

INSPECTION REPORT

**COLESHILL CHURCH OF ENGLAND INFANT
SCHOOL**

Coleshill

Amersham

LEA area: Buckinghamshire

Unique reference number: 110426

Headteacher: Mrs J Earp

Reporting inspector: Terry Elston
20704

Dates of inspection: May 19 – 21 2003

Inspection number: 252766

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
School category:	Voluntary controlled
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Village Road Coleshill Amersham Buckinghamshire
Postcode:	HP7 0LQ
Telephone number:	01494 727206
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Appropriate authority:	The governing body
Name of chair of governors:	Mr H Coombs
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Terry Elston	Registered inspector	Mathematics, science, information and communication technology, history, geography, physical education, pupils with English as an additional language, pupils with special educational needs, educational inclusion.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
John Holmes 19431	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?
Alan Dent 32233	Team inspector	Children in the Foundation Stage, English, design and technology, religious education, art and design, music.	How good are the curriculum opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very small school for pupils aged four to seven taught in two classes. The school lies at the heart of a small rural village, and attracts over 80 per cent of the pupils from further afield. This is a favoured area in social and economic terms and most of the housing is owner-occupied. The school rarely has pupils from minority ethnic groups and none has English as an additional language. Ten per cent of pupils have special educational needs, mostly with moderate learning difficulties, and none has a statement. These figures are below the national average. Five per cent of pupils are eligible for free school meals, which is a lower proportion than is normally found. Last year, no pupils joined or left the school other than at the usual times. The attainment of children on entry is above average compared with national levels.

HOW GOOD THE SCHOOL IS

This is a very good school with a very strong Christian ethos. Pupils love coming to school and behave very well. The very good quality of teaching ensures that pupils make rapid progress to attain high standards in English, mathematics and science by the time they leave. The headteacher leads very well, with a clear understanding of how to raise standards. Parents appreciate this, and think very highly of the school. The funds are managed capably and, despite shortcomings in the accommodation, the school provides good value for money.

What the school does well

- By Year 2, pupils' attainment is very high in mathematics, and well above average in reading, writing, speaking, listening, science, art and design, design and technology, history, music and religious education.
- The headteacher's very good leadership inspires pupils and teachers to do their best.
- Throughout the school, the quality of teaching is very good and all groups of pupils learn quickly.
- The very good provision for pupils' spiritual, moral, social and cultural development accounts for their very good behaviour, concern for others and attitudes to work.
- The curriculum is very well planned to ensure that pupils do well in all subjects.
- The very good partnership with parents does much to support pupils' learning.

What could be improved

- The lack of easy access to an outdoor play area for children in the Reception class and the shortage of large play equipment hinder their physical development.
- The poor surface of the playground presents a hazard for pupils and restricts their progress in physical education.
- The headteacher has no office to use for confidential meetings without the secretary and staff moving out.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since it was last inspected in 1998. The main issues from that report have been tackled very well, and the weaknesses in standards in information and communication technology (ICT), the quality of assessment, the opportunities for pupils to develop their independence and the standards attained by more able pupils have all been rectified. In addition, standards are higher in every subject. Other significant improvements have been made in the quality of teaching, leadership, curricular planning, the progress of pupils with special educational needs and the provision for pupils' spiritual, moral, social and cultural development. In view of the strengths in the leadership and teaching, and the very good commitment to high standards the school is well placed to improve further.

STANDARDS

Pupils achieve very well at this school, especially in the key subjects of literacy and numeracy. By Year 2, standards are very high in all aspects of mathematics, where teachers' very effective implementation of the numeracy strategy ensures that pupils develop excellent number skills. In speaking, listening, writing and reading standards are well above average. Pupils read very fluently, speak confidently and listen carefully. Standards in writing are above average. Pupils produce

interesting stories and poems and write at length in many subjects. Standards are well above average in science, art and design, design and technology, history, music and religious education. They are above average in ICT and geography, and average in physical education where the poor outdoor surface restricts pupils' movements.

Children make a very good start in the Reception class and respond well to the high quality of teaching. They settle quickly into school and make particularly good progress in their personal, social and mathematical development. Children exceed the nationally agreed targets in all areas of learning except in their physical development. While children enjoy physical activities and meet the expected standard, their further progress is hindered by the lack of a play area that is easily accessible.

More able pupils attain high standards in much of their work and have lots of opportunities to make the best of their talents. Pupils with special educational needs make very good progress, particularly in reading and mathematics where they are supported very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate very well, are enthusiastic learners, and delight in their successes.
Behaviour, in and out of classrooms	Very good. Lessons take place in a calm and busy atmosphere, and pupils play happily together outside.
Personal development and relationships	Pupils' personal development is very good. They relish the opportunities to take responsibility and are quick to show initiative. Relationships are very good.
Attendance	Good, and has a positive effect on pupils' learning.

Pupils' enthusiasm for work and the very good relationships explain why this is such a harmonious community, where all work hard and enjoy doing so.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Very 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.

The quality of teaching is very good, and meets the needs of all groups of pupils well. In both classes, there is some outstanding teaching where pupils learn very quickly. In the Reception class, the teaching and learning of language, literacy, communication and mathematical skills is particularly good, and children make very good progress in these areas. Children benefit from a very good mix of whole class teaching, well-planned group work and play. The staff in the Reception class work very well together, and take every opportunity to stimulate children so that they enjoy learning.

In the Year 1/2 class, the teachers make the best of this very good start, which explains the high standards pupils achieve by the time they leave. Teachers' planning is very thorough, and pays good regard to the different levels of attainment and ages of pupils in the class. Teachers' expectations are high, and pupils respond very well in the effort they put into their work. The methods that teachers use work very well; they make lessons very interesting by including lots of practical activities, and this involves pupils very well in their own learning. Their whole class teaching works well, particularly in literacy and numeracy lessons, and promotes pupils' learning of the basic skills of reading and number very effectively. The teaching of pupils with special educational needs is very good; pupils are supported well by all adults and make very good progress. Strengths in pupils' learning include the effort they put into their work, their awareness of their strengths and weaknesses and the pleasure they gain from their achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is planned very well. The very good implementation of the literacy strategy and excellent provision for numeracy account for pupils' high standards in reading and number work. There is also a rich variety of work in other subjects, including the creative arts. There is a good range of activities at lunchtime and after school to enrich the curriculum.
Provision for pupils with special educational needs	This is very good, and pupils make rapid progress. The co-ordinator works closely with teachers to plan appropriate tasks for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school does much to teach pupils about the importance of God in their lives and how to behave well. Excellent procedures to ensure that pupils work closely together and accept responsibility for their actions. There is a good range of activities to develop pupils' understanding of their own culture, as well as that of other people in the world.
How well the school cares for its pupils	The school cares for its pupils very well. Their personal development is monitored very effectively, and they are supported very well in all of their work. Very good assessment procedures help to raise the attainment of pupils of all abilities.

The very good, well-balanced curriculum and the very effective monitoring of pupils' progress provide a very good foundation for pupils' learning and teachers' teaching. Parents are well informed about the curriculum, and their child's progress, and their links with the school are very strong.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, and crucial to the school's success. The headteacher has very high expectations of all pupils and staff. She has a very clear understanding of how to raise standards of teaching and learning, and works very closely with staff and governors to achieve the school's aims.
How well the governors fulfil their responsibilities	This is a good governing body that offers good guidance and support to the school. Governors have a very clear grasp of the school's strengths and weaknesses and work closely with the staff to raise standards.
The school's evaluation of its performance	This is very good, and an important reason why pupils do so well. All available data is analysed and used very effectively to raise pupils' standards. Pupils' work and teachers' lessons are monitored well, and this explains why standards of both are improving all the time.
The strategic use of resources	Satisfactory. The school has made some good improvements in the accommodation, but there is still much to do. The playground is in a poor state, there is no easy way for children in the Reception to go outside and play and the headteacher has no office of her own. The school has good systems to get the best value from the funds.

The very small staff is well qualified, and improve their skills effectively by good training. The supply and quality of learning resources are good, and support pupils' learning well. There is a shortage of large play equipment for children in the Reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high quality of the headteacher's leadership• The consistently good teaching• The behaviour and maturity of pupils• The way their children enjoy school• The high expectations that all staff have of their children	<ul style="list-style-type: none">• The range of extracurricular activities

Parents speak very highly of the school. The inspection team agrees with their positive views, but find that pupils benefit from a good range of activities at lunchtime and after school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The very small numbers of pupils taking the national tests at Year 2 make detailed analysis unhelpful and explain the wide variation in performance from year to year. In mathematics, for example, the results were well below average in 2000 and in the top five per cent nationally the following year. This year, there are more pupils in Year 2 than in previous years but each one still represents more than seven per cent of the total. Nevertheless, it is clear that standards overall are high, and considerably improved from those reported in the last inspection when reading, writing, mathematics and science were average. This improvement illustrates the effectiveness of rigorous assessment, the setting of challenging targets for individual pupils and very good teaching of basic skills.
2. In mathematics, standards are very high, with all the current Year 2 pupils attaining at least the national standard and all but two of the 13 pupils attaining the higher Level 3. Standards in numeracy are equally high and show how effectively teachers are implementing the national numeracy strategy. Standards are well above average in speaking, listening, reading, writing and science. Pupils' writing skills benefit much from the very high expectations that teachers have of their writing in all subjects. Standards are also well above average in art and design, design and technology, history, music and religious education and above average in ICT and geography. Standards in physical education are average, but pupils' attainment and progress are hampered by the poor surface of the playground and the cramped hall.
3. Children in the Foundation Stage make good progress, and nearly all attain nationally expected levels in all areas of learning by the time they leave the Reception year. They settle quickly into school because the adults prepare them well before they come and are skilled at providing the right balance of work, independence and play. As a result, children make very good progress in their personal, social and emotional development. The very good teaching of early mathematical skills means that children are very good at number, and are very well prepared for the National Numeracy strategy in Year 1. The school's very good emphasis on language and literacy shows in the way children speak confidently, read well and make a very good start in writing. Children have a good knowledge of the world, and use computers with great confidence. Children's physical skills develop steadily, but progress is not as quick as in other areas because of the restrictions placed by the lack of an easily accessible play area. This is unsatisfactory, and also has an impact on their independence.
4. Pupils make very good progress to achieve these standards. Their attainment on entry is above average, overall, but while some have very well developed skills, a significant few have learning or physical difficulties. Pupils with special educational needs make good progress because teachers' planning ensures that they will understand the work, and their individual targets are challenging but achievable. Teaching assistants provide good support in lessons to ensure that pupils with special educational needs are included in all activities. More able pupils do very well in all areas of their work, whether it be writing vivid poems, designing their own scientific investigations or playing musical instruments to a high standard.

Pupils' attitudes, values and personal development

5. Pupils are enthusiastic about school and have a very good attitude to learning. They work very well together, eager to help one another with their work. Relationships are very good, with a high degree of trust and respect between pupils and teachers. Pupils are friendly and confident in class and around the school. They are articulate and talk easily with adults. Pupils listen carefully to teachers and show interest when others are speaking, responding well to questions. Questions are answered

sensibly and pupils contribute confidently in discussions by readily volunteering information. This does much to extend pupils' learning.

6. Pupil's behaviour is very good both in class and around school. There was no oppressive behaviour observed in the school during the inspection. There have been no exclusions in the past year, and pupils display a very good level of self-discipline. They fully understand the Golden Rules, and they played an important part in the development of the school's behaviour policy together with parents, staff and governors. The ethos of the school, which expects pupils to behave well and respect other people's views, is evident in all its work and does much to enhance pupils' moral development. This was seen to good effect when a teacher gave all pupils the chance to share their thoughts about right and wrong actions.
7. Pupils' personal development is very good. Pupils of all ages take responsibility for some small aspect of school life. They take out the playtime boxes and ensure the doors are locked after break. Although the school does not have a formal school council pupils are given the opportunity to express their views in assemblies when all sit in a circle. The older pupils look after the new pupils in the school and take these duties very seriously. Pupils play and work well together and are happy to share resources. This is excellent social development as pupils gain a very good understanding of how to work together as a team.
8. Pupils' spiritual development is very good, and illustrated very well when some lead the whole school in reading a prayer. Pupils are very mature in describing their emotions, and write movingly about their feelings about what makes them feel happy, angry and sad. They take delight in reading poems and thinking about the beauty of nature.
9. Pupils' cultural development is good. The school has strong links with the local community. Pupils sing at the hospice and dance each year in the village fete. They eagerly send and receive letters from Greek pen friends, and are very much aware of the aspects of different countries. One five year old pupil, for example, knew where Mount Ararat was because he had seen it on his computer.
10. Attendance is above the national average. The level of unauthorised absence is nil because parents are good at notifying school of absence. Holiday request forms are completed for the few pupils who take time off during term time. These are signed by the chair of governors to stress the importance of attendance. Punctuality is generally good, with lessons starting promptly at the start of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching and learning is very good, and promotes pupils' learning very well. Some examples of outstanding teaching were observed in both classes. Parents feel strongly that the quality of teaching is a strength of the school, and many cite this as the main reason for sending their children to the school from some distance. The teaching is significantly better than that reported in the previous inspection, particularly in teachers' knowledge of the subjects and their higher expectations of pupils. This shows the benefit of closer teamwork, more effective training and stronger leadership.
12. The very good quality of teaching for children in the Foundation Stage means that children learn quickly with great enthusiasm. The teachers and teaching assistant work very well together, and provide a calm and consistent approach. This helps children settle quickly into the routines, and parents are delighted with the way their children look forward to school. The adults know the children very well as individuals, and are skilled at developing warm relationships. The teachers' planning is very good for both indoor and outdoor activities. It is carefully matched to the recommended curriculum for children of this age, and links appropriately to the subjects of the

National Curriculum. Teachers excite children with their innovative methods, and this makes learning fun. In an excellent lesson on the 'rain cycle', for example, the teacher explained clearly how rain ran into rivers and then evaporated to cause more rain clouds. Once children were sure about the cycle, the teacher took them outside and had one group pouring water down the sloping playground to make 'rivers'. Children at the 'sea' at the bottom of the slope (a paddling pool) then carried the 'evaporated' water back to the top and started the process again. By the end, all had an excellent grasp of the difficult topic. Such inspirational teaching explains why children learn so quickly.

13. Daily routines are well organised, which enable the children to become used to the pattern of the day and respond quickly to the high expectations for behaviour, attentiveness and following instructions. All adults in the Foundation Stage classes listen with interest to what the children have to say and, when working with them, demonstrate very good skills in helping the children to develop their language for communication.
14. In the reception class, teachers work hard to give pupils all the experiences that they need to make the best progress, but struggle with the provision for play and physical activities. The lack of an easily accessible play area outdoors means that children cannot use the outside as a natural extension of the classroom, and have to be escorted carefully down steep steps. This limits the time children can play, and inhibits their independence as they cannot choose to play outside on their own initiative.
15. In Years 1 and 2, the very good quality of teaching builds well on the foundations laid earlier. The effectiveness of the teaching can be judged by the high standards pupils achieve by the time they leave. Teachers' planning is thorough, and pays good regard overall to the different levels of attainment and ages of pupils in the class. This approach is very evident in teachers' use of questions. They look carefully at pupils who are not providing answers and ensure that questions are directed at them. This makes sure that all pupils are included in the lesson and keeps them all interested. Teachers' expectations are high, and this makes pupils strive hard to succeed. Teachers show a secure knowledge of the subjects they teach, and all use resources very well. The methods that teachers use work very well. They make lessons very interesting by including lots of practical activities, and this involves pupils very well in their own learning. In science, for example, the teachers give pupils lots of experimental work to reinforce their whole class teaching. In music, they encourage pupils to develop their own tunes by investigating sounds made by different instruments. These important strengths mean that lessons are full of learning, and pupils enjoy their work.
16. In literacy and numeracy lessons, teachers are very skilled at teaching the whole class together, and this promotes pupils' learning of the basic skills of reading and number very well. In these lessons, they start and end lessons very well, share with pupils the learning that is expected and, at the end, discuss with them whether they have achieved what was expected. In this way, pupils develop a good understanding of their own progress, and the teacher has a clear picture of how well they have learned and which topics may need to be revisited. This is developed further by the teachers' concise evaluations of each lesson that provide a very good basis for further work if needed. In all lessons, teachers' management of pupils' behaviour is very good, which means that pupils learn quickly with few interruptions.
17. The quality of teaching and learning for pupils with special educational needs is very good, and these pupils make rapid progress. Pupils are supported very well by teachers' careful planning, their consideration of their individual targets and the very good support from the classroom assistant. Some boys in Year 1 are taught as a group for some literacy and numeracy lessons to accelerate their learning, and this works very well. These sessions focus clearly on areas of learning they find most difficult, and they grow in confidence as they improve their reading and quicken their speed of calculation.

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

18. The quality and range of learning opportunities for such a small school are very good. The school provides a very good, broad and balanced curriculum that complies fully with the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Activities are both challenging and well planned for the different abilities and ages of pupils within each class. High expectations and interesting topics such as minibeasts, Matisse and the rain cycle help to bring the curriculum to life. The pupils are well prepared at this school for the next stage of their education and good links are maintained with other schools.
19. There is very effective provision for pupils' personal and social education, including health education, and all pupils' individual needs are very well catered for. This applies equally to those with special educational needs. These pupils make very good progress because they are promptly identified and given work that is matched well to their interests and abilities. Together with good support in the classroom, this motivates them very positively and is an important way that the school ensures that all pupils have equal access to all it has to offer. In the reception class, separate short-term planning for children with special needs, with clear guidance for the classroom support assistant means that they are fully included in all activities.
20. The very caring, family atmosphere that the school has created, and the support it gets from parents and the community, make very positive contributions to pupils' learning. Planning is based on a very clear understanding of each pupil's needs. There is a very clear overall curriculum plan, within which long-term planning reflects the extent to which the National Curriculum programmes of study are addressed through each unit. Both the medium-term and daily planning are very thorough. The school has developed an effective system of evaluating lesson pupils' progress in lessons to inform future planning. This, together with very good assessment to inform planning, represents very good improvement since the previous inspection.
21. Both the National Literacy and Numeracy Strategies are very well established at the school. The school's effectiveness in teaching numeracy skills is excellent, and shows in the standards that pupils attain. Pupils are given many opportunities to develop their literacy and numeracy skills further in other subjects, and these help to develop further pupils' confidence in reading and number.
22. The quality and range of the learning opportunities in the Foundation Stage are very good. The curriculum is very well planned to successfully address all the areas of learning, and there are clear targets for all children to aim towards. Teachers are good at planning activities that combine different subjects so that the areas of learning can enrich each other. For example, in a lesson about the weather, some children painted weather pictures, others used the computer to place weather symbols on a map, some recorded their forecast on a tape recorder and others were working on writing tasks in the 'weather station'. Children are provided with a good balance between whole group teaching and opportunities for independent learning. In one lesson observed, children were given a range of activities and offered a choice as to which order they complete the work. They were able to demonstrate well-developed social and moral skills in going about their work in a most purposeful and sensible way, while clearly enjoying the experience.
23. The contribution of the parents and community to pupils' learning is very good and the school is held in high esteem in the local area. There is an active 'Parents and Friends Group' who meet regularly for social events and to help to raise money for the school. There are very close links with the local church, and the rector, curate and youth worker contribute regularly to assemblies and to an after-school club. The pupils participate in many church services through singing and drama, and this helps cement the strong family ethos of the school. A good range of extra-curricular activities, including tennis coaching and a computer club, do much to enrich the curriculum. Pupils also take part in an

annual country-dancing event, an annual music festival at another local school and sing at the local hospice, especially at Christmas time.

24. A wide range of school visits and visitors to school further enrich the curriculum. The school makes good use of local environmental studies centres and invites artists, authors and musicians into school to work with the pupils. In a recent visit to the Chiltern Open Air Museum to study buildings, pupils learned much about how houses were built in the past. By making good use of the knowledge and expertise of visitors in this way, pupils develop a very good knowledge of the world. In a similar way, the school provides well for the personal and social needs of the pupils by inviting the nurse and the local policeman to give talks in school.
25. The provision for personal development, including spiritual, social, moral and cultural development is very good. This area is one of the strengths of the school and shows a picture of improvement since the previous inspection.
26. The provision for pupils' spiritual development is very good. It is enhanced through religious education and by daily acts of collective worship, when pupils are given many opportunities to reflect on emotions and to express their views and feelings. In one assembly, a pupil was given the opportunity to lead the school in the 'Peace Prayer', and did so with confidence and sincerity. The pupils enter the hall for assembly calmly and orderly to a background of suitable music. They sing with great enthusiasm and clearly enjoy the experience. Pupils are given many good opportunities in lessons to reflect on the beauty of the world. In a religious education lesson, for example, pupils reacted with awe to the opening of a pop-up book, which revealed a beautiful three-dimensional Noah's Ark.
27. The provision for moral development is very good and is founded on the high expectations the staff have of pupils. All members of staff provide very good role models and are consistent in the way they show respect for pupils and other adults. The school has a clear behaviour policy, which is reviewed annually, with contributions from pupils, staff, parents and governors. The school teaches pupils clearly about the difference between right and wrong. This was demonstrated in an assembly when pupils sat in a circle and clearly explained why different acts were good or bad. Teachers remind pupils about the 'Golden Rules' in a weekly assembly and these are reinforced consistently in lessons.
28. Provision for pupils' social development is excellent. The very caring ethos of the school is reflected in extremely good relationships. Pupils and staff are respected by all as individuals and pupils have excellent relationships with their peers. The school does much to give pupils responsibility for themselves and others. The 'Buddy System', for example, where older pupils look after younger ones, works very well and encourages pupils to think carefully about each other's feelings. During the inspection, Year 2 pupils were seen sensibly carrying out such duties as taking the fruit and water trays out at playtime, and also taking out the playtime boxes. In the morning, pupils have the responsibility of setting out equipment and putting things away carefully and tidily. They tidy up and clear away at the ends of lessons with little supervision. The school provides very good opportunities for the pupils to consider different aspects of society and the community. For example, visits are made to a residential centre for the elderly and to a local hospice to sing to the residents. Some of the funds raised by the school are used to support charities such as the Poppy Day appeal and Marie Curie Fund, and this helps to give pupils an awareness of the needs of others in the community.
29. The provision for pupils' cultural development is good. The school has some good resources to support multi-cultural study, including musical instruments, pictures, books and collections of objects relating to different religious faiths. There is a wide range of activities to promote pupils' understanding of art and culture, organising visits to other schools to take part in musical activities,

for example, and taking pupils to live performances of music and drama. In music lessons and in assembly during the inspection, pupils were given the opportunity to listen to and reflect on a variety of music from different cultures. Some pupils have recently corresponded with a class of Greek children, whose enthusiastic replies in the form of letters and pictures are displayed in the hall for all to enjoy. An excellent display of artwork inspired by Matisse's 'Music' picture and a mosaic completed with a visiting artist are further examples of good cultural provision. Performing country-dances at the village fete keenly supports pupils' awareness of local culture. A visitor from the Netherlands taught pupils much about their food, costume and cultural differences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The working environment is safe and secure and pupils of all ages are supervised well at work and at play. The school is clean and well maintained, and it carries out all of the statutory safety checks on equipment. The governing body is closely involved in the health and safety policies and procedures. Training on risk assessment has been undertaken and regular assessments are carried out. The staff know the pupils very well as individuals, and have very good procedures for monitoring and supporting their personal development. Sound child protection procedures are in place, with up-to-date policies. All staff are aware of the procedures.
31. The school has very good procedures to monitor and promote good behaviour and excellent procedures to monitor and eliminate oppressive behaviour. There are very good procedures to monitor attendance and encourages pupils to attend school. The occasional parent who fails to notify the school of non-attendance is contacted on a first day of contact basis. Parents are required to complete a holiday request from which is signed by the chair of governors.
32. The pupils are supervised well at lunchtime. They bring a packed lunch, and facilities in the wide corridor are provided for them to eat. Lunchtime is a very orderly occasion, when all pupils mix well together. The school has unsatisfactory facilities for pupils' play. The playground is poor, with a surface that is dangerous. Some parents have expressed concern about this.
33. Procedures for assessing pupils' attainment and progress, and the use of assessment information to guide curriculum planning are both very good. Since the last inspection, the school has put systems in place that are very effective in allowing the school to track pupils' attainment and progress accurately. The implementation of a termly assessment week helps the staff to set challenging targets for every pupil, including those with special educational needs, and to assess performance against these. In this way, planning is adapted as necessary to meet the immediate needs of individual pupils, and new targets are set. Teachers compare their assessments with each other regularly, and this helps the consistency of their judgements on pupils' levels of attainment. Teachers evaluate their lessons immediately to see where pupils need more practice on specific skills. This works very well, and was justifiably praised in the recent 'Quality Mark' assessment of the school. Mathematics assessments using a computerised system are also very useful to track pupils' progress and set targets for the future. The good quality of the procedures for monitoring and supporting pupils' academic progress are a significant factor in the high standards of attainment reached by pupils. Staff and governors work together to analyse the school's performance in the national assessment of Year 2 pupils in order to adjust planning if necessary. In this way, the school is able to work towards improving the curriculum still further in seeking continuous improvement in standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school's partnership with parents is very good. The attendance at the parents' meeting was good, with 12 parents attending. The questionnaire had a good response with 24 returned out of 40 sent home. The responses indicated overwhelming support for the school. The parents who replied indicated one hundred per cent agreement on six of the questions. They felt particularly that the school is well led and managed, teaching is good and the school helps the children to become mature and responsible. The inspection team agrees fully with the views of parents.
35. Coleshill Parents and Friends Association has very good support, with almost half of the parents on the committee. They raise funds and provide a range of social events for the school community. Events organised include a Christmas fair, May fair, quiz night, treasure hunt, barbeque and race night. The money raised recently is to go towards the new resource centre.
36. The information to parents about their children's progress is good. The reports give parents a good picture of their children's standards and progress, and include useful information on their personal development. The reports include clear targets for pupils to achieve, which are discussed with parents at the consultation evenings. The attendance at consultation evenings is very good. There is a good induction programme for new pupils, and close links with the local nursery help children settle quickly into school. The children attend for two days before starting school, and are supported very well by a 'Buddy' system when older pupils look after the new starters.
37. The school sends out very informative newsletters on a regular basis to keep parents in touch with the school's work. The informal 'open door policy' ensures that good communications exist and parents are happy to approach school. The school has an informative prospectus that includes comprehensive details of the curriculum in each subject.
38. The school works hard to consult parents about its educational provision, and the questionnaires sent for them are useful to test their views and also pupils' views on school improvement. Parents are keen to help their children with homework, which is sent out on a regular basis. Parents come into school to provide good support to pupils and teachers with art, cooking and with gardening. The school makes good use of parents' expertise, as was seen to very good effect when pupils were studying the human body and a parent, who is an osteopath, came in to talk to the children.
39. The school works closely with parents of pupils with special educational needs to ensure they make the best possible progress. Parents are contacted as soon as the school has made initial assessments of pupils' difficulties, and they are kept well informed of their children's targets and progress towards them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The very good quality of the leadership and management is central to the school's success. The headteacher has a very clear vision of what sort of school this should be, and communicates this effectively to the staff. This ensures that teachers have high expectations of pupils, who always strive to produce their best work. These important strengths account for the very good improvement of the school since the last inspection, particularly in the quality of teaching, assessment, achievement by the more able pupils and the development of pupils' responsibility. They also explain why the school has grown from nine pupils to 40 in nine years.
41. The headteacher works hard to develop very good relationships in the school, and has created an excellent team spirit so that pupils and staff work effectively together with a common purpose. She juggles the responsibilities of headship very well with her key role as a class teacher, and sets a very

good example by her own teaching. Parents feel strongly that the headteacher's leadership is a significant strength of the school.

42. The school benefits from a well-established culture of self-evaluation, and this is an important way that all aspects of the school's work are improved. Rigorous monitoring of pupils' work in class and their performance in the national tests provides an excellent basis for school improvement and staff training. Regular evaluation of the quality of teaching has helped to establish the high quality of teaching found in this inspection. The headteacher makes every effort to use expertise from outside the school to evaluate and improve standards of teaching and learning. Advisors from the local education authority are used effectively to look at all aspects of the school's performance, and inform staff of the best practice in other schools. In this way, the school has been able to make very effective use of the expertise of local 'Beacon' schools, particularly to improve provision for children in the Foundation Stage and to raise standards in religious education.
43. The school manages the provision for pupils with special educational needs well. The co-ordinator supports teachers effectively to ensure that pupils' needs are identified at an early stage, and that targets are challenging and realistic. This ensures that every pupil has equal access to the curriculum and all aspects of the school's work.
44. The governors, well led by the knowledgeable chair, are enthusiastic, and provide good support to the school. They have a very good awareness of the school's strengths and weaknesses, and visit the school often to monitor their areas of responsibility. They are keen to raise pupils' standards, and are enthusiastic about their monitoring responsibilities. They write informative reports to the governing body following their visits to the school. Governors work closely with the staff and parents to form the school improvement plan. This document provides a very good direction for the school's further development. Governors evaluate their own performance very well, and produce a three-year review programme to monitor all areas of their responsibility. This works well, and ensures that governors are constantly looking for ways to improve their effectiveness.
45. The school's finances are managed capably. The headteacher and governing body apply the principles of best value well. They compare the school's performance and costs with similar schools, and this helps them to set challenging targets. Fundraising provides a good source of extra money, and is directed well into areas of need. The new resources area, for example, was partly funded by the school and provides excellent accommodation for books and equipment that were previously stored in the hall. Governors have yet to secure funding for the improvement of the playground or provision of a play area for children in the Foundation Stage. They are keen to consult others about the school's provision, and their recent questionnaire to parents provided useful information on how they viewed the school's effectiveness. The school's secretary plays a key role in this process, ensuring that materials are bought at the best price, and keeping everyone well informed about the state of the school's finances.
46. The school is adequately staffed for the two classes. The job-share arrangements for both classes work well because the teachers communicate very well with each other. Parents see many benefits of having two teachers for their children, particularly in the variety of teaching styles this produces.
47. The accommodation is unsatisfactory. The old building is used well but there are significant shortcomings, particularly outside. Children in the Foundation Stage have no easily accessible play area, and this restricts both their physical development and their independence. The playground's surface is poor; as well as having a steep slope, the surface is uneven, potholed and covered in loose gravel. This is a danger to pupils and inhibits their movements in physical education. Inside, there is enough space now the new extension is finished, but the headteacher has no office apart from a room shared with other staff and the school secretary. This is unsatisfactory and denies the headteacher a space to hold confidential meetings with parents, staff or visitors. The supply of

learning resources is good in all subjects; they support pupils' learning well and do much to make lessons interesting.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To continue the school's rate of improvement and keep pupils safe, the governing body, headteacher and staff should:
- (1) seek ways to provide an easily accessible play area for children in the Foundation Stage;** (Paragraphs 52, 62, 115)
 - (2) improve the playground's surface so that pupils can play safely and achieve higher standards in physical education;** (Paragraphs 45, 47)
 - (3) provide the headteacher with an office.** (Paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	6	2	0	0	0
Percentage	15	45	30	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR-Y2
Number of pupils on the school's roll (FTE for part-time pupils)		15
Number of full-time pupils known to be eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs		YR-Y2
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		4

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

Unauthorised absence

	%
School data	4.8
National comparative data	5.4

	%
School data	0.0
National comparative data	0.5

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

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	30	0	0
White – Irish	0	0	0
White – any other White background	1	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	1	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	3	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 – Y2**

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	15.4
Average class size	21

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	12

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

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

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	128779
Total expenditure	126814
Expenditure per pupil	3963
Balance brought forward from previous year	13176
Balance carried forward to next year	15141

Results of the survey of parents and carers

Questionnaire return rate

60%

Number of questionnaires sent out

40

Number of questionnaires returned

24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	71	25	0	0	4
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	42	50	4	4	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	54	24	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	17	8	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	67	25	8	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	38	25	17	13	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. There are currently 17 children in the Foundation stage class, three of them part-time. Children are admitted during the school year in which they are five, but attend mornings only until the term of their fifth birthday when they are able to stay at school full-time. The children have had a variety of pre-school experiences before they come to the school and very good systems are in place, such as the use of 'Buddies' to ensure that children settle quickly into their new routines.
50. Assessments undertaken shortly after the children start school indicate that the attainment of the majority of pupils is above that normally expected for their age in each of the areas of learning. Overall, children make good progress during the year so that, by the end of the summer term, nearly all achieve the targets in all areas of their development.
51. The quality of teaching and learning is very good. The Reception teachers carefully monitor the progress of individual children, recognising the diversity of individual needs. They make careful and regular observations of the children and track their progress very carefully. Each child has a record of achievement, made up of an assessment file, the Foundation Stage Profile, a formal record of observations, termly targets, work samples and 'best work' folders.

Personal, social and emotional development

52. Standards are well above average in this area of learning. The quality of teaching is very good and children make very good progress so that nearly all meet the targets for this area by the time they reach the end of Reception year. Children settle quickly into school routines. They share equipment in a most co-operative way and take turns sensibly and responsibly. Children are given many opportunities to choose activities for themselves and they do so in a sensible way. They sustain concentration very well for such young children. They play amicably with each other, share resources willingly and co-operate well with adults. They show very good attitudes to their lessons and follow instructions very well. However, the lack of a safe outside play area limits the development of children's independence, as they cannot move easily from the classroom to outside.
53. The teachers and support staff work hard to build up the children's confidence and this is reflected by the very good behaviour around school and in class. Personal, social and emotional development is promoted very well in all areas of learning and the planning is thorough. A strength of the teaching is the warm, caring relationships that adults develop with the children, which helps them to feel secure and to grow in confidence. The adults provide very good role models for the children, always treating each of them with courtesy and respect to which they positively respond.

Communication, language and literacy.

54. The teaching and learning of communication, language and literacy skills are very good. The children make good progress in this area of learning, including those with special educational needs, who benefit from good support in the classroom and carefully planned work. All the adults communicate very well with the children, talking to them individually, in groups, and as a class to help them all to extend their vocabulary and to start to use their language and communication skills for a range of purposes.
55. The children all listen to stories well, and in one lesson seen contributed very successfully to the reading of 'Noah's Ark' by Lucy Cousins. The teacher questioned the children well to ensure they

were developing appropriate understanding from the text. They all listened well and responded appropriately to the story. One five year old suggested that Mount Ararat is in Turkey because, "I've got it at home on my computer." They clearly enjoy books and they handle them carefully, understanding how they are organised. They know that words and pictures carry meaning and that print is read from left to right and from top to bottom.

56. In their writing, most children use pictures, symbols, familiar words and letters well to communicate meaning, showing a good awareness of some of the different purpose of writing. In their workbooks they show a good understanding of how to find out information in a non-fiction book. On a wall display, there is an excellent example of writing instructions on 'How to Make Chocolate Krispies' where the best work is easily at the level expected of pupils at the end of Year 1.
57. By the end of the Reception year, the literacy hour is well established in the class and the teachers are using all aspects of learning effectively to offer opportunities to support the development of language and literacy.
58. Most children start in the Reception year with above average levels of reading and communication skills for their age and they continue to make good progress until nearly all meet the targets for this area by the time they start in Year 1.

Mathematical development.

59. The teaching and learning of mathematical skills is very good and, by the end of the Reception year, nearly all the children exceed the expected levels in this area. Teachers help the children to develop their mathematical understanding well by providing a structured programme of stimulating and enjoyable practical learning tasks and making learning fun. For example, in an excellent lesson observed on counting on to 10 and 20, the children were invited to help the teacher out with a 'problem'; there are 10 visitors for tea that night but only five chairs. The problem was solved with the help of a large and colourful abacus. In the same lesson, the children enjoyed counting to 10 and 20, in twos using odd and even numbers and in fives to higher numbers. Excellent teaching strategies in this lesson and high expectations meant that all children learned quickly. Teachers use every opportunity to extend the children's understanding of basic skills through practical experiences. All the adults in the Reception class use correct mathematical vocabulary and provide many activities that build upon the children's understanding. Questions are used skilfully to encourage children to organise their thoughts and build on their understanding. The children are good at reading and recording numbers and other mathematical information using pictures, objects and numerals. In this school the strengths of the teaching impacts positively on pupils learning so that by the end of the year all children have made good progress.

Knowledge and understanding of the world.

60. During the Reception year the teachers effectively build on the children's general knowledge, helping them to learn more about the world about them. The teaching and learning are very good in this area and the children make good progress to exceed the expected levels by the end of the school year.
61. The teachers are skilled at stimulating the children's interests, developing their observational skills and encouraging them to ask questions; this helps them learn quickly. Many practical activities are planned and organised so that the children can grasp a concept. In one particularly effective lesson based on the water cycle, the teacher enabled the children to extend their understanding and knowledge in a most inspiring way by allowing them to act out the water cycle in the school playground. In an excellent lesson the children had to think very hard in answering very searching questions such as, "Why don't we ever run out of water?" Children make good use of the computer

and soon learn to manipulate the mouse and click on icons on the screen. In a lesson on the weather, they showed good skills as they placed weather symbols on a map, inserted their name and sent completed work to the printer. Others recorded their own forecast on the tape recorder, rewound and played their recording independently.

Physical development.

62. The quality of teaching in this area is very good. However, although they are enthusiastic about doing physical education, children are inhibited in their movements owing to the limits of the accommodation, particularly the hall and facilities for outdoor play. They are unable to fully develop their gymnastic skills of running, jumping and landing. In one lesson seen, some children were clearly frightened of running too quickly in case they collided with others or with furniture that was spread around the edges of the hall. Nevertheless, children make sound progress and most attain the expected levels by the end of the year.
63. Teachers provide children with many opportunities to develop their hand control through the use of a range of mark making tools and cutting and gluing activities. Most children have good pencil control and most form their letters correctly. When changing for physical education most can independently dress and undress themselves although some still need help with buttons and zips.

Creative development.

64. In this area the quality of teaching and learning is very good and activities are well organised. The children make good progress in developing their creative skills and nearly all exceed the nationally recommended levels of attainment by the end of the Reception year. They enjoy a good range of practical activities, which enable them to experiment and to explore creatively and imaginatively.
65. Through art, music, drama, stories and in their play the children show an ability to use their imagination to listen and to observe. In one lesson, children produced excellent rainbow paintings after a suitably stimulating introduction from the teacher.
66. In their writing the children use pictures, familiar words and letters in an imaginative way to communicate meaning. They apply the skills of literacy very well in creative activities. The children all sing with enthusiasm in assemblies and in hymn practice, and are encouraged to listen to a variety of music from different cultures during assembly each day. In the topic on the weather, the children accompanied some simple weather songs using their instruments and they listened carefully to other's compositions.

ENGLISH

67. Pupils' attainment by the end of Year 2 is well above average in reading, writing, speaking and listening. The school has worked very hard to address the key issues from the previous inspection. More able children now have an opportunity to strive for higher levels of attainment in English. Teachers are good at planning very demanding tasks for these pupils and they respond with great enthusiasm. The involvement of parents in their children's learning through weekly homework letters and advice contributes well to this process of raising standards. From a good starting base in Year 1 pupils make very good progress in reading and writing by the time they are seven. Progress made by pupils with special educational needs in English is very good. A particularly effective strategy is the withdrawal of a small group of lower attaining Year 1 pupils for extra support and help within the literacy hour. This gives them the extra attention they need, develops their enthusiasm and helps them to learn basic phonic skills.

68. Pupils' speaking and listening skills contribute much to their attainment in English. All pupils demonstrated very good listening habits during the inspection. They listen most attentively to the teacher and respond appropriately when listening to each other. For example, in an assembly every pupil was able to say what they felt about good or bad things as the others listened carefully and respectfully. During lessons, they listen very carefully to teachers' instructions and explanations. In a literacy lesson observed during the inspection, pupils clearly enjoyed listening to poetry when read by the teacher but also read it together with expression and obvious pleasure. During interviews they were very articulate in describing events and their schoolwork. At lunchtime they converse freely, sensibly and fluently with their peers and adults and discuss their ideas with other pupils during lesson time. In a very good art and design lesson for Years 1 and 2 pupils, they were successfully encouraged by skilful questioning to express their opinions about a range of photographs. This approach also enhanced the pupils' spiritual development. One pupil remarked about some lions, "They are using their senses, the lions' ears are pricked up."
69. Pupils in Year 2 read fluently with a very good recognition of sentences, and an appropriate change of tone when reading aloud. Pupils have a very good store of words they can read, and have a good grasp of how to work out the sounds of new words. When a pupil in Year 1 was asked what he might do with a difficult word, he replied with aplomb, "Well it's easy when you break it down from a compound word." Pupils throughout the school have a very positive attitude to reading and take books home regularly to read to parents and other adults. By the age of seven they are regularly using both the school and public libraries, name their favourite authors and express a preference for different categories of books. Those pupils interviewed during the inspection have access to a wide range of books at home. Their reading record helps to support their progress. The school has a good collection of books to support the literacy hour and the teaching of English and has invested heavily in this area since the previous inspection.
70. The school has successfully addressed those minor issues from the previous inspection concerning reading. The reading scheme is organised well so that pupils are encouraged to 'fast track' the scheme; most now benefit from not being required to read every book within every band. This encourages more rapid progress. Pupils are encouraged to read library books, non-fiction books and group readers in class as well as the commercial reading scheme books which are mainly used for pupils to take home to share with their parents.
71. Teachers work very hard to develop the basic skills of writing and all pupils in Years 1 and 2 have the opportunity to develop their story writing skills though a one hour extended writing session per week. This has helped to raise standards in writing significantly. It is clear from the observation of work in other subjects that pupils make full use of their writing skills across the curriculum. For example, in science, geography and religious education pupils have produced some excellent pieces of extended writing, and in history one pupil wrote very expressively in the role of someone escaping to the country in the time of the Black Death.
72. Pupils make good use of ICT to develop their writing skills. For example, they linked pictures effectively with Internet search results to find information on their Spring topic, and this helped them produce excellent poems. One pupil wrote,
- In the Spring the trees go a delicate white,
The hedgehog comes out of the scrunchy leaves,
Snowdrops burst out like little white bells.*
73. Standards in spelling have risen since the last inspection because clear and close attention is now paid to teaching strategies and setting individual targets for improvement. A new system for the teaching of spelling has been introduced and this has provided a very good structure to pupils' learning.

74. Handwriting is effectively taught and by the time they reach the end of Year 2 most pupils write with a consistent, joined style. Pupils write very neatly in their books and there is little wasted space.
75. The standard of teaching is very good, and is characterised by teachers' good knowledge, very high expectations of pupils' work and an enthusiastic approach to the subject. Planning is very good and takes account of the full age range within the class. Group activities are very well matched to the different ages and abilities in the class and so pupils are always challenged to do their best. Teachers know their pupils well and have a very good understanding of their needs. This, linked with very good relationships and management of the class, explains why pupils are so confident as learners.
76. The experienced and well-organised co-ordinator manages the subject very well. Since the last inspection there has been an extensive review of and evaluation of literacy teaching and learning and also an audit of resources for the subject. Planning is very good and is regularly monitored by the whole staff. Evaluation of weekly and lesson plans is very well used to inform future plans and to adapt the curriculum. Teachers use regular, detailed assessment of pupils' progress to plan the next steps in learning and this is complemented by good marking which both celebrates the pupils' successes and gives clear direction for improvement. Termly targets are shared with the pupils and parents, and this partnership is helping to raise standards further. Teachers have a very good knowledge of National Curriculum attainment levels that gives them a clear understanding of how well the pupils are achieving and what next steps targets to set. Book resources have improved significantly since the previous inspection.

MATHEMATICS

77. By the end of Year 2, standards in basic numeracy and in other areas of mathematics are very high. This is a big step up from the average standards of the previous inspection, and the result of:
- very useful training provided by a mathematics consultant;
 - better use of the summing up session at the end of lessons to assess pupils' learning;
 - improved questioning techniques used by teachers; and
 - better resources to give pupils more practical work.
78. All groups of pupils achieve very well. Pupils with special educational needs benefit from good support in lessons and make very good progress; all are attaining at least the national standard by Year 2. More able pupils make equally good progress, and many develop an excellent 'feel' for number by Year 2. Pupils enjoy their success in mathematics, and all are keen to do their best.
79. By Year 2, pupils have a very good understanding of number patterns, including odd and even numbers, and they continue the patterns with very good skill. They use quick mental recall of addition and subtraction facts to 20 and beyond. They apply these skills very well when solving mathematical problems. They use a wide variety of strategies for doing this, such as using doubles, 'near doubles' and by breaking numbers into manageable amounts. They work confidently with money, and are quick to solve problems such as, 'If I start with £1, how much change will I have if I buy goods costing 20 pence, 50 pence and 10 pence?' They round numbers to the nearest 10 easily. Pupils have a very good understanding of simple fractions of whole numbers, and many are confident with more difficult fractions. They use the correct units of measurement when investigating the lengths, weights and capacities of different objects and are very good at estimating length. Pupils have a very good recognition of common two and three-dimensional shapes, and attain very high standards when rotating shapes such as triangles. They are very good at recording data graphically, for example, by using tally charts of the way pupils come to school, and then using

their ICT skills very effectively to produce accurate bar charts. Pupils use computers for much of their work, moving out of the class sensibly to follow up work done in the classroom in the computer area.

80. The pupils use their mathematical skills effectively in other subjects. In science, for example, pupils in Year 2 used their mathematics skills well to plot the varieties of 'minibeasts' they had found, and in ICT, pupils use computer programs well to consolidate work on addition and subtraction in class.
81. The quality of teaching and learning is very good. The teachers use a variety of very effective strategies at the start of lessons to develop pupils' ability to make quick mental recall of number facts. In one lesson, for example, the teacher started with pupils' favourite game, saying, "I'm thinking of a number that is a multiple of five and less than 50. What is it?" Pupils quickly sorted out the various options and fired possible answers back to the teacher.
82. The teachers organise group work very well, matching tasks to the pupils' varying ages and abilities. This was a weakness in the last inspection, and the school has done much to improve this aspect of teachers' planning. Teachers ensure that the pupils use their number skills well to solve real life problems, and this enhances their learning. This was seen to good effect at registration, when the teacher asked pupils in Years 1 and 2 how many were present if four were absent.
83. The teachers make the pupils check their answers by asking questions such as, "Are you sure?" and this does much to help pupils think carefully to arrive at the right answers. Teachers use summing-up sessions very effectively to consolidate learning and to see where difficulties arose, asking questions such as, "What have we learned today?" This gives pupils a very good grasp of their own learning, and shows them clearly where they found problems.
84. The teachers mark the pupils' written work regularly and positively, often making useful comments to help pupils improve. In one pupils' book, for example, the teacher saw that he was making unnecessary mistakes and wrote, 'Make sure that you space your numbers out more'. The pupil heeded this advice and future work was more accurate as a result. The teachers set regular homework tasks to extend or consolidate learning.
85. There is a clear subject policy document, and planning is soundly based on the National Numeracy Strategy. The leadership and management of the subject are very good. The subject co-ordinator has done much to raise standards by analysing carefully where pupils were struggling and working closely with staff to make teaching more effective. When boys were found to be lagging behind girls, for example, the co-ordinator organized more practical activities, computer tasks and timed challenges to capture boys' interest. Very quickly, boys started to enjoy mathematics more, and they now attain as well as girls. The co-ordinator monitors and evaluates teaching effectively in order to ensure that practice meets planning, and to share examples of the best teaching with all staff. There are good resources to support teaching and learning. The subject makes a very good contribution to the pupils' personal development, in allowing them to use their number skills in real life situations and in encouraging collaborative work whenever necessary.

SCIENCE

86. By Year 2, standards are well above average in science, and are significantly higher than those reported in the last inspection. This improvement is due to improved teachers' knowledge of the requirements of the subject, more detailed curricular planning, particularly to extend more able pupils, and useful exchanges of ideas with local schools. All groups of pupils achieve well. More able pupils produce some excellent work, and their studies of the human skeleton, illustrated with great skill, showed a very good understanding of the function of different bones. Pupils with special

educational needs make very good progress because the extra support in class enables them to gain a clear understanding of topics.

87. Teachers give pupils lots of opportunities to conduct experiments, and this does much to develop pupils' understanding of scientific concepts. Pupils' work investigating how light travels through different materials, for example, was of high quality and showed that pupils had a very good understanding of how to conduct a fair test. Pupils have a very good understanding of forces, and are skilled at making an electrical circuit to make a motor work. Pupils name the parts of a plant accurately, and, because teachers let them explore plants around the school grounds, understand that they come in different shapes and sizes. They have a good knowledge of the main parts of the human body, and the effect that healthy and unhealthy foods have on our well-being. Pupils have a very good understanding of how some materials, such as sponges, can change shape while others, such as marbles, stay the same. In all of their work, their recording using text, diagrams and tables is excellent and shows how well they respond to teachers' high expectations.
88. The quality of teaching and learning is very good. Teachers' planning is thorough, and provides a good range of activities for higher attaining pupils, those with special educational needs and the different ages of pupils in the class. This is why all pupils attain at least national standards by Year 2, and many attain higher levels. Teachers have a good scientific knowledge, and this ensures that pupils learn basic scientific skills systematically from Year 1. Teachers are particularly good at explaining the meaning of scientific terms, and this gives pupils a very good technical vocabulary. Teachers set the scene for the lesson effectively by informing pupils of what they should have learned by the end, and this works very well; it enables pupils to focus on the task, and makes it easy to make accurate assessments of their progress towards these goals. Teachers make lessons interesting so that pupils enjoy learning, and concentrate very well. They make good use of computers to enhance pupils' learning, showing them how to design electrical circuits using a science program, for example, and how to use the Internet to research 'minibeasts'. Teachers mark pupils' work very well so that they know how successful they have been. They sometimes ask questions in the marking and this works very well; in one pupil's book, for example, the teacher wrote, 'Is this a fair test? Why?' and the pupil responded by explaining in good detail what made the test fair.
89. The leadership and management of the subject are very good. The co-ordinator has raised standards of teaching and learning by regular, well focussed evaluations of lessons and rigorous analysis of pupils' work. Assessment procedures are good, and provide accurate information about pupils' attainment and progress after each topic. Learning resources for science are good, and enhanced by a very good range of ICT programs. The subject makes a very good contribution to the pupils' spiritual and moral development; for example, through the way pupils care for the animals they study.

ART AND DESIGN

90. Standards in art and design by Year 2 are well above average. The big improvement in standards since the last inspection is due to the higher standard of teaching and more thorough curricular planning. The quality of teaching and learning is very good and promotes very good progress. Teachers are confident in their knowledge, and this ensures that pupils learn the basic skills of drawing well. Pupils can produce good quality sketches with suitable attention to line and detail. In the one lesson seen pupils discussed movement in pictures with the teacher and in their sketchbooks most were able to draw a suitable sketch as a model for a clay sculpture.
91. Teachers provide stimulating material both in the introduction to lessons and in the main activities. In the very good lesson seen for Year 1 and 2 pupils the children were first introduced to photographs and pictures of minibeasts, sculptures and sea creatures. Saltdough and clay in a variety of colours were provided for modelling after a suitable sketch had been drawn. This lesson enhanced the spiritual and cultural development of the pupils as they are introduced to the work of Epstein and

other artists. Pupils have a very good understanding of the styles of various artists, which helps them to improve their work.

92. An attractive display of work in the entrance to the school illustrates work done inspired by Matisse's 'Music' painting and is an excellent example of the standards achieved by the school in art and design. The pupils spent a week studying Matisse using all national Curriculum subjects in order to see his work from a different viewpoint. This included learning Matisse's papier-decoupe technique and playing with it to see how images can change and using the new techniques and perspective learnt from the week's study to produce a school Christmas card. The 'Blue Nude' was studied as a mathematical exercise and ICT lessons were used effectively to show pupils how their work could be scanned and manipulated to produce the final collage.
93. This kind of innovative approach, very good subject knowledge and lively teaching is very successful at building enthusiasm and confidence in the pupils. It enables them to extend their learning very well and achieve a very high level of attainment in their artwork. A further example of high standards is in the form of a wall-mounted mosaic at the entrance to school, which was created with the help of a visiting artist.
94. The subject is very well managed in school and planning and assessments are very well used to promote the development of skills. For example, the co-ordinator keeps files of pupils' work at different levels of the National Curriculum and this assists colleagues in coming to a consistent view of expected standards. The school uses cross-curricular themes very well to enhance pupils' learning, both in art and design and other subjects. There is a good range of stimulating resources to support pupils' learning.

DESIGN AND TECHNOLOGY

95. Judgements in this subject are based on the observation of pupils' work and displays around the school and in discussions with pupils and teachers. These indicate that, by Year 2, standards are well above average. This is a big improvement since the last inspection, and shows the value of better curricular planning, more informed teaching and good developments in the resources to support learning. It was not possible to observe a lesson in design and technology during the inspection because of timetabling arrangements, and so no overall judgement can be made on the quality of teaching. Standards of achievement are very good, and pupils with special educational needs make good progress.
96. Pupils show very good skills in designing, planning, making and evaluating their work. In one of their best projects, pupils produced an excellent labelled diagram of a penguin house with a good evaluation as to how it might be improved. The pupils use their plans and designs well in real situations. Particularly good examples were when pupils dressed as their favourite character on World Book Day, made the signs for the May Fayre stalls and designed exciting cards at Christmas and Easter. The high quality of the garden designs, produced by the pupils for the development of a sensory garden in the school grounds, helped win an award of £500 to help develop the work in this subject. Pupils work confidently with tools, and have made some attractive bags. These illustrated their very good skills in designing, making, communicating ideas and confidence with scissors, needles and thread.
97. The subject co-ordinator manages the subject well and gives good support to staff. Teachers' planning benefits from good guidance in the nationally recommended scheme of work. There is a good supply of learning resources, and monitoring of lessons has recently begun.

GEOGRAPHY

98. By Year 2, standards are above average. This is an improvement from the previous inspection, when standards were average, and shows the benefit of better curricular planning, particularly to link geography with other subjects, improved resources and more effective management of the subject. All the pupils, including those with special educational needs, achieve well and make good progress. Pupils present their work very well and show a pride in their achievements. The pupils have a good understanding of a plan as a view from above, and their work showing the layout of their classroom, complete with a key, was of very good quality. They talk knowledgeably about features on maps, and showed this well when planning a journey from Coleshill to the imaginary island of Struay. Pupils have a very good knowledge of other countries of the world, and write accurate accounts of the differences in the climate between places such as Norway and Spain. In some of their best work, pupils achieved high standards as they wrote knowledgeably about the physical and human features of places and used a table effectively to illustrate their findings.
99. The pupils use their literacy skills very well to record their findings. Their comprehensive written work, for example, of Barnaby Bear's imaginary holiday provided an excellent daily account of his experiences. Pupils make good use of ICT in geography, researching different countries on the Internet and producing useful maps for their work on North America.
100. It was not possible to observe any geography lessons during the inspection, but an analysis of pupils' work and of teachers' planning indicates clearly that the quality of teaching and learning is good. The teachers are good at making learning fun, encouraging pupils to imagine living in place such as India and Scotland, or what life would be like as a farmer's wife. This helps them develop a deeper understanding of other lands and makes their research more meaningful. Pupils' knowledge of Greece is enhanced by their contacts with pen pals who write interesting accounts of their lives in such a contrasting location.
101. The curriculum is planned well, making effective use of national guidelines that have been adapted well to meet the needs of the school. There is a good range of resources to support pupils' learning and make lessons interesting. The co-ordinator provides good leadership and has done much to raise standards, especially by arranging field trips to nearby study centres and involving parents in pupils' learning by inviting them to 'workshops' to see what their children study in geography. There are sound procedures for assessing and recording the pupils' progress. The subject makes a good contribution to the pupils' personal development, in making them aware of their responsibilities in preserving the environment and in encouraging collaborative work when possible.

HISTORY

102. By the end of Year 2, standards are well above average, which is an improvement from the previous inspection when standards were average. Better curricular planning and stronger links with other subjects, particularly literacy, have raised standards. All the pupils, including those with special educational needs and those who are particularly talented, are making good progress in developing their knowledge and skills. Pupils enjoy their history lessons and are keen to learn and to do their best. They are eager to bring in items from home.
103. By Year 2, pupils have a thorough knowledge of the lives of many famous people of the past, and talk with good understanding about famous events in British history, such as the Gunpowder Plot and the Great Fire of London. They use their literacy skills very well to write accounts of the Great Fire and the 'Black Death' in the form of imaginative diary extracts written by someone trying to escape from the terrors. Pupils gain much from visits to museums that give excellent experiences of life in the past. When studying Iron Age houses, for example, one pupil wrote, 'It was my favourite house in the whole museum.'

104. The quality of teaching and learning is very good. Teachers are very knowledgeable, and are skilled at making history come to life with their imaginative use of resources. In a lesson for pupils in Years 1 and 2, for example, the teacher was talking about how seaside holidays in Victorian times were quite different from those today. When pupils were clear about some of these differences, the teacher introduced a member of staff dressed as a Victorian holidaymaker and pupils gasped at the way she was dressed. They showed great maturity and historical awareness when quizzing the 'visitor' about why her clothes were so unlike those of today and what life was like at that time. By the end of the lesson, all pupils had a very good understanding of life at the turn of the century.
105. Teachers plan lessons well so that that all pupils, whatever their ages or ability, are included in learning. They make good use of ICT to enhance learning, as was illustrated well when they conducted a survey of pupils' favourite and least favourite activities on holiday, and researched how Native Americans struggled to survive. The teachers ensure that there are good opportunities for the pupils to find out information for themselves, including from the Internet, and this is a good improvement from the previous inspection.
106. The co-ordinator manages the subject well. Planning is soundly based on national guidelines, adapted well to meet the school's needs and resources. There are sound procedures for assessing pupils' progress, and teachers use information gained from assessments very well to plan the next steps in learning. There are good resources to support teaching and learning, and parents are very willing to send useful materials from home.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. By Year 2, standards in ICT are above average, and all groups of pupils achieve well. This judgement shows a very good improvement on the standards reported in the school's previous inspection, which were below average. This illustrates the effectiveness of staff training to develop teachers' expertise, better curricular planning to cover all aspects of the programmes of study and more opportunities provided for pupils to work independently on computers. Pupils with special educational needs make good progress, and welcome the success that using word processing programs gives them when writing stories. Talented pupils also do well, because teachers set them demanding challenges that require them to research projects for themselves, particularly using the Internet.
108. Year 2 pupils use computers with confidence to organise, reorganise and edit text to ensure their writing is clear, well presented and free of errors. They type in text confidently, and use computers very naturally because of the regular practice that teachers give them. They use the spacebar appropriately to create spaces, the 'caps lock' to create capitals and the backspace key to make corrections. They have a very good awareness of how the Internet is useful to send and receive messages, and are skilled at finding suitable websites to find more about their topics, particularly in history and geography. Pupils use graphics programs very well to create interesting pictures, and developed these skills effectively when designing shapes to express feelings. One pupil's work representing 'worry' was especially effective, showing two knotted shapes on a murky grey background. Pupils operate robot devices well, and compile a good list of instructions to direct the machine across the floor.
109. The quality of teaching and learning is good. Teachers introduce pupils to the required concepts and skills in a systematic way, and their explanations are clear and well informed. As a result, pupils develop a good range of basic skills, and work purposefully at a rapid pace. Teachers use ICT very well to extend pupils' learning in other curriculum areas, and this helps them understand how computers are useful in all aspects of their work. This was seen to good effect in mathematics, when teachers often had pupils following up work done in class on computers. Teachers show

secure knowledge of the subject in their explanations and instructions, and this gives pupils confidence to ask questions and extend their learning further.

110. The leadership and management of the subject are very good. The school has worked to a good action plan put in place after the last inspection, and made significant improvements in the range and quality of resources. The co-ordinator has introduced a good scheme of work, based on national guidelines, which addresses all the required elements of the curriculum. She monitors pupils' standards very well, and gives teachers good guidance on how to raise standards further. Assessment procedures are good, and give teachers a clear idea of pupils' attainment and progress. The small computer suite, well stocked with modern machines, works well, and gives groups of pupils good opportunities to put their new learning into practice.

MUSIC

111. By Year 2, pupils' standards are well above average. Their singing is of a very high standard and is especially strong in assemblies and collective worship. Pupils with special educational needs also achieve very well and are given good support in lessons. Every pupil in Year 2 is learning the recorder and, during the inspection, they all played in assembly to accompany the singing, demonstrating very good skills in reading music. A professional flute player visits the school weekly to teach the recorder and her expertise is helping to raise standards of performance further.
112. The quality of teaching and learning is very good. Lively teaching from the co-ordinator captures the pupils' imagination and their learning is extended very well in all lessons. In one very active lesson, every pupil was expected to participate and by using the song 'We're going on a snail trail', explored 'echo patterns' using rhythm, clapping and playing percussion instruments. Pupils listen to, appreciate and enjoy music and experience the joy of singing as part of a larger group. They are very skilled at adding to established tunes while keeping the structure to that music. They have a good awareness of dynamics, pitch, timbre, rhythm and tempo and repeat musical patterns confidently by clapping and using percussion instruments. The teacher has very high expectations and, although the activities are very demanding for some pupils, they respond very well and enjoy the challenge.
113. Music and singing clearly play a very important part in the life of the school and there are many opportunities for the pupils to perform. Performing before an audience helps pupils to gain in confidence and significantly enhances their learning. All the pupils take part in two musical productions a year, as well as taking part in an annual music festival at a nearby school. At an open assembly every month, Year 2 pupils play their recorders for parents and visitors. Music is used by the school to help strengthen links with the community and also to enhance spiritual, moral, social and cultural development. A good example of this occurs on the last day of every term when the whole school visits the local church for the end of term service; all pupils sing and play instruments.
114. The quality of learning is often enhanced because pupils are very well behaved and are interested in music lessons. They are enthusiastic and are eager to be chosen to play an instrument or take a special part in a lesson. Teachers are very good at encouraging pupils to evaluate what they see and hear, which helps to develop their speaking skills and enrich their musical vocabulary. Music contributes significantly to many other subjects. During the inspection, for example, music was played daily as the pupils entered and left the hall for assembly, in science the pupils sang a selection of minibeast songs such as 'The ants went marching two by two' and in history and geography pupils sang songs as part of their topic on Native Americans.
115. The subject is very well led by the co-ordinator, who gives very good support to the staff. Policies, schemes of work and planning are thorough and are suitably linked to the requirements of the National Curriculum. Lessons are very well planned and have clear aims that are shared with the

pupils. Experiences are enriched by visits and visiting musicians and this enriches the whole curriculum. There are good resources to support pupils' learning. A wide variety of musical instruments has been purchased along with multicultural instruments, books, pictures and compact disks. Regular assessments are linked closely to the National Curriculum targets for music and these are reported annually to parents.

PHYSICAL EDUCATION

116. By Year 2, pupils' attainment in physical education is average; no judgement was made on standards in the last inspection, and only games lessons were observed this time. Pupils achieve sound standards in relation to their ability, and those with special educational needs make good progress when supported by a teaching assistant. Pupils have a good awareness of the space around them, but their movements are restricted by the poor surface of the playground. The uneven ground and loose gravel make pupils very cautious, and mean that they have to slow down very gradually to avoid falling. In addition, the hall is very small, and has to accommodate a library area as well. At the time of the inspection, though, a new resource area was completed that will house the library and give more space for physical education. Despite these significant shortcomings, pupils work hard at physical education and a few show good skills in games. Pupils throw and catch small balls with reasonable skill, and improve their performance significantly with practice. Boys tend to get more distance when throwing, but girls' aim is generally more accurate. They have a good awareness of the effects of exercise on the body, and talk knowledgeably about the increase in rate of their heartbeat. They make careful observations of the work of others, and improve their own skills as a result.
117. The quality of teaching is good, but the rate of pupils' learning, while satisfactory, is held back by the poor accommodation. Teachers plan lessons well, and use initial warm up sessions effectively. Lessons get off to a good start because teachers have taught pupils what is expected of them. This means that as soon as the teacher blows the whistle, everyone stops immediately, and this ensures that pupils make the best of the time. Teachers demonstrate techniques clearly in order to improve the quality of pupils' performance, and they use pupils well to demonstrate good practice. This ensures that pupils develop the correct skills, and are able to refine their moves using the expertise of more able members of the group. The teachers use praise and encouragement well, and this persuades pupils to attempt challenging tasks. In one lesson, for example, pupils were learning how to throw accurately, and when a few were struggling through poor co-ordination, the teacher's constant praise and urging enabled them to progress sufficiently well to hit the target consistently by the end.
118. The leadership and management of the subject are satisfactory. The co-ordinator has a sound grasp of how to raise standards in the subject, and has introduced a good scheme of work that provides a useful basis for teachers' planning. The subject has good resources to develop pupils' skills. Pupils' skills benefit from a good variety of extracurricular sessions, and dance lessons provided by a previous member of staff.

RELIGIOUS EDUCATION

119. By Year 2, standards in religious education are well above those expected by the locally agreed syllabus. The quality of learning is very good; teachers plan lessons very well and include a good range of topics covering many different religions. No lessons were seen during the inspection. However, it is clear from observations of collective worship, talking to pupils and looking at their work that the quality of teaching and learning is very good, and an important reason for the far higher standards than at the time of the last inspection.

120. Policies, schemes of work and planning are thorough, and follow the locally agreed syllabus. Visitors to the school make a valuable contribution to the curriculum. The rector, curate and youth worker from the local church are regular visitors and contribute to both collective worship and to the Magpie Club that meets after school.
121. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about the beliefs and practices of some world religions and they have a very good understanding of the stories and special people connected with them. For example, some pupils had written a thank you prayer to the natural world and one wrote,

*Lord I love the beautiful butterflies with delicate wings,
her wings look like stained glass windows.*

122. The subject is very well led by the co-ordinator who has improved the supply of resources significantly since the last inspection. Multi-faith kits have been purchased together with other materials including many objects from world religions. These help significantly to enhance the curriculum and make the teaching and learning more relevant. The medium term planning clearly highlights assessment opportunities and cross-curricular aspects of the subject. Each unit of work has an indication how it might contribute to other areas of learning. The close links with the local church, involving visits to sing and participate in services, help pupils to understand that religion is an important influence in many people's lives, especially in small communities such as Coleshill.