were observed in art, and so evidence from pupils' past work, work in displays and discussions with pupils has informed judgements. By the end of Years 2 and 6, standards in art and design are average. Pupils make sound progress overall. In some year groups standards and progress are good, reflecting the expertise and high expectations of individual teachers.

114. There is some imaginative work produced in Year 3 linked to the local environment. Pupils explore the woodland setting around school and use their sketch-books effectively to experiment with light and shade. In the lessons that follow, pupils use layering techniques with materials and paint, successfully reflecting the different textures of trees and leaves. Effective teaching encourages pupils to stand back, reflect on what they have created, and to make improvements to their work.

115. Links with art and history are also productive, and pupils' cultural development is enhanced. Year 6 pupils create bold paintings of the Blitz, whilst pupils in Year 3 and 4 visit Coventry Cathedral and use the work of David Piper as a stimulus for designing their own Baptistry window. A range of artists provides inspiration for pupils to create something new by themselves. For instance, older pupils in Year 6 create three-dimensional images in clay in the style of Henry Moore, whilst Year 5 pupils study Clarice Cliff and use her abstract designs in their own work. Pupils act in a mature way in lessons, make choices of materials and enjoy sharing each other's achievements. Pupils with special educational needs work confidently and achieve well.

116. In the lessons observed, teaching was satisfactory overall; in one lesson it was very good. Teachers plan for pupils to explore a wide range of media and lessons have clear learning targets. When teaching is effective skills are developed well, because teachers have the knowledge and expertise to show pupils how to improve. As yet, not all classes use sketchbooks as a way of experimenting with different techniques. Resources in lessons are accessible and meet the pupils' needs. Teachers plan well for pupils to use art programmes on the computer.

117. The subject leader has the expertise and commitment to guide the curriculum and to help less confident colleagues. As yet, there is not a cohesive, whole school approach to teaching and learning in art. The subject manager requires time to monitor this in order to improve it, as well as to identify gaps in the pupils' skills and techniques. Procedures for assessing pupils' achievement are not consistent across the school, and as yet do not help to inform future plans.

## **DESIGN AND TECHNOLOGY**

118. Main strengths

- ❑ The subject leader has a secure grasp of the subject.

- ❑ Each design opportunity builds in time for pupils to plan their design and then evaluate their work.
  - ❑ Good links are made with art and design in developing pupils' design skills.
119. Points for development
- ❑ There is a need to introduce the policy and ensure that all elements are covered and in sufficient depth.
  - ❑ Pupils' progress and attainment are not tracked well enough. This is important as all pupils in two years complete the same work.
  - ❑ In some lessons it is still not clear what pupils are expected to learn because their learning objectives are not precise enough..
120. Standards achieved by the age of seven and eleven are average. Some elements of the National Curriculum for the subject are taught well and standards in these elements are high. Progress is good. There was little evidence to show other elements, such as electronics and control are being covered. Pupils with special educational needs are supported well by teaching assistants, and they make good progress towards acquiring key skills and concepts.
121. By the age of seven pupils have undertaken a wide range of activities and learnt how to handle equipment and resources safely. Their creativity is encouraged and they are able to make simple choices when designing and selecting resources. Pupils apply their making skills for example when sewing designs on pictures. They undertake the full design process when making a home for a pet and models of the stalls at Atherstone market. The work on display shows pupils are encouraged to use their imagination and to work carefully. The end results are pleasing and creative.
122. Pupils' attitudes to learning in Years 3 and 4 are good. They have designed and made packages for a given purpose. Clear instructions are given to the pupils ensuring they have a clear understanding of what they are doing. Scissors and glue were used adeptly, as pupils designed and made flaps of different sizes and shapes to fit their egg. They are enthusiastic when working on practical tasks and in the lessons seen showed a good level of independence. They show respect for one another's work and willingly assist one another when there is an opportunity to do so Pupils were managed well ensuring that health and safety procedures were adhered to.
123. Teachers have high expectations in Years 5 and 6 and as a result pupils produce work that is well thought through and constructed. As pupils move through the school they become more proficient at amending and modifying their plans and designs. The Year 6 pupils were motivated at the prospect of designing and making slippers. They developed, planned and communicated their ideas well. Their evaluations questioned the suitability of the material chosen for the purpose of a slipper, questioned who the designer had in mind when they designed it and evaluated if it had been designed well and whether it was suitable for wearing as a slipper. When pupils completed the slippers, these contributions were valued by the school and displayed attractively. A visit to 'Conkers' gave these pupils the opportunity to build on the skills they had acquired in school. They had to make hurdles and in twenty minutes they had to make a shelter – a twig tent. All enjoyed this experience.

124. The subject makes a good contribution to pupils' social development, as they have plenty of opportunities to collaborate and to discuss their ideas in small groups. There are good links with other subjects and pupils have good opportunities to use their literacy, numeracy and art skills. For example in history pupils applied their knowledge and skills to design and make a shaduf.
125. The subject leader is very enthusiastic and eager to develop the subject if given the opportunity. She has kept abreast of all new initiatives, written a policy to share with the governors and is planning to oversee all schemes of work. She is aware that assessment, monitoring and evaluating teaching and learning is not in place. The subject is well resourced.

## **GEOGRAPHY**

### 126. Main strengths

- The use of visitors and visits enhance the learning in geography.
- Pupils are aware of their local area and other localities and that places may have both similar and different characteristics.

### 127. Points for development

- There is no policy.
  - There are no procedures in place for assessment.
  - There is no effective system for tracking and recording pupils' progress and attainment. This is essential because the school has a two-year curriculum cycle in place.
  - The subject leader does not know what is happening across the school and has not had the opportunity to monitor and evaluate teaching and learning.
128. Limited evidence suggests that by the end of Year 2 and Year 6 standards in geography are average. Pupils make satisfactory progress. Pupils with special educational needs are well supported to access information and to understand and use the geographical terms being used, appropriately.
129. Visits and visitors into school incorporate many aspects of the geography curriculum and help to reinforce the class-based activities well. Pupils in Year 1 and 2 visit the local area, Atherstone Market and Ash End farm. They know about some of the features, have a clearer understanding of what a map is and how to use them and draw detailed routes of their journeys and plans of the market stalls. In their study of hot and cold areas pupils are able to state why one should visit the polar regions and rainforests and present some thoughts why a visit there would not be a good idea.
130. Pupils in Years 3 and 4 visit a local stream and undertake fieldwork skills there. However there was a limited amount of work available. Pupils in Year 5 and 6 have been able to find out more about the French way of life through identifying features in Montreuil and tasting a wide variety of French food.
131. Pupils develop speaking and listening skills well through their contact with other people on their visits and when asking questions of visitors to their class. Discussion helps pupils to try and express their opinions about Baddesley, Grendon, Dordon and

Atherstone. Pupils had written letters to the Chairman of the planning committee regarding footpaths, zebra crossings and traffic lights in the area and had watched a performance by a theatre company about pollution. Pupils develop their numeracy skills through drawing bar and line graphs showing monthly rainfall in London and Lille and line graphs showing the mean monthly temperatures for these places and using co-ordinates and grid references.

132. There are no procedures for assessment in place and pupils' progress and attainments are not tracked. The subject leader has not been able to monitor standards, teaching and learning. This is a weakness.

## HISTORY

133. Main strengths

- Standards of attainment in history are above average at the end of Year 2 and 6.
- All pupils develop good historical enquiry and skills through the use of a very good, wide range of appropriate resources and secondary sources of information
- Older pupils have a good understanding of life since 1930, particularly during the second world war, and were able to recall a number of important events and achievements.
- Pupils enjoy history and teachers enjoy teaching the subject. The use of visitors and visits enhance the learning in history. There are good cross curricular links

134. Points for development

- There are no procedures for assessment
- There is no effective system for tracking and recording pupils' progress and attainment. This is essential because the school has a two-year curriculum cycle in place.
- The role of the subject leader needs to be developed.

135. Standards are above average for all pupils at the end of Year 2 and Year 6. This is a school where all pupils enjoy their history lessons and where teachers use different sources of information to help pupils investigate the past in depth effectively. Pupils with special educational needs are well supported to access text being used.

136. Year 2 pupils know that we find out about the past from using, books, Internet, television programmes, radio, people, photographs, paintings, pictures, encyclopaedias, newspapers, museums, antiques and visiting stately homes. They recalled the poem they learnt when they studied Remembrance Day and the diary of Samuel Pepys, which he hid during the Fire of London. They know diaries were written for different purposes, that they tell of personal events and feelings, written when it happened. One boy knew that there was a tapestry that told a story of the Battle of Hastings.

137. Years 3 and 4 work based on Ancient Egypt is good. Pupils have detailed maps of this area and know why the River Nile is important. The work on Tutankhamun, the pyramids, Howard Carter, the gods and legends, the burial chambers and the after life

is detailed and well written. Pupils had enjoyed constructing a shaduf, making canopic jars, writing the hieroglyphics and creating large mosaic pictures of Anubis, the god of the dead, Amun Rai the King of the gods and Sobek, the crocodile god.

138. A visit to Shugborough Hall, a visitor recalling his memories, very good artefacts, very good and excellent teaching, the war time songs and books written about this era have helped the older pupils understand about what life was like during and after World War 2. Each pupil had a ration book, an identity card, and a gas mask and belonged to a family group. The Anderson Shelter erected in the classroom was used when the pupils heard the air raid sirens and in a drama lesson in the hall pupils acted out a short improvisation about an air raid. Pupils recalled a previous visit to Coventry Cathedral but now are beginning to realise the full extent of the serious damage that had been caused there. As a result of looking at extracts from newspapers and local history books they began to understand that although the message was dreadful, people were brave and fought hard. Pupils were captivated by this period in history having a strong sense of empathy for the hardships suffered by children and adults alike. Their long lists of emotional and physical feelings were well written after they had researched and explored life during the Blitz. They know that this word came from the German word Blitzkrieg, (Lightning war).
139. There are no procedures in place to identify what the pupils have covered in history, no monitoring or observation of lessons, no cohesive understanding of what is happening across the school and no effective system for tracking and recording pupils' progress and attainment over time. Despite the fact there is so much very good work on display there is no portfolio of work. ICT is used well in Year 6 but it is in an embryonic stage in other classes. The subject leaders role needs developing if these weaknesses are to be tackled.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

140. Since the opening of the new computer suite at the beginning of this term, the development of information and communication technology has been given the highest priority. The delay since the opening of the school in 2001 has been due mainly to the completion of the building, enforced changes and the installation of new resources. These circumstances have contributed to an uneven coverage of National Curriculum requirements for pupils by the age of eleven, with many pupils not receiving a full curriculum that plans to develop their skills week on week, term on term and year on year.
141. Main strengths
- The contribution of the subject leader is impressive and she has a clear grasp of the strengths and weaknesses in the subject.
  - The provision of extra clubs and activities is also impressive. These are hugely popular and involve parents as well as pupils. Pupils' skills are enhanced very well indeed.
142. Points for development
- Standards must be raised by the end of Year 6.
  - It is not clear what pupils in Years 3 - 6 know, understand and can do in ICT.

- Systems for assessing these pupils' skills and knowledge need to be in place and then the outcomes of their assessments can inform the next stages in teachers' planning.
  - Pupils have different experiences of ICT and have yet to receive a broad and balanced curriculum.
  - The subject leader does not have any planned time to monitor standards, teaching and learning.
143. The newly introduced structure of skill development for all pupils, which is based on national guidelines, is at an early stage of development. After a sound start in the Foundation Years, pupils in Years 1 and 2 receive adequate coverage of the necessary experiences. However, as pupils move into years 3, 4 and 5 new skills are introduced with older pupils. There is a weakness here because not all the pupils have the same prior experiences, and this holds back their learning. As a direct result of the building changes and having to work in outside classrooms, experiences and skill development for pupils in their final year at Woodside Primary are uneven. Consequently standards are less than satisfactory by the end of Year 6.
144. The contribution of the subject leader in such a short time has been impressive. Her subject knowledge, commitment, and expertise have been inspiring. The timetabling of the new suite has been arranged so that each year group has equal time when larger numbers of pupils may be taught together to accelerate their skill acquisition. In addition there are opportunities for pupils to use additional time in order to use their skills to improve the quality of learning across other areas of the curriculum, either in the computer suite or when using the additional computers in the classrooms and shared areas.
145. The subject leader has used the new resources extremely well. Daily lunch-time club activities, planned and designed for all pupils on a rotational basis, hasten skill development and enable pupils to carry skills from home and club activities back into the classroom to support others. This is also applicable during the weekly after-school club activity which has been so oversubscribed that two sessions are in place with many pupils returning to school after the first group has finished. These sessions are often supported by an appreciative group of parents who have the benefit of working with their children.
146. It is during these club activities that standards are often well above those required. All pupils are expected to log on and access menus. They use programs which are more appropriate to their age groups with younger pupils using 'Splosh' to create pictures where they alter colours and use the paint and fill tools. Older pupils use 'Textease' to cut and paste images and text; import digital photographs, and develop internet skills using prescribed search engines.
147. No examples of controlling equipment were observed in Years 3,4,5, and 6, but a group of pupils in a Year 2 class worked enthusiastically with a parent to programme a toy accurately to involve estimation and measuring in distance and degrees of 'turning'. Using the expertise of the subject leader a teaching assistant worked very well with a group of low achievers in a Year 2 class to reinforce the recently introduced mathematical concept of 'clockwise' and 'anticlockwise'.
148. Three whole class activities were observed. In the one lesson seen in Years 1 & 2 pupils used 'Splosh' confidently to design in the colourful style of Mondrian. Pupils in

Year 4 used the Internet to carry out more advanced literacy research skills by copying pictures and text before cutting and pasting information into 'Textease'. Pupils in one Year 6 class either modified the teacher's 'PowerPoint' slides or created their own by importing styles and sound effects with higher ability pupils setting up their own folders. All saved and printed independently.

149. In all three lessons teaching was at least good. Teacher subject knowledge was at least good, they have high expectations and pupils are constantly challenged to improve. Where teacher subject knowledge is at its best, pupil progress is more rapid. All pupils thoroughly enjoyed their computer technology experiences and worked very well together. Most teachers use a 'buddy' system when more confident pupils support those with less experience. This is most impressive in the club activities when pupils aged 5 – 11 learn together.
150. Leadership for the subject is good. The new subject leader has developed an ICT policy; laid down a risk assessment for Internet access; and adopted national guidelines for skill development. The use of computers to support learning across other areas of the curriculum is satisfactory but again requires more consistency. Charts, table and graphs are used in mathematics and science; designs are created and amended in art and design technology; word processing is used in literacy and research skills are being developed using the Internet. However, systems that enable the subject to be managed with greater effectiveness are still at an early stage.
151. The subject leader is aware of the need to monitor teaching and learning and also to develop assessment procedures so that it is possible to evaluate pupil gains in skills, knowledge and understanding. Her use of pupil self-evaluation in her class lessons encourages pupils to think more carefully about what they have learned and what they need to do to improve. This involves them more fully in their own learning and is worth sharing with all members of staff to help improve the quality of teaching and learning overall. All teachers have completed nationally prescribed training, but there is now more need to arrange workshops to familiarise teachers and teaching assistants with the new resources. The subject leader is very well placed to deliver this training.

## **MUSIC**

152. Standards are above average by the age of seven and well above average by the age of eleven. Pupils including those with special educational needs are making good progress throughout the school. In the junior classes pupils make very good progress in aspects of music including singing.
153. Main strengths
  - High standards are achieved throughout the school.
  - Pupils sing tunefully and joyfully in assemblies and lessons. The standard of singing is excellent.
  - The scheme of work provides rich musical experiences through a balanced coverage of the music curriculum.
  - Teaching is very good, particularly by the subject leader and this enables pupils to learn very successfully.
  - Music makes a strong contribution to pupils' spiritual, social and cultural development and their overall personal development.



154. Points for development
- The subject leader has no time to monitor standards, teaching and learning, and this is a weakness
155. Pupils in Years 1 and 2 show good control of dynamics, pitch and rhythm. They listen attentively to music and choose words to describe Bantok's Adagio for strings, percussion and celeste, making good links to literacy. They comment on the mood of the music and are able to express their own ideas. They have a good repertoire of songs and are able to sing in two parts. They make good use of their home made instruments to accompany their singing, as well as using a range of percussion instruments with confidence.
156. In Years 3 to 6 pupils build very effectively on these skills. The quality of singing, particularly from the choir of seventy pupils is excellent and pupils are rightly proud of gaining national success in the Nuneaton Music Festival where their singing was judged to be 'outstanding'. Well chosen material by the subject leader ensures boys are equally enthusiastic and many volunteer for solo parts. Pupils sing in several parts with excellent harmony and expression, performing 'The End of the Holiday' in blues style, 'Nightmare' and 'Please Miss'. Teaching is inspirational with exciting, challenging arrangements performed with joy and great enthusiasm.
157. Pupils with special educational needs participate fully and enjoy much success in music. All pupils throughout the junior classes learn to play the recorder. There are additional opportunities for instrumental tuition, for example several pupils are learning the clarinet. These experiences enhance learning greatly, particularly for the higher-attaining pupils. Most pupils develop a love of music and great enthusiasm for the subject because learning is fun and lessons are exciting. Other cultures are well represented with songs, dance and music from Australia, Calypsos and African songs such as 'Kye, Kye, Kule'.
158. Pupils in Year 4 enjoy experimenting with sound as they compose and perform their own music for 'fireworks'. They know how to build up layers of sound using different instruments and rhythms. The clear explanations given by the teacher helps pupils to gain a secure understanding of composing their own music. They continue to develop these skills very well as they move through the school. Skills in self-evaluation build steadily so that they are confident in commenting critically on their own and each other's performance. They cooperate very well with each other in groups. By the age of eleven, pupils have developed very good skills in composition and notation, performing confidently to an audience. They respond well to the high expectations of the teacher.
159. Teaching and learning is good in Years 1 and 2. It is very good in Years 3 to 6 and at times teaching and learning are excellent. Pupils' excellent response is a result of high quality teaching, a lively curriculum and a good knowledge of their own learning. The good links to literacy through a well developed technical vocabulary and to numeracy as pupils increase their knowledge and use of notation and time signatures contribute well to skills in these subjects. Lessons are well planned and proceed at a brisk pace so that pupils cover a lot of work in lessons. An excellent specialist music room with very good resources supports pupils' learning very well. Pupils are given good opportunities to participate in concerts, assemblies and other performances throughout the year. The range of activities outside school such as the choir, band and recorder groups make a good contribution to music in the school, as well as

enhancing pupils' cultural development. Throughout the school pupils experience listening to a wide range of music from Western and non-Western cultures.

160. The subject leader is a talented musician who inspires pupils to learn. She works very energetically to bring about high standards. However, further development of her monitoring role would enable her to have a wider school perspective on teaching, learning and standards.

## PHYSICAL EDUCATION

### 161. Main strengths

- ❑ Pupils make good progress through the school. Standards are above average at the end of Year 6, they are average at the end of Year 2.
- ❑ The subject leader has a very clear grasp of what needs to be done to improve standards, teaching and learning.

### 162. Points for development

- ❑ Prior to the appointment of the new headteacher there were very limited opportunities for the subject leader to manage the subject effectively. The roles of the subject leader need developing and extending.
- ❑ There is no up-to-date scheme of work. This makes it difficult for staff to develop pupils' skills in a consistent and cohesive way across the whole school.
- ❑ There are no whole school systems for tracking pupils' attainment and progress.

163. Most teachers are adept at developing pupils' skills well and standards are at least average and frequently better than this. Lessons are carefully planned and no time is wasted. Brisk warm-up activities get pupils' pulse rate going straight away. The pupils are aware of the importance of this, and their teachers reinforce pupils' understanding well, through questions and discussions. Without exception the pupils really enjoy their PE, they participate fully and are keen to learn.

164. In the better lessons pupils' skills are developed very well. For example, in a Year 1/2 lesson the teacher demonstrated various techniques, such as passing and stopping the ball with her feet. As a result, the pupils knew what they were aiming for and their skills were improved all round. Skills were practised successfully in pairs, and the lesson moved forward at a very good pace. The session culminated with pupils working in threes, accurately passing the ball through the legs of the pupil in the middle. During the entire lesson pupils evaluated the quality of their own skills, as well as those of their classmates, so that all the skills of pupils of all capabilities were honed and improved very well indeed. In another lesson, with pupils of similar ages, there were no opportunities for the pupils to evaluate their own or each other's work, making it difficult for them to improve.

165. Older pupils in Years 5 and 6 make very good progress. Teaching is high quality and teachers are very competent at teaching the subject, which they know very well, and this is why standards are above average. Well-planned and organised lessons means that no time is wasted and pupils are very well challenged by their tasks. For example, in Year 5 the pupils finished off the lesson working in teams, and rotating the

responsibilities of starter and evaluator. This gave all pupils the opportunity to use their skills as well extending their understanding of why we need rules.

166. Year 6 pupils produced a high quality performance in a gymnastics lesson. They worked at developing a routine, using music as a stimulus, and performed a fluent sequence of movements on mats as well as on apparatus. Variations in speed, level and direction were very well controlled, as the pupils rose to their teacher's very high expectation of what they were capable of achieving.
167. This subject is poised to move forward under the guidance of the subject leader, who has the necessary skills and expertise to move the subject forward rapidly. At present the curriculum lacks cohesion between Years 1 and 2, and 3 to 6, and this needs to be tackled. There are also differences in the quality of teaching, which ranges from excellent to satisfactory, and these need ironing out so that all pupils benefit from strong teaching.

## RELIGIOUS EDUCATION

168. Standards are average in Year 2 but are below average for pupils in Year 6. The school broadly follows the locally agreed syllabus for religious education. Pupils in Year 1 and 2 make satisfactory progress, including those pupils with special educational needs. However, progress in Years 2 to 6 is unsatisfactory. This is because coverage of work is superficial, with repetition between different year groups. There is limited attention given to learning about other world faiths. The amount of work recorded by pupils is insufficient.
169. Main strengths
- Pupils learn to care for each other and the environment.
  - Pupils are well managed and enjoy good relationships with teachers and other adults.
170. Points for development
- There is too great a reliance on worksheets. Marking is scrappy and standards are below average in Years 3 to 6. Pupils are not achieving as well as they should be, especially the higher attainers.
  - The curriculum is weak and there are gaps. Wider world religions are not covered in enough depth and there is some repetition of other work in different year groups. There are missed opportunities to explore aspects of pupils' spiritual, moral, social and cultural development.
  - There are no systems for tracking pupils' attainments and progress.
  - The role of the subject leader is under-developed.
171. Pupils in Year 1 and 2 study Christianity and aspects of Islam and Judaism. They know about religious festivals and the importance of religious books and artefacts. They know some of the stories from the Bible such as the story of Noah and are able to compare these with similar stories in the Torah and Qu'ran. Pupils show respect for the beliefs of others and they are able to identify similarities and differences between the special books. Overall, they have a satisfactory knowledge of Christian traditions,

exploring the importance of belonging to a family, friendship and feelings. One pupil wrote about Jesus saying, *'He was thoughtful and kind, because he did things for people. Jesus once healed some people who had leprosy. One came to say thank you'*. However, pupils' recording of their work is fairly superficial in most cases.

172. Pupils in Years 3 and 4 explore signs and symbols in Coventry Cathedral and the local parish church. They build steadily on their knowledge of Bible stories, but there is also evidence of repetition between year groups, which limits progress and indicates that planning in the junior classes is not yet secure. In Year 5 and 6 pupils explore the work of Mother Theresa and identify positive qualities about themselves. They devise rules to guide them in life world rules and learn about the Ten Commandments, touching briefly on the Buddhist *Guidance for Life* and making comparisons. The amount of work covered is limited and is often at a superficial level. Pupils' literacy skills are not used enough in their recorded work, and repetition between year groups again hinders progress.
173. Teaching and learning are satisfactory in Year 1 and 2. In Years 3 to 6 they were good or better in the lessons seen, but evidence from the work scrutiny indicates that this has been unsatisfactory in the past. Pupils are managed well by teachers and relationships between adults and pupils are good. Very good use was made of Power Point to present information in a Year 6 lesson, but the use of ICT is not yet consistent across the school. In another Year 6 lesson pupils worked well in groups to design a logo for an organisation as part of their work to consider the commitments, obligations and advantages of belonging to different families, groups or communities. However, insufficient written work, in the junior classes particularly, suggests pupils have not had the appropriate experiences of religious education and fail to reach the required standard overall. There is too much reliance on worksheets and not enough opportunity to extend independent writing and recording skills. Progression is hindered because there is too much repetition. Work on multicultural education is limited.
174. The marking of pupils' work is unsatisfactory. Although pupils visit the local church, there are no visits to other places of worship or visitors from other faiths to support pupils' learning. There is little displayed work to illustrate what has been learnt.
175. The subject leader's role is insufficiently developed. She does not have a secure grasp on teaching, learning and standards across the school. The lack of assessment opportunities and absence of any monitoring procedures further impede progress in the subject.