

INSPECTION REPORT

BOURNEBROOK CE PRIMARY SCHOOL

Fillongley, Coventry

LEA area: Warwickshire

Unique reference number: 130881

Headteacher: Mrs Mary Hoverd

Lead inspector: Mr Graham R Sims

Dates of inspection: Monday 19th – Wednesday 21st January 2004

Inspection number: 255567

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	136
School address:	Bournebrook CE Primary School Coventry Road Fillongley COVENTRY West Midlands
Postcode:	CV7 8ET
Telephone number:	01676 540390
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Mike Cullum
Date of previous inspection:	1 st July 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in a rural location to the north-west of Coventry. It serves the parish of Fillongley and outlying villages, and a significant number of pupils come to school by bus or taxi. It is a voluntary controlled Church of England primary school. It has 131 boys and girls on roll between the ages of 4 and 11 and is much smaller than most primary schools. The school has its own nursery, which caters for 10 children who attend in the morning. The school is over-subscribed. The socio-economic background of the pupils varies considerably. National statistics show that the socio-economic circumstances of the school's catchment area are average, and an average proportion of pupils are eligible for free school meals. Very few pupils come from minority ethnic backgrounds and no pupil is at an early stage of learning English. The proportion of pupils who join or leave the school during the school year is average. Twenty per cent of the pupils have been identified as having special educational needs, which is just above the national average. Thirteen pupils receive help from outside specialists for a range of needs, including dyslexia, moderate learning difficulties, and speech and communication problems. One pupil has a statement of special educational need. Children are admitted into the reception at the beginning of the year in which they have their fifth birthday. The attainment of children when they start school varies from year to year, with a significant proportion of above average pupils and a varying proportion of children with below average skills. Overall, attainment on entry is average. Since the last inspection, the school has reached its full size, following its re-establishment after the merger of two first schools. A new headteacher joined the school in January 2000. The school has experienced a high turnover of staff in recent years, but the staffing situation is now stable. The inspection of collective worship has been carried out by a separate inspector from the diocese.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28899	Mr Graham R Sims	Lead inspector	Art and design Design and technology Information and communication technology Music Physical education English as an additional language
09146	Mr Mark Brennand	Lay inspector	
22352	Mrs Frankie Gaywood	Team inspector	Foundation Stage curriculum Mathematics Religious education Personal, social and health education
10204	Mr David Vincent	Team inspector	English Science Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bournebrook CE Primary School is a very effective school which offers very good value for money. Pupils achieve very well, reaching well above average standards by the time they leave the school. The overall quality of the teaching is very good, and the school is led and managed very well.

The school's main strengths and weaknesses are:

- The school is continually adding value to pupils' previous academic achievements, as pupils make good progress in nearly all subjects and in every class.
- By the time pupils leave school, standards are very high in science and well above average in English and mathematics. They are also above average in a number of other subjects.
- The school is particularly good at identifying and then meeting the needs of individual pupils, whether they be pupils with special educational needs or those who are more able.
- The headteacher is rigorous in her evaluation of the school's strengths and weaknesses, has high aspirations and utilises the strengths of her staff well in order to effect improvements.
- Throughout the school, the teaching is of a consistently good, and frequently very good, quality; it interests pupils and motivates them to learn.
- There is a very good ethos to the school, characterised by the pupils' very good attitudes and behaviour, the very good teamwork of hard-working staff, and a very happy atmosphere.
- Provision for information and communication technology is improving, but standards are not as high as in other subjects and not enough use is made of new technology as a teaching aid.
- The curriculum is well planned and provides much that engages pupils' interest. However, some lessons are too long, and time is not always used as effectively as it could be.

There has been good improvement since the last inspection and the school is now more effective than it was. Previous key issues to do with assessment and the role of subject co-ordinators have been tackled well, although changes in staffing have temporarily affected the leadership of some subject areas. Academically, standards have improved throughout the school. Many other improvements have been made, foremost of which has been the very successful reorganisation of the accommodation and teaching arrangements for children in the nursery and reception.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A	C	B	A
science	A*	A	A*	A*

Key: A - amongst the top 5 per cent of schools; A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is very good as pupils make good progress and achieve well in every class. Pupils with special educational needs and those who are gifted and talented make equally good progress. The new arrangements for teaching children in the nursery and reception are providing a very solid foundation for work in later years. Although there is wide variation, children's skills on entry to the school are fairly typical for their age. By the time they enter Year 1, they are already moving beyond the goals they are expected to reach. Standards at the end of Year 2 have risen more than in most schools. The national test results in 2003 were above average in writing and mathematics, and

average in reading. Inspection findings show that standards are above average in English, mathematics and science at the end of Year 2.

As in most small schools, results fluctuate from year to year, but the overall trend at the end of Year 6 is one of improvement, at a similar rate to the national trend. In 2003, the results were above average in mathematics, well above average in English and amongst the top five per cent of schools in science. When compared to similar schools, the results were well above average. Inspection findings show that standards are very high in science and well above average in English and mathematics. Standards in information and communication technology are not as high, but they are improving and pupils are now reaching the nationally expected standard. Standards in religious education are above expectations. During the inspection, examples were seen of very good work in art and design and good work in music and physical education.

The provision for pupils' spiritual, moral, social and cultural development is very good, and this is reflected very clearly in pupils' personal qualities and the ethos of the school. Pupils' attitudes to school and to their work are very good; they participate enthusiastically and willingly in lessons and in additional activities. Their behaviour in lessons and around the school is very good. Racial harmony and the relationships amongst pupils and between pupils and staff are very good. The level of attendance is above average.

QUALITY OF EDUCATION

The school provides a very good quality of education. The overall quality of the teaching is very good. As a result, pupils learn very well. Teachers plan their lessons very well, take very good account of the differing needs of pupils and provide a good variety of interesting activities. The school's procedures for assessing pupils' work are very good, and they use the resulting information very well in order to respond to individual pupils' needs.

Overall, the school provides a good curriculum, and teachers plan interesting activities which interest and motivate the pupils. However, some lessons are too long and time is not always allocated as effectively as it could be to bring further enrichment to pupils' learning. The school provides a very good range of activities outside the formal curriculum. The overall range of learning resources and the quality of the school's accommodation are satisfactory. After the recent reorganisation, children in the nursery and reception now have very good accommodation.

The school takes very good care of its pupils and has very good procedures to ensure pupils' welfare, health and safety. It provides them with very good support, advice and guidance and is very good at seeking, valuing and acting upon pupils' views. The school's links with parents and the local community are very good. There are good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. This reflects the very good leadership provided by the headteacher and certain key staff, the good leadership of other staff and very good governance. The headteacher has high aspirations for the school and provides a very clear sense of direction through rigorous self-evaluation and detailed plans for development. The governing body ensures that the school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They like the family atmosphere of a small school. They feel it is led and managed well, the teaching is good, their children are expected to work hard and are making good progress. Pupils are also very enthusiastic about their school. They like coming to school and have no major concerns about the way they are treated.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Make better use of information and communication technology as a tool for teaching and to promote pupils' learning in other subjects.

- Review the school's timetabling arrangements to ensure that time is used as effectively as possible throughout the day.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

During their time in the school, pupils achieve very well. Standards in English, mathematics and science are well above average by the end of Year 6.

Main strengths and weaknesses

- The school is continually adding value to pupils' previous academic achievements, as pupils make good progress in nearly all subjects and in every class.
- The school caters well for the needs of all groups of pupils, so that those with special educational needs, as well as the more able pupils, all achieve very well.
- By the time pupils leave school, standards are very high in science and well above average in English and mathematics. They are also above average in a number of other subjects.

Commentary

1. Children's attainment on entry to the school varies considerably but is generally fairly typical for the age group. The new arrangements for teaching children in the nursery and reception together in one Foundation Stage Unit are proving very successful. All of the children achieve well and make good gains in all the areas of learning because of consistently very good teaching. By the end of their year in the reception, most children exceed the goals expected of them and are beginning to tackle the sort of work they will meet in the following year. They make particularly good progress in their personal, social and emotional development and in their knowledge and understanding of the world because of the wide range of rich and varied activities provided by the staff.
2. In 2003, the results of the national tests at the end of Year 2 were above the national average in writing and mathematics and average in reading. The results of the teacher's assessments in science were also above average. When compared with the results of similar schools, their attainment was above average in writing and mathematics and below average in reading. Although the results in reading were lower than the previous year, all three aspects have improved since the last inspection, at a faster rate than in most schools. Inspection judgements show that pupils' achievement in Years 1 and 2 is good, and standards in English, mathematics and science are above average by the end of Year 2.

Standards in national tests at the end of Year 2 – average point scores¹ in 2003

Standards in:	School results	National results
Reading	15.6 (17.9)	15.9 (15.8)
Writing	15.2 (14.8)	14.8 (14.4)
Mathematics	17.0 (17.3)	16.4 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

¹ **Average point scores** are used as a way of comparing fairly the performance of pupils in one school with those in another. The level achieved by each pupil in the national tests is converted into a points score. The points achieved by all of the pupils are added together and divided by the number of pupils who took the test to arrive at an average point score. An average point score of 15 at the end of Year 2 is equivalent to a middle of the range Level 2, which is the standard expected of seven-year-old pupils. At the end of Year 6, an average point score of 27 is equivalent to Level 4, the national expectation for eleven-year-olds.

3. The national test results at the end of Year 6 have fluctuated in recent years, but the overall trend since the last inspection is one of improvement at a similar rate to the national trend and standards which have been well above the national average. In 2003, the results were well above the national average in English, above average in mathematics and amongst the top five per cent of schools in science. When compared with the results of similar schools, they were well above average in English and mathematics and very high in science, which has been the most consistently successful subject over the last few years. Inspection judgements show that pupils' achievement in Years 3 to 6 is good, and standards in English and mathematics are well above average and in science are very high.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.7 (29.4)	27.0 (27.0)
Mathematics	28.3 (26.7)	27.0 (26.7)
Science	31.7 (30.9)	28.8 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

4. The teachers' very good awareness of the progress of each individual pupil, the careful matching of tasks to pupils' capabilities and the sensitive support by teachers and teaching assistants, enable pupils with special educational needs to achieve well throughout the school. Over the last three years, girls have attained significantly better results than boys in English at Key Stage 1². Although the gap narrows significantly in Key Stage 2, the difference is still greater than the national gap. The school has also identified the difference in performance, takes steps to monitor the situation closely, and provides additional support for pupils who need it. With the small number of pupils in each year group, the frequent imbalance in the proportion of boys and girls in a given year group and the school's very good support, these differences are not seen to be particularly significant. The school is equally as aware of its gifted and talented pupils, and teachers provide sufficient challenge in the work set to ensure that these pupils also achieve well throughout the school.
5. Because the staff have such a good knowledge of their pupils and track their progress very carefully, they set appropriately challenging, yet realistic, targets. These targets were exceeded in 2003. Targets for 2004 are significantly higher and reflect the school's aspirations to ensure that all pupils achieve the highest results of which they are capable.
6. Standards in religious education are above the expectations of the locally agreed syllabus throughout the school. In discussions, pupils are reflective in their responses, and their written work indicates good understanding. Standards in information and communication technology are not as high as in English, mathematics and science, but they are improving and are better than those found at the time of the last inspection, particularly at Key Stage 1. In each year group, pupils are reaching the standards expected for their age, but information and communication technology is not used as much as it could be as a tool for teaching and learning in other subjects, and this denies pupils the opportunities to consolidate their skills and achieve higher standards. Pupils produce some good-quality work in geography and history, but as only a minimum amount of time is spent teaching these subjects, standards are no better than average. In all other subjects there are examples of good and very good work throughout

² The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the Foundation Stage, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes. Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start Key Stage 3, which marks the beginning of their secondary education.

the school. Standards in singing are good, there are many examples of very good artwork on display, and pupils achieved very good standards in dance in a lesson observed during the inspection.

7. A significant feature of the school is that pupils make good, solid progress in every single class, and this good progress extends to nearly every subject. Much is done to ensure that pupils experiencing difficulties receive additional help, and the concerted efforts to meet these pupils' needs throughout the school ensure that, even if they do not reach the expected standards by the end of Year 2, almost all improve sufficiently to reach expected standards by the end of Year 6. Pupils enter the school with broadly average standards, and leave with standards which are well above average. For these reasons, the inspection team judges that pupils' overall achievement is very good.

Pupils' attitudes, values and other personal qualities

The school's provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are very good. The level of attendance is above average and punctuality is good.

Main strengths and weaknesses

- Staff have high expectations and very good procedures for establishing good behaviour. Pupils respond very positively and behave very well in lessons and around the school.
- The school provides a good range of interesting activities which motivate the pupils. As a result, pupils enjoy their learning and have very positive attitudes to school.
- Relationships throughout the school are very good, and staff do much to help pupils to develop personally and become spiritually and socially aware.
- The school has very good systems for monitoring and promoting good attendance, and the level of attendance is above the national average.
- The school motivates pupils with special educational needs very successfully.

Commentary

8. Pupils behave very well in lessons and around the school, and this is the direct result of high expectations and well-established routines. The standards are set in the Foundation Stage, where children are expected to line up quietly and to enter the class sensibly. Once in a learning situation, they are taught to listen to others and to share resources. These messages are conveyed throughout subsequent year groups, so that good behaviour becomes second nature. This is particularly evident in assemblies and the dining hall at lunchtime, where pupils sit quietly and the resulting atmosphere is one of calm. Interviews with parents confirmed that behaviour in the school is good and that it is free from bullying. No pupils have been excluded for the last few years.
9. Nearly all parents indicate that their children enjoy school, and this view is confirmed by the response to the pupils' questionnaire and conversations with pupils during the inspection. Pupils throughout the school have very positive attitudes. They show a lively interest in lessons, settle to their work tasks quickly and respond well during discussions in class. Their interest is also reflected in the very good attendance at after-school activities. The reorganisation of the Foundation Stage Unit has been very successful in establishing an enthusiasm for school from the very beginning. Although there is considerable emphasis on establishing good standards of behaviour, the staff organise so many interesting and absorbing activities that school can hardly be anything other than fun, and this is clearly visible in children's faces. Pupils with special educational needs also have very positive attitudes towards school. They behave very well, sustain concentration, strive to improve and clearly enjoy their work. Teachers and support staff promote these positive attitudes through their sensitive and purposeful approach, which does much to develop the self-esteem, confidence and motivation of all pupils.

10. Much is done to promote pupils' personal development. As a church school, Bournebrook takes its responsibilities for developing pupils' spirituality very seriously. Close links with the local church result in regular visits from the local vicar to take assemblies, and many pupils attend the weekly *Christian Storykeepers* after-school club. Assemblies have a strong spiritual and moral element, with opportunities to sing, pray and reflect on the messages that are being imparted. A good example was the assembly given by the local vicar on the theme of courage, which he demonstrated through the story of Gideon.
11. One of the many benefits of being a relatively small school is the way in which this helps pupils' social development. Older pupils mix well with the young, relationships throughout the school are very good and racially harmonious. Through their involvement in fundraising for numerous charities, all children gain a sense of helping those who are less fortunate than they. The school is aware that it is primarily a mono-cultural organisation. To enable pupils to gain an impression of what it is like to grow up in a modern multi-cultural society, good links have been established with the ethnically diverse schools in Coventry.
12. The level of attendance is above the national average. Parents are keen for their children to attend and, as a consequence, there are very few pupils whose attendance is having a detrimental impact on their education. This was not the case two years ago, when the level of attendance was unsatisfactory. In response, the school put much effort into raising the profile of attendance, through closer monitoring and by establishing a series of class and individual rewards for good attendance. As a result, the level of attendance increased significantly and the local authority now uses the school to disseminate its work to other schools within the county.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.0
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The overall quality of the teaching is very good. The school provides a good curriculum, which is enriched by a very good variety of activities outside the normal curriculum. The staff provide a very good level of care for the pupils. The school's links with parents and the local community are very good.

Teaching and learning

The overall quality of the teaching is very good. As a result, pupils learn very well. The school's procedures for assessing pupils' work, and using the information gathered to respond to individual pupils' needs, are very good.

Main strengths and weaknesses

- The teaching is remarkably consistent throughout the school, and pupils receive good-quality learning experiences in every class.
- Teachers plan their lessons carefully and pay very good attention to the needs of individual pupils.
- Teachers manage their classes very well and have a very good rapport with the pupils, who respond by working hard, taking a pride in their work and making very good progress.
- The reorganisation of the nursery and reception classes into one Foundation Stage Unit has been very successful, and the Unit provides pupils with high-quality learning experiences.
- A comprehensive range of additional support for those pupils who have special educational needs is efficiently organised and this has a strong impact on pupils' achievement.

- The basic skills of literacy and numeracy are taught very well, and are consolidated effectively through work undertaken in subjects other than English and mathematics.
- Not enough use is made of new technology as a tool for teaching and learning.
- In a few lessons, introductory sessions are too long or the teacher allows work to expand to fill the time available.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	13 (27%)	26 (54%)	9 (19%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- The teaching in this school is typified by its consistency, in terms of the quality both in individual lessons and in each class as pupils move through the school. Because of this consistency, there are no dips when pupils may coast for a while or regress. They are always learning new things and making good progress, so the overall quality of the teaching is judged to be very good. During the inspection, over 80 per cent of the lessons were good or better, and there was no hint of unsatisfactory teaching. Evidence from pupils' books, from displays around the school and from talking with pupils reinforces this view. Parents, too, are almost unanimous in thinking that the teaching is good and that staff expect their children to work hard. The very good ethos which permeates the school, the pupils' eager participation in lessons and their willingness to work hard, are significant contributory factors, along with the very good teaching, to the very good quality of learning which is evident in all year groups. Most pupils feel they are learning a lot and that teachers help them when they are stuck.
- The school has managed to maintain a very good quality of teaching since the last inspection, despite a significant number of changes in staffing. Positive features noted in the last inspection, such as the good planning, teachers' very good subject knowledge, the use of a variety of teaching methods and good questioning strategies are still very much in evidence. The headteacher has been instrumental in helping staff to have high expectations of what pupils are capable of achieving and has created a closely-knit team of staff who work together well. Two new staff, one a newly-qualified teacher, who joined the staff at the beginning of the school year, have settled well and contribute significantly to the very good quality of teaching. Throughout the school, teachers take great care to plan their lessons to be relevant to the needs of all pupils, and to include varied, interesting and challenges activities which motivate the pupils and help them to learn. In many lessons, very good quality support is provided by teaching assistants, some of whom bring significant additional expertise, such as in art and design, which enhances the quality of the teaching. Good use is made of other teachers' expertise. Most of the music teaching, for example, is undertaken by a specialist teacher, who provides very good quality teaching for the pupils.
- Children's earliest experiences of school in the Foundation Stage Unit are underpinned by the consistently very good quality of the teaching. A particular strength is the clear and well-focused assessment of the children's progress, which is always used effectively to plan the next steps in learning. Other excellent features are the team's encouragement, expectation and challenge of the children, and their total insistence on high standards of behaviour. This ensures that children have a head start when they enter the main school. The curriculum has been completely revised since the time of the last inspection, and this way of working, as a Unit, is new this academic year. The school is very pleased with the reorganisation and the accommodation. They are right to be so, because the Unit provides very good learning opportunities in all aspects of the Foundation Stage, which is an improvement since the last inspection, when provision was deemed good.
- There are no subjects in which the teaching is weak. The teaching of English is good, and the teaching of mathematics and science is very good. Lessons are planned carefully, and

teachers are well prepared. Key skills are developed well in lessons and then consolidated through other subjects. Literacy skills are developed in other subjects, such as when pupils write with empathy and imagination about events in the past in history lessons or record their work in science. Mathematics lessons include regular opportunities for mental arithmetic, and pupils become competent in the quick and accurate recall of number facts. A particular strength is the ability of many pupils to apply their knowledge of number to solving problems, and pupils use their mathematical skills well in other subjects, such as science, geography and design and technology. In science, there is a very good emphasis on investigative work and teachers build pupils' skills and knowledge systematically. They employ imaginative techniques and strategies which help to ensure that lessons are stimulating and that pupils are motivated. The teaching of information technology skills has improved, although teachers are not yet making enough use of new technology as a tool for teaching and learning across the curriculum. An interactive whiteboard has recently been acquired, and the teacher in Year 6 is using it very well in most subjects to provide additional stimulus for the pupils. Plans are underway for other staff to become versed in its use.

17. Very good attention is given to ensuring that the needs of all pupils are met through differing levels of challenge. As a result, pupils with special educational needs, and those who are more able, are catered for very well. Teaching assistants are deployed very effectively and have a positive impact on the learning of the pupils with whom they work. Pupils who are formally identified as having particular needs are given clear individual targets for improvement which are attainable over a relatively short time-span. The impact of these measures is very good, since they focus sharply on particular needs and provide clear guidance as to what the pupil needs to do to improve. They also stimulate confidence and encouragement for the pupil, since the attainment of the target provides a clear goal and, subsequently, a sense of achievement. This positive approach is sustained through regular review and through the setting of new targets which build on those already attained. In a few lessons, teachers spend too long on the introduction to the lesson, with the result that some pupils lose concentration. This generally happens in lessons to which an unnecessary amount of time is allocated, when work expands to fill the time available.
18. The school's procedures for assessment have improved significantly since the last inspection and are now very good. A very good range of formal assessments and teacher evaluations are used to assess pupils' progress and to determine what needs to be done in order to help pupils improve. Target sheets and class action plans help teachers with their planning. Pupils' progress is tracked very carefully, and a wide range of information is passed on from one teacher to the next. Lessons are evaluated carefully to see whether improvements can be made and to determine the next steps in learning for the pupils. Teachers' marking of pupils' work is of a high standard. It provides helpful and constructive comments that show pupils how they might improve.
19. Teachers manage their classes very well and achieve a very positive climate for pupils' learning. There is a distinct element of fun in some lessons, and the very good relationships and rapport between teachers and pupils help to motivate the pupils, whose positive response and attitudes contribute significantly to the quality of their learning. In class, they settle down very quickly to the tasks they are given and they work hard. They take care over their work, which is generally well presented. Within this very positive atmosphere, it is hardly surprising that pupils learn very well.

The curriculum

The school provides a good range of learning opportunities and a very good range of activities outside the formal curriculum. The overall range of learning resources and the quality of the school's accommodation are satisfactory.

Main strengths and weaknesses

The school provides a good, broad range of interesting and well-structured curricular opportunities in Years 1 to 6 and a very good range of learning opportunities in the Foundation Stage Unit. The curriculum is enriched by very good provision of activities outside school time. The accommodation

for nursery and reception children is very good, and satisfactory for the rest of the school. The overall range of learning resources is satisfactory, but very good for the youngest children.

- The school's commitment to meeting the needs of each individual pupil is excellent.
- There is a very good level of enrichment through the school's programme of extra-curricular activities.
- Provision for children in the Foundation Stage Unit is very good.
- The curriculum provided for pupils with special educational needs is very good and helps to ensure that such pupils are given the skills to participate fully in lesson.
- In information and communication technology, there are insufficient resources to meet the needs of the curriculum fully.
- Some lessons are too long, and the structure of the day is not always as efficient as it could be, because of the timings of some timetables.
- Some aspects of the school's accommodation are barely satisfactory.

Commentary

20. The outstanding strength of the school's curriculum is the thought that is given to the planning of it, in order to make it meet the needs of all pupils. This process begins very effectively in the Foundation Stage Unit and continues throughout the school. Staff work hard to make lessons interesting, and pupils comment that they enjoy visits and visitors who bring different perspectives into their school life. The curriculum is enriched by a particularly strong focus on personal development, including teaching about sex and relationships and the dangers of drugs, which prepares pupils well for the next stage of their education. The youngest children also benefit from a highly developed programme which builds a true foundation upon which they enter into the life of the main school. The pupils have a very good choice of extra-curricular activities, and the curriculum is enriched very well through visits and visitors, especially in the participation in arts and literary activities. Extra sporting activities provide opportunities for the pupils to compete successfully against other schools.
21. The school makes very good provision for pupils with special educational needs. Pupils who might have particular needs are identified at an early stage of their education. Teachers focus on appropriate action so that, in many cases, weaknesses are rectified before they become more serious. In the case of pupils who have more deep-seated needs, this action gives the school the maximum amount of time to identify their needs more precisely and put in place the necessary action to help them. Targets for pupils with special educational needs to improve their work are precisely defined and easily understandable. When appropriate, lessons contain activities which address and reinforce these individual targets.
22. The staffing needs of the school are well thought out, and teachers, nursery nurse and assistants all play an important part in this small, but effective team. All staff contribute well to the quality of education and benefit from regular training. However, some lessons, such as those for younger pupils in literacy, are too long, and other lessons are split in an inefficient way. This means that time is not always used as efficiently or effectively as it could be.
23. Despite the inconveniences of the school's layout, the main teaching rooms are attractive and are maintained to a high standard of cleanliness. Under the guidance and leadership of one of the teaching assistants, staff take great care over the displays, many of which are of a very high quality and contribute strongly to the good learning environment. The accommodation for the children in the Foundation Stage Unit is very good overall, providing areas which are covered and uncovered and, therefore, always available for use. Negative aspects include the hall, which provides insufficient space for lessons in physical education for older pupils, and the temporary classroom, which has dual use and is not an ideal setting for the young pupils who use it every morning as their class base. Outside, the field is small and slopes dramatically in places, giving the school distinct home advantage when playing games against other schools, but making some games and activities quite difficult. Some areas in the school are approached by steps which would not afford easy access for a wheelchair user.

24. Learning resources are very good in the Foundation Stage Unit. Although the installation of a computer suite since the last inspection has improved the overall resources available for information and communication technology, resources available within classrooms in the main school building are inadequate and there is no access to the Internet. These factors impede the wider use of new technology and the opportunities for pupils to consolidate what they have learnt in the computer suite. Resources for other subjects are satisfactory.

Care, guidance and support

The school takes very good care of its pupils and has very good procedures to ensure pupils' welfare, health and safety. It provides them with very good support, advice and guidance and is very good at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- The school takes health and safety issues very seriously and takes decisive action to minimise risks to pupils.
- The school council plays an important role in consulting pupils, conveying their views and making suggestions as to what improvements can be made.
- Staff keeps careful track of pupils' progress, know their pupils very well and provide them with very good support, advice and guidance.
- The care given to pupils with special educational needs is very good.

Commentary

25. This is a very caring school. Procedures for child protection and provision for health and safety are particularly strong. As the recognised child protection officer, the assistant headteacher is well versed in the local procedures. Records are thorough and are stored, as required, in a locked filing cabinet. The school receives very good support from the local authority who help in supporting annual health and safety audits, including the documenting of risk assessments. The school keeps very good records of minor accidents and, more importantly, has carried out an analysis of these accidents. The results showed that there were a high number of bumps to the head amongst pupils playing in the playground. Further analysis indicated that the surface was old and slippery and that it was the cause of many of the accidents. It was, therefore, decided to resurface the playground and, as a result, the number of accidents has been reduced.
26. In addition to improvements to the playground, improvements have also been made to the fabric of the buildings and the location of year groups has been well thought through. The nursery has been moved so that nursery children are now fully integrated with children in the reception in the morning. This is having a significant impact on the way these children settle in school and promotes their learning very successfully. The classrooms for pupils in Years 5 and 6 have been located in a discrete building where their growing maturity is recognised by allowing them greater responsibility for looking after their own affairs.
27. The way in which the school seeks pupils' views through the school council is very good. It has been instrumental in selecting playground equipment, deciding on which charity events will be supported, organising the weekly paper recycling, and selecting books for the library. All pupils were consulted for their views on the markings for the new playground and, at the end of the last academic year, the school council surveyed pupils on what they thought of their school including whether they felt secure, what they considered to be the best and worst things about the school and what were the most popular subjects. Pupils are also consulted at the beginning of each term in setting their class rules.
28. The small size of the school is a particular advantage because it allows staff to get to know pupils very well. Teachers' intimate knowledge of the pupils is backed up by very good procedures to track their academic performance. Whenever these highlight any problems with an individual pupil, action is taken to support them. In this way, the needs of every pupil, regardless of background or ability, are considered carefully. Very good care is afforded pupils with special educational needs. They are highly valued, their individual needs are carefully

assessed, and very effective measures are put in place to improve achievement. All staff deal sensitively with such pupils and work hard and successfully to increase their self-esteem.

Partnership with parents, other schools and the community

The school's links with parents and the local community are very good. There are good links with other schools and colleges.

Main strengths and weaknesses

- The school fosters strong links with parents and seeks to improve relationships by being responsive to any concerns they may have.
- The school has strong links with the local churches and is an active participant in local community events.
- The information contained in the annual reports to parents does not give a sufficiently clear picture about the standards pupils achieve and the progress they are making.
- The school has forged good links with various primary and secondary schools, establishing good sporting links and helping to ease pupils' transition to their next school.
- The parents of pupils with special educational needs are fully involved and informed of the school's concerns.

Commentary

29. Parents have very positive views of the school and the way it relates to them. The response to the parents' questionnaire was overwhelmingly supportive, and this positive picture was reinforced at the parents' meeting and in interviews with parents during the week of the inspection. They feel that staff are very approachable and any concerns are dealt with quickly. Some parents have raised concerns about how the school communicates with them. In response, a working party has been established to look at communication issues. As a further indication that it takes note of parents' views and addresses them, the school recently introduced an additional parents' consultation evening following a request from parents. The school is fortunate in having a very active parents' association, through which links are maintained and built upon. The weekly celebration assemblies are always well attended by parents and provide a further opportunity to forge links. Parents are encouraged to work in school, and a number do, helping with craft activities and reading. Perhaps uniquely, two fathers currently support work in the nursery. In the past, the school has organised curriculum evenings on the teaching of letter sounds for parents of children in reception, and there is an annual presentation to inform parents about the national tests taken by pupils in Year 6.
30. Through the very good links with the local churches in Fillongley and Corley, the school is very much a part of the community. Pupils perform their annual Christingle service in Fillongley Church, and a number of pupils attend Sunday school in Corley. The school choir performs in church and at annual fetes, and artwork is displayed in Fillongley and Corley village halls. The local community uses the computer suite to run adult courses twice a week, and the school is also used to run a yoga class. The school uses Fillongley Football Club's pitch for training. Parents attending the parents' meeting felt that the school is very much the centre of the local community, a view confirmed by the results of research into how the school is perceived in the local community.
31. The information which the school provides about pupils' performance in the annual reports to parents is a minor weakness. Although the reports give an indication of what each child has studied during the year, they do not state the level at which each child is working and whether this is appropriate to their age. Furthermore, they do not set targets to address areas of weakness. Including this information would help to improve their value to both parents and pupils. In all other respects, the school provides a very good range of information for parents and keeps them well informed about what is happening in school. At all times, parents of children with special educational needs are kept fully involved and informed about their children's progress. Targets for improvement are discussed and agreed between all concerned. This successfully cultivates a climate of collaborative support.

32. Despite its relatively isolated location, the school has good links with other schools and colleges. Staff teaching in the Foundation Stage are part of a local cluster which meets regularly to share information. A member of the teaching staff is twinned with a member of staff in a junior school, and this has proved to be useful in sharing experience. The headteacher meets with other local heads, and the Year 6 teacher is establishing good contacts with local sports co-ordinators. Bournebrook is a member of the local small schools league for football and athletics. Other sporting links have been established with a local secondary school, from which pupils in Year 10 are going to teach sports activities to pupils in Year 6. This last arrangement has come about following bridging work to aid the transition from primary to secondary school. The destinations for those leaving Bournebrook are numerous, but links with these schools are generally good, with all pupils getting the opportunity to visit their preferred school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. This reflects the very good leadership provided by the headteacher and certain key staff, the good leadership of other staff and very good governance. The governing body ensures the school complies with all statutory requirements.

Main strengths and weaknesses

- The headteacher is rigorous in her evaluation of the school's strengths and weaknesses, has high aspirations and utilises the strengths of her staff well in order to effect improvements.
- The assessment of pupils' work is used very effectively to identify areas for improvement, for which effective action plans are drawn up by each class teacher.
- The reorganisation of the Foundation Stage Unit has been managed imaginatively and very effectively.
- The school shows an excellent commitment to ensuring that the needs of all pupils are met, including those who are more able and those experiencing learning difficulties.
- The governing body plays an increasingly effective role in holding the school to account, helping to determine its direction and managing the school's finances.
- There is a very good team spirit amongst staff that helps to create a very positive ethos.

Example of outstanding practice

A very effective example of the linking of assessment procedures, the production of termly targets and action planning by class teachers.

The school keeps very careful track of pupils' progress, assessing their work thoroughly, setting targets for the coming term and producing termly updated sheets indicating the levels pupils have reached in key areas. Teachers are immediately aware of any pupils who may be falling behind or not achieving to their potential. Each class teacher is then expected to produce an action plan outlining what they will do in order to meet the needs of identified pupils and to achieve their targets for the term. These action plans are reviewed by the headteacher and used to determine where additional support is required and how best to allocate the time of teaching assistants. As a result, the school's resources are used efficiently, help is directed to where it is most needed, and teachers have a very clear idea of how they are going to achieve their targets for the coming term. Through this system, governors and headteacher are also able to monitor the effectiveness of each member of staff and have a means of identifying how best to provide for their professional development.

Commentary

33. The previous inspection commented favourably on the overall quality of leadership and management. Since that time, a new headteacher has taken over the reins, and the quality has continued to improve. The present headteacher has led the school forward very successfully, consolidating the good features of the school, introducing many new initiatives and utilising the strengths of her staff well. Recent staff appointments have brought new expertise to the school, which is being used well to develop the school's provision for information and communication technology and physical education. The strengths of teaching assistants are also used to good effect, one of the teaching assistants, for example, providing training and guidance for staff in art and design and the creation of effective displays. The headteacher has created a very

positive team spirit amongst the staff, and her aspirations for providing high-quality education are not only shared, but also put into practice by all of the staff. The very good relationships amongst the staff help to create a very positive ethos in the school and provide a very good model for the pupils. The headteacher is rigorous in her evaluation of the school, thorough in her planning for development and meticulous in ensuring that proposed developments are followed through. This is seen particularly clearly in the way areas for development are identified through the assessment of pupils' work and action plans are put into place to bring about improvement (see example of outstanding practice). The headteacher ensures that all involved with the school have an input into devising the school's strategic plan, which is seen as a working document for implementing the vision of the school. There are very good links between the school's procedures for managing the performance of staff and the school's priorities for improvement. Induction procedures for new staff are thorough and implemented well.

34. The leadership provided by other staff is good, and by certain key staff is very good. The assistant headteacher, who is also the co-ordinator for special educational needs, provides very good support for the headteacher. The Foundation Stage co-ordinator has been imaginative and very effective in leading the reorganisation of the nursery and reception into one integrated Unit and in managing the change to new accommodation. One of the key issues from the previous inspection was to improve subject leadership and, in particular, the way co-ordinators monitor teachers' planning and pupils' work. Good progress has been made in this direction, and there is a clear expectation that all subject co-ordinators should be fully conversant with what is happening in their subjects throughout the school as well as having regular opportunities, on a rota basis, to monitor the quality of teaching. Because of the many staff changes, the current situation with regard to subject leadership is not ideal, as some members of staff have too many responsibilities to be able to carry them all out effectively. However, the school is fully aware of the situation and is already working towards a better distribution of responsibilities, for example, by providing training and guidance so that the newly-qualified teacher can take over the coordination of English next year.
35. The school is very good at ensuring that all pupils take a full and equal part in lessons and other activities. Its policy for inclusion is fully reflected in practice. Teaching assistants often provide very good support in class for lower-attaining pupils and those who have special educational needs. Likewise, there are times when the higher-attaining pupils receive additional support to enable them to achieve their full potential. The school values all pupils as individuals, and successfully recognises and celebrates their strengths and helps them to overcome their weaknesses.
36. The co-ordinator for special educational needs provides very good leadership. She is well informed, has a clear understanding of her role and has instigated manageable procedures which are focused on improvement. She undertakes her responsibilities in a conscientious and thoughtful manner and maintains a perceptive overview of whole-school provision. The school has rigorously analysed how its limited resources can be used to support pupils with special educational needs most effectively. Data and assessments provide an objective basis for the identification of priorities. Consequently, the efficiency with which the school uses its resources to help pupils with special educational needs is very good. The previous Ofsted report was generally positive about the provision for pupils with special educational needs but reported some shortcomings relating to the precision with which individual learning targets were defined. Progress was judged to be satisfactory. Pupils are now given very clear targets for improvement and achievement is very good. In addition, significant staff training has taken place. Overall, the improvement in provision for special educational needs since the last inspection has been very good.
37. The governing body fulfils all of its statutory duties and is becoming increasingly effective in fulfilling its role as a critical friend and in helping to provide strategic direction for the school's development. There is a good balance of expertise within the governing body, which is used to good effect in managing the school. Governors are well informed, and have a particularly good awareness of the constraints of running a relatively small school. An appropriate committee structure is in place, and this works well. Governors have instigated a programme to discover at first-hand what happens in the school and have devised a code of practice for their monitoring

activities. They keep a careful eye on the standards achieved and hold the school to account when there is a dip in standards. They review policies regularly and do not hesitate to suggest ways in which the school's procedures could be improved.

38. The school's finances are monitored and managed very well. The finance committee maintains a very careful overview of the budget and has looked very critically at the organisation and staffing of the school as the financial situation becomes ever tighter. Spending and income are closely aligned, and are linked to the priorities in the school development plan. The day-to-day systems and procedures are managed very well by the administrative staff. There has been very good management of the school's diverse and somewhat scattered accommodation.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	372,083	Balance from previous year	25,243
Total expenditure	381,686	Balance carried forward to the next	15,640
Expenditure per pupil	2,579		

39. In the light of the very good teaching, the improvement in standards, the very good achievement of pupils of all abilities, the very good leadership and management, and an average income per pupil, the school is deemed to be giving very good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, and SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. The school completely reorganised its arrangements for children in the nursery and reception at the start of the academic year, four months prior to the inspection. Children from these two classes are now taught together in one integrated Foundation Stage Unit. This change has also involved relocation of classes into a large open-plan area which provides very good accommodation for the school's youngest children and which has a significant impact on their learning. Children in the nursery attend in the morning only. Children in reception remain in the Unit during the afternoon, but are joined by some of the pupils from Year 1.
41. Children in the Foundation Stage Unit achieve well. They get off to a good start in the nursery and make good gains in all the areas of learning, because of consistently very good teaching. The new Unit allows children of both age groups to intermingle, and skills are developed further for the reception children, so that, by the end of the year, most exceed the goals expected of them and are beginning to tackle the sort of work they will meet in Year 1.
42. Leadership and management of the Foundation Stage Unit are very good. The teacher in charge of the Unit is expert and highly skilled, with clear vision, dedicated to ensuring the best experience for the children in her care. She promotes learning effectively through support and guidance to her team. She is very ably supported by a nursery nurse, whose expertise and experience are invaluable, and a highly effective assistant, who supports them both. In the afternoons, the process is continued with the reception children by the assistant headteacher, who forms the fourth part of this team, which works like a well-oiled machine. The children get a very good deal from this team, and this means they learn productively, continuously and seamlessly, as they move through their activities. The daily arrangements are complex, but they are working well for the children because the adults support each other very well through their excellent relationships, and their calm confidence rubs off on the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good management and excellent teamwork ensure consistent routines, which provide a secure learning environment in which children quickly develop their independence.
- The excellent relationships between adults and children within the Unit help children to develop confidence and to behave well whilst still having fun.
- Well-designed activities and routines enhance children's understanding of their own needs and those of others.
- Staff offer a high level of care and understanding of individual children's needs.

Commentary

43. The children make very good progress in their personal, social and emotional development. This is because the staff offer a high level of care and commitment, and the children learn from them quickly. Strong relationships are quickly established between the children, and it is very rare to see them not getting on with each other. A delightful way of addressing the children, is for the staff to call them 'friends', and this concept of friendship pervades all of the teaching throughout the day. Through well-structured activities and meticulous teamwork, the staff enable the children to co-operate, to become confident, and to be caring of others. A very good example was noted during milk time in the nursery, when each child was given a carton by the 'helper', another child. The helper used each child's name as the milk was offered, and each child said 'thank you' in acceptance. When the teacher noticed one 'friend' had no milk, she quietly enabled the helper to sort it out for himself, indicating that mistakes in the Unit are not a problem and can be rectified.

44. Children listen to the teachers and each other quietly, and join conversations confidently to express their opinions, ask questions or to answer them. Teachers consistently and emphatically ensure that this happens, which enables the children to learn the ground rules about conversation. Their insistence on high standards of behaviour is firm and fair, setting the children off on a positive footing, and enabling them to think about their actions and how these might affect others. This very good, effective teaching gives excellent encouragement and challenge, whilst offering first-rate support to children of all abilities. As a result, both those who have problems, and those who are achieving well, are highly motivated. This also promotes self-esteem and self-confidence, and ensures an environment in which the children's personal, social and emotional development can grow. As a result, children's achievement and standards in this area of learning are above expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- A very wide range of opportunities is provided to develop children's speaking and listening skills.
- Children of all abilities are challenged very well and move on at a good pace.
- The teaching is consistently very good, and the teachers provide an environment in which there are many stimuli which help to develop children's language skills.

Commentary

45. In the planning, there is very clear emphasis on the development of children's language, literacy and communication skills. Because all activities focus upon developing language, children are constantly exposed to new vocabulary and ways to express themselves. Careful assessment indicates that many of the reception children are already achieving many of the learning goals set for them. Generally, children in both the nursery and reception groups express themselves well, often using complex sentences. However, a small minority have quite weak language skills, which the team is working on diligently. Every opportunity is taken to encourage these children individually, and their needs are taken into account in group situations. Children with more advanced skills are encouraged to use a rich choice of vocabulary, to read and to write at their level.
46. Reading and writing skills are developed systematically throughout the Unit, and adults encourage children to write their own names, to copy simple sentences, and to write independently when they are ready. During the morning sessions, the team is deployed into different activities throughout the Unit, but the emphasis is always upon appropriate language use. Early reading skills are developed through the sharing of books and stories, often connected with the theme of the work. During the inspection, this theme revolved around the cold. Children chose appropriate stories, for example, about snowmen and penguins or the snow, and the teachers read imaginatively so that the children were enthralled. During one session, a small group concentrated for a long period of time, working with a set of animals, materials to cut and shape, and information books, in order to make a snow scene. The teacher had skilfully provided an appropriate backdrop, which the children then populated with animals from cold climates. They created ice floes, glaciers and mountains, working cooperatively together and chatting animatedly about their work. The conversation was of a high standard, and, after an initial input from the teacher, it continued productively, without supervision. When the teacher returned and discussed what might happen next, the children chose to use the books to find out how to write the names of the animals they had sorted and classified. They each drew a picture, then used the books to find the name, such as reindeer, polar bear and penguin. The finished scene was of a very high quality, because the activity was so well planned and co-ordinated by the teacher. This way of working is highly effective, and is commonplace in this Unit. As a result, children achieve well and their attainment is above expectations for their age group, even though a small number of them enter Year 1 with language development needs.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There are plenty of opportunities for children to learn through exciting practical tasks.
- Mathematical development is interwoven into everyday activities.
- There is very good emphasis on developing mathematical vocabulary.

Commentary

47. Teachers ensure that children become familiar with mathematical language through stories, rhymes, discussions and activities, at all times. Every opportunity is taken to introduce numbers and develop children's ability to count, particularly during social interactions, such as counting the number of milk cartons, how many children are participating in an activity, or deciding how many children will do a particular task. Many reception children are already achieving many of the goals set for them in this area of development. Indoor work is linked well to outdoor activities, and this extends the opportunities offered to the children. Most count up to 10 and beyond, recognise and name numbers, and most are as happy counting back, as forward. One very good example of this occurred when the teacher used the puppet dog to do a 'run up and down stairs' game. They did this slowly then more quickly as they gained confidence, counting for the dog as he moved up and down, thrilled and excited to be helping him. The teacher then chose three volunteer 'friends' to 'run up and down the stairs'; two of them managed this and the other counted on to 20 instead. This provided a very good assessment opportunity for the teacher to see how they were doing. The activity led on to the beginnings of subtraction, where some of them were beginning to understand the concept, but many were still at an early stage of understanding.
48. Many such lessons occur in this Unit, and they are very productive because the teachers understand the pace at which the children learn and the methods by which they learn most effectively. For example, children learn about patterns through practical activities such as threading, and a tool shop in the role-play area complements other practical ways of learning numbers and mathematical ideas. A wide range of vocabulary is used to improve children's understanding. Consistently very good teaching successfully develops children's skills and interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Very effective planning provides a wide range of rich and varied activities.
- The teachers provide very good opportunities for first-hand practical learning and develop children's understanding of what they observe very well through discussion.
- Meticulous teamwork from the staff enables children to engage with a wide variety of tasks, learning seamlessly in an atmosphere of fun.

Commentary

49. The staff plan very well together, and each adult is clear about what is expected from the tasks which they prepare, based upon the needs of groups and individuals noted in their assessments. The teaching focuses on helping the children to understand the world around them and provides them with opportunities to offer their views on what they 'see' with all their senses. It provides an excellent foundation for later studies in history, geography and science. The teachers set up very good practical situations, which enable the children to explore scientific ideas. During the inspection, some excellent experiments were being carried out to predict and find out about the properties of water and ice. The youngest children made hypotheses and tested them, with obvious joy and delight, whilst the older groups took their

ideas further, when given the opportunity at certain times of the day. One delightful moment occurred when nursery children were discussing whether their melted ice would refreeze or not. When they brought it from the freezer, it was still 'liquid' (their word), and they began to realise they must leave it longer than a morning. One child argued 'we must leave it for a fortnight!' whilst several others decided that 'tomorrow morning will do!'

50. The Unit is a hive of activity, vibrant, alive, interesting and engaging. All the while, the children are learning through their senses and sometimes through watching others play. This is a strong point of the intermingling of the nursery and reception groups. The team is highly organised and attuned to the children's needs, so they move the children through the planned activities without them ever realising they are being manoeuvred. Throughout these learning opportunities, the conversations and interactions are rich in language, support is strong but unobtrusive, helpful but not overbearing. A wide range of experiences enables children to consider the past and compare it with the present, for example, playing playground games with a visitor who is speaking about the toys she had as a child. Yet another visitor, from the church next door, talked about Christian culture and beliefs, and those of others, as she read the story about Zacchaeus in the tree. Later, at their tables, they talked sensibly about what they had heard, chatting maturely and confidently to the inspector about their pictures and writing. Because their experiences are so well planned and taught, the children exceed the learning goals set for them and attain high levels of understanding for their age-group.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- This area of learning is planned effectively and teachers have high expectations of the children.
- The outdoor area provides appropriate physical and mental challenges.
- There is a very good range of resources and opportunities to support this area of learning.

Commentary

51. The programme for physical development is well planned. It enables children to achieve well because the activities are well structured to encourage large movements as well as small, delicate actions. Children have regular access to the outdoor area, but do not always make a beeline to get out, often preferring to continue with their tasks indoors. Children enjoy a variety of tasks which help them to develop good hand and eye coordination, and to learn how to use their fingers to make patterns, thread, cut, draw, trace and sort materials. Most children have good manipulative skills and handle tools and objects confidently. Teachers' planning indicates a session in the hall where the children can move, dance, balance and engage in more vigorous physical activity. However, this session was not observed, as it took place after the end of the inspection.
52. The outdoor play area is well organised. Some of the activities are housed on a raised patio protected by a Perspex roof. This enables sand and water, as well as large building materials, to be kept outside the classroom but available at all times. A short staircase leads down to the playground area with very good facilities for role-play, and space to control wheeled vehicles. The children are careful of each other and are well enough coordinated to stop in time to avoid bumping into others as they play at lollipop person and traffic. They tidy away their own equipment without fuss and move about, generally, very sensibly and calmly, because this is expected by all adults, all the time. By the end of the Foundation Stage, their physical ability is likely to be above expectations for the age-group because of the consistently very good teaching and training they receive.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The Unit is a rich, colourful environment, which stimulates children's imagination and creativity.
- Activities are structured well to provide good opportunities for creative development.
- The team achieves an excellent balance between guiding the children and allowing them to experiment.

Commentary

53. A very good variety of opportunities is provided for children to experiment with colour, texture and shape, to stick, mould, trace and paint. Good use is made of music, singing activities and music making. The Unit is very colourful, and there is lots of visual stimulation. Displays are imaginative, and fit in well with the theme, for example, of cold. The children are encouraged to build imaginative structures and have a wide range of other well-chosen resources with which to be creative. Expectations for success are high and children rise to them well, creating their own constructions, pictures and designs with an independence of spirit engendered by the 'can do' approach of the Unit staff. The teaching is very successful because very good links are made with other areas of learning, and all activities are inextricably linked with language and personal development. The teachers are good at directing the children sensitively and also at enabling them to initiate their own play, so that they are able to express themselves and their creativity. As a result, the children achieve well and exceed expectations by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking, listening, reading and writing are above average by the end of Year 1 and well above average by the end of Year 6.
- Because pupils make good progress in every class, their cumulative overall achievement is very good.
- The teaching is consistently good throughout the school. Pupils' response to this teaching is very good and, as a result, they learn well.
- The procedures for assessing pupils' progress are very good. The teachers' marking of pupils' work is of a very high standard and they monitor individual pupils' progress very carefully.
- There are good procedures to ensure that initiatives to improve the provision for English are agreed and properly implemented.
- Good use is made of pupils' literacy skills to support their work in other subjects.

Commentary

54. Pupils in Key Stage 1 achieve well in relation to their capabilities. This is because the teaching is consistently good and teachers provide a range of tasks that ensure that pupils are working at a level that is properly suited to their needs. Achievement in Key Stage 2 is also good. The quality of the programme is good, and the teaching is equally stimulating and of good quality. In all parts of the school, lower-attaining pupils do very well in relation to their capabilities due to the careful match of work to their needs, the sensitive support from teachers and from teaching assistants and the accurate recognition of what is required to help them improve. Other pupils, including higher-attaining pupils, are suitably challenged and also advance well. Because pupils of all abilities make consistently good progress in every class, their overall achievement is very good.

55. Pupils enter the school with language skills which are similar to those typically found for their age. By Year 2, standards have risen to above average levels and further advances result in

attainment in Year 6 being well above the national average. The standards in Years 2 and 6 apply equally to speaking, listening, reading and writing.

56. The confidence and complexity of pupils' spoken language develops strongly through the school so that, by Year 6, most pupils speak with a confidence and clarity that is well above that normally found. The most capable pupils engage the listener, using creative ideas and a wide vocabulary. Almost all listen attentively and thoughtfully. In reading, a higher than average proportion of pupils in their final year read difficult text fluently, analyse plot and character well and make inferences beyond the literal meaning of the text. Most discuss what they have read with obvious enjoyment and often with insight. The range of writing for different purposes is good and the ability to use descriptive language is well developed. Pupils' overall ability to organise and develop narrative in a logical and sustained manner is well above that typically found in pupils in Year 6. The emphasis upon interpretation of text, a 'feeling' for language and the use of expressive prose makes a very good contribution to the spiritual development of pupils.
57. Teaching is good throughout the school and is typified by its consistency and by the very good relationships that are apparent in every class. Teachers provide tasks which ensure that pupils are working at a level that is properly suited to their capabilities. They have a good knowledge of the subject, manage the pupils well and employ a range of interesting techniques in their lessons. This has the effect of motivating the pupils and promoting good levels of achievement within the lesson. Good-quality planning means that understanding and skills are built methodically. In all parts of the school, the teachers and teaching assistants work effectively as partners and provide sensitive and helpful support.
58. There is some use of information and communication technology to support learning in English. Pupils occasionally use a word processor to develop their writing and other programs to develop grammar and spelling, but greater use could be made of these tools. There are immediate plans to address this shortcoming.
59. Pupils' attitudes are very good throughout the school, with almost all displaying interest, concentration and maturity. Pupils clearly enjoy their work and constantly strive to do well. These positive attitudes have a strong impact upon learning, whilst productive collaboration makes a good contribution to pupils' social and moral development.
60. Teachers' marking of pupils' work is of a very high standard. It regularly focuses upon particular points within pupils' written work and provides helpful and constructive comments that suggest clear ways in which the narrative can be improved. This provides immediate and clearly understood guidance for the pupils and contributes positively to their achievement.
61. A very good range of formal assessments and evaluations by the teacher are used to assess pupils' progress. The school has made very good use of this information to analyse thoughtfully the strengths and weakness of the English curriculum. As a result, a wide range of initiatives to strengthen the programme and to raise standards has been introduced. Changes to the reading and writing programmes and additional help for identified groups exemplify this approach. The proposed focus upon the use of information and communication technology to support work in English is a further example of this continuing process. The measures to improve the English curriculum are having a very positive impact on standards and achievement.
62. The school has introduced measures to ensure that all agreed initiatives are introduced with consistency and rigour and these do much to promote higher standards.
63. The last inspection criticised the quality of teachers' marking. Marking is now very good and the standards achieved and the quality of teaching have improved significantly. The school has made very good improvement in its provision for English.

Language and literacy across the curriculum

64. The use of literacy skills in other subjects is good. In history, for example, pupils write with empathy and imagination about events in the past, such as life in Tudor times or the impact of

the Second World War on peoples' lives and feelings. The more formal recording of their work in science is another example of how writing is employed to take a particular subject forward, whilst also focusing on approaches which will improve literacy skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The teaching of mathematics is very good; it is lively, varied, interesting and fun, and this motivates the pupils and helps them to learn very well.
- Throughout the school, the teachers' consistently high expectations and levels of challenge help pupils to achieve very well.
- Pupils are very good at applying their knowledge of number to solving problems.
- The teachers have very good procedures for assessment, and use the information very well to plan appropriate work for different groups of pupils and individuals.

Commentary

65. Standards are above average by the end of Year 2, and well above average by the time the pupils leave the school at the end of Year 6. At Key Stage 1, the trend is steadily upwards, with standards improving slightly faster than in most schools. In 2003, the results of the national tests were above average. At Key Stage 2, the results in 2003 were similar to those obtained after the last inspection, but they have fluctuated in between, generally in line with the ability of the pupils in this small school. High standards have been maintained since the last inspection and, in most years, they have been above or well above the national average. In 2003, they were above the national average and well above the average for similar schools. There is no significant difference between the achievement of boys and girls, except where one group or the other has greater numbers. Achievement is very good overall, because it is consistently good in every year group.
66. Overall, the quality of the teaching in the school is very good. It is consistently good throughout the school. Lessons are lively, varied, interesting and always challenging for all ability groups, and different, appropriate arrangements are made to suit all needs, from those who have special educational needs to those who are more able. The fun atmosphere and the very good relationships and rapport between teachers and pupils ensure pupils are well motivated and eager to learn. This was very evident in Year 1, when a cat crept into the classroom. Whilst this diverted pupils' attention from their counting activities for a short while, the teacher handled the situation well, turning it to advantage by asking pupils about the cat's prominent whiskers, and relating these to the discussion on doubling, which was taking place. Very soon, the pupils forgot the cat because they were more interested in learning.
67. Teachers ensure that all aspects of mathematics are covered in sufficient depth, and pupils make good progress in all strands of the curriculum. A particular strength is the ability of many pupils to apply their knowledge of number to solving problems. This is because the teachers encourage them very well and also because their language skills and confidence allow them to cope well. Lessons include regular opportunities for mental arithmetic, and pupils become competent in the quick and accurate recall of number facts. This was demonstrated very well by pupils in Year 6, as they grappled with multiplication. They had been learning the clear, but longer way of breaking down multiplication, by units, tens and hundreds, into small steps. In this lesson, they were learning how to condense this into long multiplication. Very good discussions took place and the classroom atmosphere was excellent – hard-working, serious and intense.
68. Lessons also include ample opportunities for teachers to assess pupils in groups and as individuals. An excellent instance of this took place in the same lesson in Year 6, when the teacher gave examples where the long multiplication was incorrect, and challenged the pupils to find out where and why. By this technique, it was clear to see which pupils had the method, and which pupils needed more help. In a very good lesson in Year 2, the pupils were tackling money

problems very competently and confidently. Again, the choice of activity, and the way in which it was taught, was entirely appropriate. In a lively, fun way, the pupils were offered many opportunities to calculate and juggle number facts, whilst dealing with money and change. Teachers' insistence on high standards of behaviour, high expectations and very good assessment methods are key strengths in their teaching. Pupils are very enthusiastic about their mathematics lessons. They behave very well, show interest and take a pride in the way their work is presented. Marking of pupils' work is evaluative and supportive and helps them to improve. Teachers use time very well and pitch their lessons at a good pace, which is sometimes quick-fire, and at other times slow and measured, to allow time for depth of thinking. Their use of roundup sessions to focus on pupils' own understanding of their learning is good. The teachers are ably assisted by teaching assistants, who understand how to support both teachers and pupils very well. In some classes their assistance is invaluable.

69. The coordinator is providing good leadership, and manages the subject well. She has received good training and support to help her in her role. She has a good understanding of what needs to be improved in the school, and is keen for that improvement to happen year on year. She is realistic in her approach and is a good role model. Some monitoring and assessment work is tackled collaboratively, as a staff, and she has a time allocation in which to carry out some of the practical tasks which enable her to understand the delivery of her subject better. Resources are generally good. Meticulous analysis enables the coordinator and staff to review the effectiveness of teaching, and this has led to the improvement in some details and methods, which are beginning to have a beneficial impact on raising pupils' achievement.

Mathematics across the curriculum

70. Mathematical skills are used widely across the curriculum as pupils develop their understanding in subjects such as science, geography, and design and technology. Some opportunities to develop pupils' mathematical skills are missed when teaching information and communication technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The standards achieved by the end of Year 2 are above the national average. By the end of Year 6, they are very high in relation to the national norms. Pupils achieve very well.
- The subject is led and managed well.
- Teaching in all years is consistently very good. Pupils have very positive attitudes towards science and learn very well.
- Experimental and investigational work is fully integrated into the delivery of the science programme. This is making a very good impact on achievement and standards.
- There are very good procedures to measure standards and progress. This information is used very effectively to promote individual progress and to ascertain the strengths and weaknesses of the programme.

Commentary

71. Achievement throughout the school is very good. The consistently good teaching, the very positive attitudes of the pupils and the quality of the programme are all instrumental in developing this successful provision. Higher-attaining pupils are stimulated to explore the topics in greater range and depth, and this is influential in their very high levels of attainment. Tasks which are well matched to their capabilities help lower-attaining pupils with their scientific understanding.
72. Compared to the national average, standards in science are very high by the time pupils reach Year 6. Pupils clearly understand that scientific ideas are based on evidence. They think rationally and creatively as they seek to answer scientific questions and identify the key factors

to be considered. Most perceive the importance of isolating each variable, with even the lower-attaining pupils requiring only minimum guidance. They plan appropriate experiments, record their observations systematically and draw conclusions which are firmly based upon the evidence. Average and higher-attaining pupils make perceptive observations on how each experiment could be improved. All pupils used the investigative process extremely well to support their very high levels of scientific knowledge.

73. The co-ordinator for science provides good leadership. She has considerable, relevant expertise and a clear understanding of her role. She has introduced a number of initiatives to improve the quality of the programme, and these have had a direct impact upon the standards pupils are achieving. The greater integration of investigative work is an example of such development.
74. The quality of teaching is of a strikingly consistent high standard throughout the school. Teachers have extremely positive relationships with their pupils and demonstrate good subject knowledge. They employ imaginative techniques and strategies which help to ensure that lessons are stimulating and that pupils are motivated. Teachers focus sharply on the essential key elements, and there is little loss of productive time. Skills and knowledge are built systematically. Teachers have high but realistic expectations of their pupils who are challenged to achieve well but are not frustrated by work that is beyond their grasp. Occasional satisfactory use is made of information and communication technology to support learning in science, but the school does not yet use this tool for teaching and learning as effectively as it could.
75. Pupils in all classes have very good attitudes to science. They clearly enjoy their work, behave very well and are eager to participate in discussions and activities. Almost all sustain concentration very well and consistently strive to do well. These positive attitudes mean that little time is wasted in lessons, and they make an important contribution to the very good achievement that is evident.
76. A very good range of assessments enables teachers to track individual progress and to identify ways in which the science programme can be improved. Very good use is made of this data, as exemplified by the thoughtful development of the guidance upon which teachers' planning is based.
77. The previous inspection judged that the programme for science did not account sufficiently for the classes containing more than one year group. This factor is now diligently addressed by a two-year curricular cycle which avoids any repetition of learning. Other positive findings have been sustained or improved, with standards in Year 6 now very high. Overall, the school has made good improvements in science since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- After a period without a subject co-ordinator, the subject is now being led and managed well and the co-ordinator has a clear vision for the future development of the subject.
- Provision in information and communication technology has improved since the last inspection, and is continuing to improve, although standards are not yet as high as in English, mathematics and science.
- Not enough use is made of information and communication technology as a tool for teaching and learning across the curriculum.
- Basic skills are taught effectively in the computer suite, but teachers' ability to consolidate these skills within the classroom is restricted by limited resources and lack of access to the Internet.

Commentary

78. One of the key issues from the previous inspection was for the school to improve standards in information and communication technology at Key Stage 1. Overall, there has been satisfactory improvement since the last inspection. Progress in the intervening years has been somewhat uneven, having been affected by significant changes in staffing, lack of confidence in teaching the subject on the part of some teachers, and, most recently, a period of a year without a subject co-ordinator. However, the installation of a computer suite and more rigorous planning according to a national scheme of work have been important factors in bringing improvement. Further momentum has been provided through the appointment of a new member of staff who has taken over responsibility for the subject and is leading and managing it well. As a result of observing lessons, talking to pupils and collecting samples of their work during his first term, he now has a very clear understanding of where improvements need to be made. Staff have found his advice helpful and have learnt from demonstration lessons and support with their teaching. There is a growing awareness of the need to integrate the use of information and communication technology into the teaching of other subjects, and all classes are now expected to have at least one literacy lesson each week which features the use of new technology.
79. Although they are not as high as in other core subjects, standards in information and communication technology are improving, and pupils' attainment is broadly in line with national expectations at the end of Years 2 and 6. Many of the younger pupils are still quite diffident when using computers and have yet to develop secure mouse and keyboard skills, but, even in the course of the one lesson observed in Year 1, they are gaining in confidence and improving their skills now that they access the computer suite more regularly. The effects of somewhat patchy provision in the past are seen in the variation in confidence of older pupils. Some pupils in Years 3 and 4, for example, still lack confidence in locating and starting programs, whereas pupils in Years 5 and 6, who have more frequent access to the computer suite, are quite proficient in the basic skills of using a computer. By the time they leave the school, pupils' skills in handling text, using a desktop publishing program and finding out information are quite secure, and they show the expected level of competence in other areas of the curriculum.
80. The overall quality of the teaching is satisfactory, and it is good in those classes where teachers' confidence and skills are more secure. In a good lesson in Year 6, for example, the teacher provided an interesting scenario for pupils to explore as they learnt how to define complex search criteria in order to find information from a database. Other teachers are thorough in their teaching of basic skills, but are always imaginative in providing an interesting context in which to teach the skills or which links well with work in other subjects. They provide clear explanations, and most teachers involve pupils well through questioning and getting them to explain the steps they need to take in order to accomplish a task. Teaching assistants are used effectively to help lower-attaining pupils or those with special educational needs, and this help is invaluable with the younger pupils, some of whom are still quite dependent on adults for help. In some classes, the teaching assistant teaches small groups of pupils in the computer suite, and the strategy is effective as it provides pupils with more individual attention than is possible when they are working together as a whole class.
81. Although the resources available to staff and pupils have improved considerably, there are still shortcomings which make it difficult for staff to make the best use of new technology within the classroom or for pupils to consolidate the skills they have learnt in their lessons in the computer suite. Although supplemented by a number of laptop computers, the number of computers available for use within the main building is limited, and none of the machines have access to the Internet. Facilities for projecting images onto a screen and allowing interactive use are only available to one classroom at a time, and the logistics of moving the equipment make it impractical for it to be moved frequently.

Use of information and communication technology across the curriculum

82. Some effective use is being made of new technology. Some classes use a digital camera to record observations which are then used at a later stage as the basis for discussion or for display. Laptops are occasionally used by small groups of pupils to develop their writing. In Year

6, the teacher makes good use of the interactive whiteboard whenever it is available. Pupils in this class use the computer suite more frequently than others to complete written work or to carry out research, and their skills are developing faster than in other classes as a result.

83. In general, however, the school does not make sufficient use of information and communication technology across the curriculum. Most teachers stick very closely to a published scheme of work and do not always link the teaching of specific information technology skills to work being undertaken in other subjects. Subject co-ordinators have yet to take responsibility for determining when and how information and communication technology should be used as a tool for teaching and learning within their subject areas, and there is very little evidence of work involving the use of information and communication technology on display around the school or in pupils' books.

HUMANITIES

84. **Geography** and **history** were not a focus for the inspection. As these subjects were not inspected in detail, there is not enough evidence to enable a judgement to be made on overall provision. Two lessons were observed in geography and none in history. Samples of pupils' work in both subjects were scrutinised and pupils were interviewed about their learning in both subjects.
85. **Geography** and **history** are taught through a series of four topics delivered over the course of a year. The topics are planned so that a suitable balance between the two subjects is maintained. This overview spans a two-year period so that proper account is taken of classes containing two different year groups. The current guidance to help teachers plan their lessons provides a sound basis for the content and the balance of the programmes. A sound and manageable process of assessing acquisition of the important skills and knowledge has been introduced. This is helping the co-ordinators to monitor how the subject is taught and to measure the effectiveness of learning.
86. Standards towards the end of Years 2 and 6 are broadly in line with those expected. From the evidence available, the quality of the teaching is at least sound, and ensures that due emphasis is given to the development of geographical and historical skills as well as the acquisition of factual knowledge.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The teaching is consistently good. Staff handle issues sensitively, make lessons relevant and interesting and provoke good-quality discussions.
- The subject co-ordinator provides good leadership for other staff and has helped to develop a greater element of spirituality and reflection in lessons.
- The subject makes a strong contribution to pupils' personal, spiritual, moral, social and cultural education.
- A good partnership between the school and the Church helps to promote pupils' knowledge and understanding of religious education.

Commentary

87. Pupils throughout the school achieve standards which exceed the expectations of the new Warwickshire Agreed Syllabus. The school gives high priority to the subject, and interweaves it with pupils' personal and social education, as well as the spiritual, moral and cultural life of the school. Overall, pupils' achievement is good. Church and school are physically side-by-side, and work hand in hand for the pupils' education. The clergy pay regular visits to lead assemblies, talk to pupils and read stories to the youngest children. As co-ordinator, the headteacher has good vision for shaping the curriculum, and is leading the staff well to ensure

that spirituality and time for reflection come through in every lesson. At the time of the last inspection, insufficient monitoring hindered pupils' learning. However, that is no longer the case because the headteacher carries out regular monitoring of planning and teaching in a variety of ways.

88. The quality of teaching is consistently good. Teachers are skilful in making lessons relevant and interesting. This fosters good learning. Where work is recorded, it is very well presented, showing that both teachers and pupils value these lessons. Teachers are particularly good at questioning in ways that provoke thoughtfulness and sensitivity from the pupils. Because there are very good relationships between pupils and staff and the pupils feel secure within trusting classroom situations, they share their views, thoughts and feelings willingly with each other in very good classroom discussions. Consequently, written work indicates good understanding and pupils are reflective in their responses. A very good example of this was observed in Year 2, where excellent discussions took place about why people are special. Pupils asked sensible questions about Muhammad and his relationship with Allah, and listened very carefully to the story the teacher read about his life. One special moment occurred as a pupil decided Muhammad kissed the people 'as a mark of respect'. They also drew very good conclusions when deciding why Jesus was like Muhammad – they decided 'he cares for the children and loves them'. Generally, pupils are quite keen on the subject and show interest in the values and beliefs of the other faiths they study. Visits and visitors enhance this aspect of their work. Teaching methods take account of all abilities, and assessments are carried out in a clear, simple, but effective way. High expectations play a large part in the maintenance of good standards since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. The school's provision for **art and design, design and technology, music and physical education** was not inspected in detail. The introduction to an art lesson in Year 5 was observed, and note was taken of the artwork on display throughout the school. No lessons were observed in design and technology. Brief visits were made to a number of music lessons, and physical education lessons were observed in Years 2 and 6. Although there is insufficient evidence to make secure overall judgements about provision in these subjects, there are examples of very good quality work and evidence to show that the teaching of these subjects enriches pupils' broader education in many ways.
90. There are many good opportunities for pupils to develop skills in **art and design**, a subject which is ably led by an enthusiastic co-ordinator, and which receives excellent input from one of the teaching assistants, whose talents make a significant contribution to the many high-quality displays throughout the school and to some of the very good quality art work produced by the pupils. A highlight of the previous year was an arts week, during which pupils from every class made pieces of artwork which could be displayed permanently in school. The finished products ranged from murals on the panels of a temporary building painted by pupils in Year 1, to a textile banner with Egyptian hieroglyphs as the theme produced by pupils in Year 6. These products, the large hanging panels in the hall, and art displays in the corridors and classrooms indicate that a wide variety of skills have been taught very well. Pupils have an obvious enthusiasm for the subject, as demonstrated by the number attending art club. There are good examples of teachers imaginatively incorporating the teaching of art into the teaching of other subjects to mutual advantage. In connection with their work on the ancient Greeks in Year 6, for example, pupils have produced some detailed and well-executed three-dimensional clay friezes and some imaginative pencil drawings, taking a fragment of a frieze as their starting point. These activities also helped them to focus on the events they had been studying in history as pupils tried to represent them with historical accuracy. Pupils use sketch books throughout the school purposefully and well, exploring and recording the different techniques they have been taught.
91. Evidence of work in **design and technology** is not as plentiful as that for art and design, but highly successful occasions have been organised in the not too distant past, such as a design and technology day, facilitated by a visitor who provided a common stimulus for all classes to make a wide range of products. Photographic evidence shows good-quality work produced throughout the school, ranging from puppets, fantasy toys, wind chimes and board games to a

full-sized working go-kart. More recently, three-dimensional bedroom mock-ups made from cardboard boxes by pupils in Year 2 and attractive picture frames designed and made by older pupils indicate a good standard of work, in which good attention has been given to planning and making the products.

92. The school has good arrangements for teaching **music**, with all classes except Year 2 being taught by a specialist music teacher. The overall quality of the teaching is very good. Lessons are well planned, and provide pupils with plenty of challenge and good opportunities to work together to compose and perform in groups. The time allocated to the teaching of music is somewhat limited, making it difficult to cover all aspects of the curriculum in depth, despite the range of activities provided within each lesson and the very good use of the available time. Singing skills are developed well through a communal singing session once a week. Many pupils benefit from the school's extra-curricular provision, participating in the well-supported choir or learning to play a musical instrument. Major school musical productions and public performances by the choir are held in high regard by parents.
93. The teaching of dance observed in **physical education** lessons in Years 2 and 6 was very good, with pupils achieving above average standards in Year 2 and well above average in Year 6. Lessons in both classes were characterised by very good levels of discipline and concentration, with all pupils working hard to improve. The progress made during the lesson in Year 2 was particularly impressive, with pupils progressing from uncoordinated and inappropriate movements to produce simple dance sequences, which they mirrored in pairs, taking note of the mood and tempo of the music. In Year 6, the whole class worked well together to produce tableaux depicting the struggle between Greeks and Trojans to the accompaniment of Prokofiev's 'Dance of the Knights'. A particularly impressive feature of this lesson was the scope given to two talented gymnasts to play the parts of Hector and Achilles, producing dance and gymnastic sequences which were well above the normal standard for pupils of their age. Pupils achieve high standards in swimming, which is taught throughout the school after an intensive introduction in Year 1. By the end of Year 6, most pupils are well beyond the expected standard. The new subject co-ordinator has already had an impact by introducing well-supported extra-curricular sporting activities. The very good efforts of the teachers are hampered by an inadequately sized hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- The programme for pupils' personal, social and health education is planned sensitively, thoughtfully and well and provides sufficient leeway to discuss issues as they arise.
- Pupils develop very good levels of confidence and become socially mature.

Commentary

94. This highly inclusive school plans this area of the curriculum very well and does much to involve pupils in all aspects of its work. The school council plays an important part in contributing to priorities in the school's development plans. Pupils are encouraged, consistently, to think about what impact their actions have on others, to explain their choices and to reflect on significant issues. The planned programme has scope for teachers to be sensitive about appropriate ways for their pupils to tackle sticky situations, so it can give more freedom for older pupils to discuss issues that crop up in their day-to-day lives. This encourages pupils to be thoughtful and considerate. The format of lessons is also flexible enough to take account of the differing ways in which problems need to be aired. For example, most lessons for pupils in Year 6 are very practical in nature, including sessions set aside to work with visitors and specialists in singing, speech projection and self-confidence. At other times, they cover concepts, such as commitment, through their programme of religious education.
95. The school has a well-developed programme of health education, and sensitive issues such as sex and relationships education are handled very well. The school nurse makes an important

contribution to the education of pupils in Year 5, when she visits them to discuss healthy relationships within the family unit, in line with the ethos of this church school. Issues of drugs and harmful medicines, as well as smoking and peer pressure, are also woven into the programme. Some of these issues are dealt with appropriately throughout the school, with increasing emphasis by the time the pupils leave Year 6. The pupils say they feel well informed, and teachers deliver the messages well. The strength of the programme is indicated by the confidence and generally socially mature attitudes of the pupils, expressed orally and in their written work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale:
excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*