

# INSPECTION REPORT

## **CANNON PARK PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103667

Headteacher: Mrs M Drake

Lead inspector: Mrs L Murphy

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> February 2004

Inspection number: 255708

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	191
School address:	Bransford Avenue Coventry West Midlands
Postcode:	CV4 7PS
Telephone number:	024 76414683
Fax number:	024 76693048
Appropriate authority:	Local education authority
Name of chair of governors:	Mrs C Davies
Date of previous inspection:	2 <sup>nd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Cannon Park Primary School is an average-sized school situated on the outskirts of Coventry serving an area of mixed housing. The school has a number of distinct features in that at least half of its pupils attend from outside the immediate area; and a significant proportion of the pupils do not attend this school for all their primary school education. Pupils frequently join or leave the school mid-year. This is in part because the school educates pupils from families attending the nearby university for a fixed term. The school is cosmopolitan and includes pupils from a wide range of heritages the main ones represented being White British, Asian and Chinese. There is a small number of Travellers. There are no pupils in public care. Seven per cent of the pupils are eligible for free school meals. This is below the national average. Twelve per cent of the pupils are learning English as an additional language and nine per cent are at an early stage. The proportion of pupils who have special educational needs is above average at 20 per cent. The special educational needs include learning, behavioural and speech difficulties and autism. Two pupils have a Statement of Special Educational Needs. The pupils' attainment when they start school is below average. Since the last inspection over half of the teaching staff has changed.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16173	Mrs L Murphy	Lead inspector	English, science, art and design, design and technology and the Foundation Stage
19446	Mrs S Wood	Lay inspector	
14573	Mr H Wareing	Team inspector	Citizenship, information and communication technology, geography and English as an additional language
29378	Mr K Watson	Team inspector	Mathematics, history, music, physical education, religious education and special educational needs

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very effective** school. Pupils achieve well in the reception class and by the end of Year 2. They achieve very well overall by the end of Year 6. The quality of teaching is very good and pupils attain standards that are above average. The school is very well led and effectively managed. Governance is very good. A barrier to achievement is the high numbers of pupils joining and leaving the school during each year but the school deals with it very well and provides very good value for money.

The school's main strengths and weaknesses are:

- very effective teaching ensures the pupils make very good gains during their time at the school and reach standards that are above average in most subjects; standards in music are well above average;
- the pupils who are learning English as an additional language and those who have special educational needs achieve very well as a result of the high level of care all the pupils receive;
- the pupils have very good attitudes and behave very well because the provision for their spiritual, moral, social and cultural development is very good;
- a very rich, fulfilling and inspiring curriculum; however, the curriculum for pupils in Year 1 is under-developed and as a result the pupils make sound progress but do not achieve as well as others;
- links with parents and the community are very strong; and
- the very good leadership is inspirational and has a clear vision for the future.

The effectiveness of the school has improved very much since the last inspection. The key issues have been addressed and further improvements have been brought about in the majority of the school's work resulting in higher standards.

### STANDARDS ACHIEVED

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

*Key: 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.*

The pupils achieve **very well** from the below average level when they start school to attain standards, as judged by the inspection, which are above average by the end of Year 6. The above table shows higher standards achieved in 2003 due to the particular group of pupils. Groups vary from year to year because the school is in area where there is a much changing population. Children achieve well in the reception class. This means that the pupils in the Foundation Stage are in line to attain the goals children are expected to reach by the end of reception. In personal and social development the children achieve very well and are set to exceed the goal for their age. Good achievement continues so that by the end of Year 2 standards are above average in reading and writing and average in mathematics. By the end of Year 6 standards are above average in English, mathematics and science. Also by the end of Year 6 standards are above those typically expected nationally in:

- information and communication technology;
- religious education;

- art and design;
- design and technology;
- geography;
- history; and
- physical education;

Standards are well above average in music.

The pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils' attitudes and behaviour are very good. The rate of the pupils' attendance is good.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**. The quality of teaching and the resulting learning are **very good**. Strengths in the teaching include: very good subject knowledge, praise and encouragement to build confidence and high expectations of what the pupils can achieve. Teachers insist on very good behaviour and use resources very well to engage the pupils' interest. Equality of opportunity is very good. These attributes bring about a very good quality in the pupils' learning. The pupils are very productive and have a very good capacity to work independently and in groups.

The curriculum, care, guidance and support, and partnerships with parents, the school and the community are all very good and support the pupils' achievement very well indeed. The transition from the reception curriculum to that in Year 1 is a relative weakness because in Year 1 the activities are not always well suited to the age of the pupils and the change to the work in the National Curriculum is insufficiently smooth.

## **LEADERSHIP AND MANAGEMENT**

Overall the leadership and management are **very good**. The leadership is very effective in providing a clear educational direction and fulfilling the school's aims. The governing body are very astute and act as a very good critical friend to the school. The school is managed well. The school's self-evaluation and monitoring to bring about improvement are good. Statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The parents are very satisfied with what the school provides for their children. They are pleased that their children enjoy school and note the effective arrangements for settling them in. They say that the teaching is of good quality and that children are expected to work hard. They like the fact that children are treated fairly and encouraged to become mature. Parents say that children behave well and make good progress.

The pupils like learning new things and are very pleased about the lessons and the curriculum which are interesting and fun. Pupils say that the teachers are friendly, kind, happy and help them to improve their work. Some children would like to have more homework but the inspection judgement is that homework is satisfactory. The pupils agree they have a known adult to go to if they are worried.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to:

- improve the transition for pupils from the reception to Year 1 classes.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

The pupils' achievement is very good and standards are above average by the end of Year 6. In music they are high. In Year 1 the pupils achieve satisfactorily.

#### Main strengths and weaknesses

- there has been an upward trend in standards since the last inspection;
- most groups of pupils achieve very well though pupils in Year 1 achieve satisfactorily; all pupils achieve very well in music and art and design; and
- standards are mostly above average even though they are adversely affected by the high proportion of pupils who start the school part way through their education.

#### Commentary

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

Standards in:	School results	National results
English	28.8 (29.0)	26.8 (27.0)
mathematics	29.0 (29.6)	26.8 (26.7)
science	30.0 (29.4)	28.6 (28.3)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

1. The school's results in the 2003 national tests for pupils in Year 6 as set out in the table above show standards to be well above average in English and mathematics and above average in science. In each subject the proportion of pupils achieving higher than the expected level for their age is much greater than average. This contributes well to keeping the school in line with the national trend even though the majority of pupils do not spend their entire primary school education at Cannon Park Primary School. Because of this results vary from year to year but since the last inspection the pupils' attainment on entry has dropped overall yet their attainment by the time they leave the school has improved and is now above average. This confirms that pupils are achieving very well. The exception is Year 1 where the pupils' achievement is sound because the quality of the curriculum and the teaching and learning are not as well structured and methodical and therefore not as effective as elsewhere. The slower progress in Year 1 picks up again in Year 2.

##### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	18.5 (17.8)	15.7 (15.8)
writing	17.3 (16.4)	14.6 (14.4)
mathematics	18.2 (17.8)	16.3 (16.5)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*

2. The school's results in the 2003 national tests for pupils in Year 2 as shown in the table above demonstrate very well the great strides the pupils make in Year 2: they come out well above average in reading, writing and mathematics. Inspection findings place standards this year at



above average in English and mathematics although they are average in speaking and listening because the pupils in Year 2 have not quite caught up in this aspect.

3. In the Foundation Stage, the children are on course to attain the early learning goals in each of the six areas of learning other than in personal development where standards are likely to be in advance of the early goals. This is because though the teaching is good across the curriculum, the teaching of personal development is very good in that it forms a core part of all aspects of teaching and learning. Underlying it are the high expectations the staff have of the children and the very good support from home.

4. Underlying the school's success is the way in which the very clear leadership of the school ensures that individual talents, strengths and differences are celebrated and pupils reach their full potential, thus meeting the school's aims very well. Supporting this are teaching of very good quality overall and a very strong curriculum that is very broad and enriched by extra-curricular opportunities within the school and the community. Effective assessment is used well to quickly match work to pupils' needs whenever they start at the school. Very good leadership of music brings about the high standards attained in this subject and the very good gains made by pupils. Art and design is also very well led and managed and as a result very good improvements have been made since the last inspection bringing standards to a level above those typically expected. In three-dimensional work standards are very high.

5. Pupils for whom English is an additional language achieve very well in developing English language and literacy skills. Many pupils who arrive with little or no English do so after having begun their schooling in another country. The school makes great efforts to incorporate them into school life. They are well supported with specialist lessons and make rapid progress. The school also makes every effort to provide translators so that technical vocabulary need not be a barrier to success in lessons.

6. Throughout the school, pupils who have special educational needs achieve very well in relation to their prior attainment. This is because the teachers, with help from the co-ordinator, plan carefully to take account of individual needs, and pupils try hard to achieve the targets set for them. Where appropriate, pupils' progress is helped by good support from teaching assistants. The achievement of most gifted and talented pupils is very good because teachers are aware of their capabilities and take care to plan appropriate and challenging tasks. Travellers are very well catered for and achieve very well because the school builds on the pupils' strengths and tackles any weaknesses alongside those of other pupils.

### **Pupils' attitudes, values and other personal qualities**

7. Pupils' attitudes to learning and their behaviour are very good. The attendance rate is good and there have been no exclusions over the last year. The provision for the spiritual, moral, social and cultural development of pupils is very good.

### **Main strengths and weaknesses**

- The school has effective procedures to promote good attendance;
- pupils enjoy their lessons and are very interested in their work;
- pupils are polite and courteous and respect the views of others, which results in the very positive relationships throughout the school; as a result pupils cooperate very well,
- there is very good provision for the spiritual, moral, social and cultural development of the pupils; though
- the use of visitors from a range of faiths and visits to places of worship are under represented.

## Commentary

8. The school has good systems in place to promote the pupils' attendance. These include regular reminders to parents through newsletters and prompt follow up if parents forget to inform the school of absence. Families respond well to the clear expectations of the school and this brings about the good rate of attendance including that of Travellers. The majority of pupils arrive at school in good time. A minority, however, consistently arrive at school after the start of the school day, which results in lessons being interrupted and other pupils being distracted from their work.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.1	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.*

9. Pupils enjoy their lessons and are very keen to learn. They settle quickly to given tasks and respond well to their teacher's requests or instructions. When working as pairs or in groups they interact and cooperate very well. Pupils working individually become engrossed in their work and are eager to complete tasks in the time given whilst taking pride in presentation.

10. Parents and pupils agree that children behave well. The inspection found that behaviour in class is very good and pupils clearly respond to the high expectations of their teachers. The children get off to a very good start in the reception class because the provision for their personal and social development is given high priority and underpins much of the curriculum. Throughout the school the pupils are polite and courteous to visitors and adults in the school and they walk around the school in a quiet and orderly manner. The very good relationships that have been developed throughout the school reflects the very good role models of the adults. There are a few pupils who experience difficulty in conforming to the school's expectations but they are very well managed and do not cause any significant disruptions to learning. Inappropriate behaviour, such as bullying or racial harassment is rare and the pupils say that if it does occur it is very quickly and sensitively addressed.

11. The very good relationships and sensitive support provided by all staff helps to raise self-esteem and make all pupils feel part of the school community regardless of ability, gender or race. This includes pupils who are learning English as an additional language and Travellers. Pupils who have special educational needs have very positive attitudes towards their work because teachers know them well and plan appropriate tasks suited to their needs.

12. The school has worked hard to ensure that provision for the spiritual, moral, social and cultural development of the pupils is fully integrated into the whole curriculum. Lighting a candle to provide a focus for a quiet time of reflection during collective worship and introducing a butterfly farm in reception encourage young children to appreciate and marvel at the wonders of nature. The school's personal, social, health and citizenship program gives opportunities to understand the need for good manners, develop a clear understanding of right and wrong and respect the feelings of others through work on bullying and racism.

13. The pupils have opportunities to study their local environment and make comparisons between their local community and those of other cultures by drawing on the knowledge of the overseas pupils and their families. There are fewer opportunities to gather first hand information about world faiths and their places of worship through visitors and visits.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. The **quality of education** provided by the school is very good. The quality of teaching and learning is very good. The quality and range of the curriculum is very good and very well extended through extra-curricular clubs. The care and guidance provided for the pupils is very good. Links with the community including parents are very good.

### Teaching and learning

15. The quality of teaching and learning is **very good** overall. Assessment is good.

### Main strengths and weaknesses

- Great encouragement is given to pupils and the staff have high expectations of what pupils can achieve;
- teachers' subject knowledge is very good;
- consistent expectations of very good behaviour and very good use of resources engage the pupils' interest and concentration;
- equality of opportunity is very good;
- pupils who have special educational needs and are learning English as an additional language are taught very well;
- there is a noticeable difference in the teaching at Year 1 where the pupils' transition from the reception class to work in the National Curriculum is insufficiently smooth.

### Commentary

#### *Summary of teaching observed during the inspection in 41 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 ( 0 %)	14 (34 %)	20 (49 %)	7 (17 %)	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.*

16. The quality of teaching is very much improved since the last inspection because the leadership and management of the school have ensured that monitoring, evaluation, performance management and professional development are all carefully managed to benefit learning. Parents are rightly pleased with the teaching. Teachers use their very good subject knowledge to enliven the subjects they teach. This was the case, for example, in a very good lesson in art and design in Year 4 where the teacher had much information at hand to teach the skills the pupils needed and to nurture their interest in exploring design. As a result the work the pupils produced was well structured and the pupils came to a much better understanding of how important design is and how it can be improved. The daily literacy lessons are taught well and daily mathematic lesson are often taught very well. This reflects the teachers' level of subject knowledge and their understanding of the national strategies to bring about improvement in pupils' achievement through effective planning and teaching.

17. Teachers have high expectations for their pupils and give them very good encouragement to achieve their best. Plenty of time is given to discussion so the pupils know exactly what is expected of them. They rise to the occasion because the resources with which they are provided are often engaging and challenging. The use of very well chosen resources of very good quality also encourages much successful collaborative work.

18. All adults manage the pupils' behaviour very well because a core understanding of what is acceptable is well disseminated to staff, pupils and parents. This means that no time is lost in lessons and the pupils are encouraged to be independent in their approach to learning. This serves them well; for example, in the reception class pupils quickly learn to chose activities independently

and to finish one task before moving on to another. This is also because the classrooms are well organised and methods well established.

19. Relationships are very good and adults ensure that the school's aims are met to provide equality of opportunities for all. The pupils are given tasks which encourage them to think hard and to be independent in their learning. They are encouraged to be questioning and thorough in their approach. As a result pupils are very successful in the majority of subjects.

20. The quality of teaching and support for pupils with special educational needs is very good. The very good relationships and the trust and confidence pupils have in their teachers and those who support them, offer good motivation to try hard and achieve well. The teaching assistants are well briefed about their role in each lesson and support pupils well in their learning. Pupils' individual education plans have clear, achievable targets which are regularly reviewed. The pupils who are at an early stage of learning English as an additional language are well supported alongside other pupils by their class teachers and teaching assistants. Gifted and talented pupils are identified, and most teachers set appropriately challenging work for them. Travellers make very good progress because tasks are well matched to their level of attainment and this includes effective provision for the higher attaining pupils in this group.

21. Many of these attributes come together in the very good teaching especially in the teaching in Year 3 to Year 6 in information and communication technology, mathematics and music. In these subjects in particular and in art and design the pupils learn at a very good rate.

22. The quality of teaching at Year 1 though satisfactory overall does not match the higher quality achieved elsewhere in the school. Strengths in Year 1 include remarkable story telling which entuses pupils to listen avidly and take part in simple drama. Shortcomings are in the management and organisation of group work where directions lack clarity, the pace is slow and as a result pupils do not work to their full capacity. The high expectations of pupils' independence in the reception class and the clearly established routines are not well enough developed in Year 1. The layout of the classroom lacks cohesion and is not used well enough to promote enquiry, improve the pupils' concentration or to help pupils take responsibility for their learning. Because the teaching is not well ordered and routines insufficiently well set pupils often spend time queuing to ask basic questions of the teacher. This is in part because in writing in particular there are too few dictionaries and charts used to develop the pupils' independence.

### **The curriculum**

23. The school has successfully developed a very good, rich and varied curriculum which provides challenge and enjoyment for all its pupils. This is well supported by extra-curricular activities and very good resources. Accommodation, though limited in some respects, is good overall.

### **Main strengths and weaknesses**

- great improvement has led to a very stimulating and broad curriculum;
- a wide range of extra curricular activities adds to the pupils' achievements;
- equality of access and opportunity includes very good provision for pupils who have special educational needs, those for whom English is not their first language and Travellers;
- best use is made of the limited space for information and communication technology and indoor physical education; but
- there are shortcomings in the curriculum for pupils in Year 1.

### **Commentary**

24. The curriculum has shown very good improvement since the last inspection when it was judged to be satisfactory overall with some weaknesses. As well as meeting all statutory requirements, it now provides pupils with a rich and stimulating variety of activities.

25. The national strategies for literacy and numeracy, and the scheme of work for science, are thoroughly embedded in policy and practice and are continuing to raise standards across the school. There are consistent approaches to teaching and applying literacy and numeracy skills across the curriculum. The provision of a dedicated suite for information and communication technology has had a positive effect on achievement throughout the school, and standards in this subject are steadily improving. While continuing to raise standards in these basic subjects, the school has continued to develop the creative, aesthetic and physical curriculum. Some very high quality teaching and learning is happening in such areas as music, dance, drama and art. The school is very successful in promoting excellence and enjoyment.

26. The curriculum for the pupils in Year 1, however, is narrow and does not build well enough on the very good curriculum provided in the reception class. Nor does it prepare pupils well enough for the high expectations in Year 2. As a result the pupils have a very basic and mundane range of activities in Year 1 and begin to lose the independence which was nurtured so well when they first started school. A minority of parents hold the view that transition to Year 1 is not well organised or managed.

27. The school provides many opportunities to broaden pupils' experiences through visits and visitors to the school though a shortcoming is the way links are used to promote the pupils' achievement in religious education. Pupils are involved in a variety of special events, sometimes combining with other local schools such as in a morning of music and drama. Visits to activity centres, museums and work places are used creatively to enhance the curriculum. Clubs for such activities as chess, basketball, football, French, drama, orchestra and recorders are a regular feature and are enjoyed by many pupils. Links with the university and local schools are very good. For example pupils in Years 5 and 6 have visited the local secondary school for lessons in information and communication technology, French, science and athletics. Teachers from that school also visit Cannon Park Primary to deliver assemblies and lessons. These links help to prepare pupils for the next stage of their education very well.

28. The school has an above average number of pupils with special educational needs, and because of its proximity to the university, admits many pupils throughout the year from different countries, some of whom have very little English. The school also receives Travellers. Provision for all these pupils is very good through the work of teaching staff and where needed teaching assistants; all staff are very aware of the particular needs of each pupil. Where statements of special educational need are in place the provision is very good indeed. It is characterised by high quality planning using a good range of approaches, careful recording of progress, and good communication with parents who are kept fully informed and provided with ideas and strategies for work at home. Individual education plans are of good quality, though do not make room for a comment by the pupil. The open and inclusive atmosphere in the school and the very good relationships enable all pupils to settle quickly and achieve their full potential.

29. The curriculum provides well for pupils' personal, social, health and citizenship education including sex and drugs awareness education. The school ensures that all pupils, regardless of ability, gender or ethnicity have equal access to the opportunities it provides, and is very successful in giving many opportunities for pupils to show independence and initiative.

30. The match of teachers and support staff to the curriculum is good, and many of the subject leaders show a high level of expertise in their subjects. The accommodation is much improved since the last inspection: now there are discrete classrooms in which staff and pupils take obvious pride and the quiet atmosphere is very conducive to teaching and learning. The computer suite is rather cramped and the hall is not large enough for indoor games for older pupils or whole school events. However, good use is made of all the present facilities and the whole school looks bright and welcoming. Very good quality resources have been purchased and these are invariably used at least well to support learning. The senior management team and subject leaders are very proactive in constantly reviewing, and where possible improving, accommodation and resources.

## **Care, guidance and support**

31. The school provides a very caring environment where pupils grow into mature and responsible individuals. Pupils are guided and supported very well. Health and safety requirements are met and child protection procedures are very effective. The pupils' views and opinions about the school are listened to and appropriately acted upon.

### **Main strengths and weaknesses**

- The school has very good care systems;
- there are many opportunities for pupils to share their views and ideas, which are listened to and acted on appropriately; and
- opportunities are missed to inform pupils of the level of attainment they are working towards.

### **Commentary**

32. The leadership and management places high priority on the pupils' care. As a result of very effective systems the pupils are clearly confident to talk to known adults in the school if they have concerns or worries. They say that incidents of bullying or racial harassment are rare although on the few occasions they do occur are dealt with sensitively through discussion with all parties involved. Parents agree that their children receive the care they need.

33. The school council is a very well developed forum to enable pupils to share and develop their views and ideas. The older pupils who are elected members are given time to talk to their allocated classes to involve them in making suggestions, taking part in competitions and developing ideas. They are currently working on a travel plan to improve the safety of pupils as they arrive and leave school and they have an action plan for their work towards an Eco School Award.

34. Annual targets are in the written reports home to parents. The individual targets are not regularly set or discussed with individuals. As a result there are limited opportunities for pupils to clearly understand the precise levels they achieve in their learning.

35. Pupils who have special educational needs benefit from very positive and trusting relationships with their teachers and classroom assistants. They understand that targets set in their individual education plans are aimed at helping them to improve although they are not fully involved in setting and evaluating these targets.

## **Partnership with parents, other schools and the community**

36. The parents are very supportive of the school and the work it does. The school has developed very good links with the community and other local schools which enrich pupils' learning.

### **Main strengths and weaknesses**

- very good range and quality of information and opportunities are offered to parents to enable them to become involved in their children's learning;
- very good links with the community and local schools; but
- visits from leaders of a range of faiths are under-represented.

### **Commentary**

37. The school provides an extensive range of well presented information to enable parents to be clear about the routines and events in school, areas the children will study during each term and how well they are progressing. Parents are invited to attend assemblies and productions which they clearly appreciate. A large number of parents attended a class assembly which focussed on Aborigines and included very well presented dance, music and drama. The school organises

courses for parents to enable them to understand how children learn. The school is supported by The Friends of Cannon Park who organise a wide range of social and fund raising events which helps provide additional resources for the school, such as the picnic games tables in the playground, computer equipment and opportunities such as the chance for the whole school to visit a planetarium.

38. A range of links with the local community enhance the pupils' learning very well. The local area is used for studies in history and geography and pupils visit the local art centre. The school provides accommodation for a mothers and toddlers group and also for a church to meet on Sundays. It also has very good links with the local secondary school where pupils from Year 5 and Year 6 visit for a range of extra lessons to enable them to broaden their understanding of subjects whilst giving them an insight into secondary education. Provision for the preparation for transfer to senior school is effective. Through the university and partnership centres pupils benefit from expertise and experiences that are not normally available in schools. This promotes learning very well in subjects such as science, design and technology and drama.

39. A shortcoming is that the links with the community include few visits from leaders of a range of faiths. Places of worship in the locality are not used very well to help to develop the pupils' understanding of religious education and this means that opportunities for the pupils to draw from first hand experience in these respects are more limited than they might be.

40. The parents of pupils who have special educational needs are fully informed, and involved with their children's learning at every stage. Good systems for passing on records, and close liaison with the local secondary school help these pupils to make a smooth transition to the next stage of their education. Links with Travellers are very secure and impact very well on the children's achievement.

## **LEADERSHIP AND MANAGEMENT**

41. Overall the leadership and management are very good. The quality of leadership is very good, management is good and governance is very good.

### **Main strengths and weaknesses**

- The headteacher has an excellent sense of purpose and high aspirations for the school;
- governors' contribution to leadership and joint strategic planning has helped shape the vision and direction of the school;
- there is wide consultation before decisions are made;
- the school development plan is overcomplicated and insufficiently streamlined.

### **Commentary**

42. The headteacher's vision has been the main driving force in moving the school forward since the last inspection. The communication and sharing of this vision to all staff has helped in the drive to address the issues raised in the last inspection. It has resulted in very good improvement and led to the raising of standards. With the support of a very effective senior management team and governing body the headteacher has recruited and developed an effective team to replace those retiring from a staff that has been stable for some time. The school's leaders have created a community where all pupils are well included in its activities.

43. Leadership is focused on ensuring high standards in all areas of the school's work. The headteacher has a very clear vision of how to improve standards and this is articulated so that all staff know what they are working towards. The development of leadership is encouraged. Recently appointed teachers are supported well through their induction to the school. This is supplemented with continuing professional development which results in teachers quickly taking effective responsibility for subjects and working as coordinators. Much of the teaching is very effective and leaders take steps to improve that which is not so effective.

44. The governance of the school is very good. The governing body makes a major contribution to leadership because governors have helped shape the vision and direction of the school. Much discussion prior to decision-making and regular monitoring and visits support teachers in implementing policies. This includes due attention to race equality. The information gathered in this way enables governors to be fully involved in strategic planning and in formulating policies. The governors' work complements the development cycle, to their mutual benefit. Statutory requirements are met. Governors are aware of the school's strengths and weaknesses and these are dealt with openly in development planning. Performance management procedures are effective and closely monitored.

45. The leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator maintains good links with the support services, helps teachers to draw up individual education plans that contain relevant and achievable targets, and makes sure that parents are fully involved with all reviews. Good systems are in place for identifying pupils who have special needs at an early stage and making sure these needs are met. The co-ordinator also maintains and reviews a register of gifted and talented pupils which is used well by the school.

46. Managers are committed to ensuring the school can fulfil its objectives. There are strengths in the leadership and management of most subjects, due in no small part to the emphasis placed on the recruitment and development of teachers. Staff are clear about their roles and responsibilities and have ready access to support, guidance and training. The monitoring of achievement is well established. Management is supportive with a strong emphasis on raising standards.

47. Strategic planning is well used by managers and governors. However, the school development plan is a very detailed but unwieldy document. The detail of numerous targets and specific action points becomes inefficient and these have yet to be pared down to help improve the management and further development of the school.

48. The very good value for money the school provides is because expenditure per pupil is only very slightly above the national figure yet the school provides a very good quality of education for its pupils.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	516,731
Total expenditure	559,921
Expenditure per pupil	2,857

Balances (£)	
Balance from previous year	66,371
Balance carried forward to the next	23,181



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

49. Provision for children in the reception class is good and represents a good improvement since the last inspection. The children start the reception class with attainment below average and achieve well because of good teaching and a very good curriculum. The teaching partnership between the teacher and assistant brings about a good pace of learning and reflects the leadership and management's effectiveness in delegating responsibilities and monitoring the outcomes.

50. **Creative development** was not inspected in detail. From scrutiny of records and work and discussion with staff and pupils it is evident that the pupils achieve well and are on course to meet the early learning goals for their age by the end of the reception year. This is an improvement since the last inspection and has come about because the pupils have much better regular access to opportunities to draw and paint. The range of paint is limited to ready mixed paint, however, and the pupils have very little experience of mixing powder paint or working with different sizes of brush.

51. The pupils' **knowledge and understanding** of the world was not a focus of this inspection. The pupils achieve well and are likely to attain the early learning goals for their age by the end of the reception year. Strengths are in the children's knowledge of religious education. Shortcomings are in the way in which boys and girls have access to computers. This is because the boys dominate the use of the computers and it has until recently gone unchecked.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- provision for the children's cultural development is very good;
- relationships are very good and as a result the pupils feel valued and behave very well
- all groups of children have equal opportunity to do well; though
- insufficient use is made of the teaching assistant to teach small groups at the beginning and end of sessions.

#### **Commentary**

53. There are children of many ethnic backgrounds in the reception class and the teaching draws very well on their own heritage to teach children about a good range of cultures. This is promoted through interactive displays of very good quality. For example, the displays contain taped stories in pupils' first language and use a good range of art and crafts for pupils to appreciate. Children make their own artefacts based on those from many different countries. Parents are encouraged to contribute and the response effectively widens the pupils' understanding and their appreciation of each others heritages.

54. The very good relationships are built on trust and understanding together with clarity about what is right and wrong. The adults set a very good role model for the children in how to respect others and value their contributions. This is a clear commitment to the school's aim to foster self respect. Clear parameters are set for the pupils' behaviour and pupils live up to the high expectations because they are clear about the rules and the reasons for them. This helps the children to become increasingly mature and get the best out of their teaching and learning. They achieve very well and are on course to exceed the early learning goals for their age by the end of the reception class.

55. All groups of children have equal opportunity to do well and the school caters equally for Travellers and for children who may have special educational needs and those learning English as an additional language, because the staff are alert to their differences and use assessment well to identify the children's needs. This is reflected in the planning which is adjusted every day to ensure children learn in small stages. As a result the children achieve very well.

56. Though the teaching assistant has a satisfactorily supportive role to play at the beginning and end of sessions too little use is made of the opportunity to have smaller discussion groups so that the pupils' needs can be addressed even more closely. This is in direct contrast to practical work when the teaching assistant is well deployed to a good range of activities and provides effective teaching to individuals and small groups.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The adults use questioning well to encourage speaking and listening;
- resources are engaging and promote role play well; but
- the choice of activities by gender is insufficiently well monitored.

### **Commentary**

58. The children are on course to attain the goals set for the end of reception because the good quality teaching and learning enables the children to achieve well. Speaking and listening is developed well through good quality questioning which encourages even the most reticent speaker to offer a contribution. Both adults are skilled in this so throughout the well chosen activities the children's vocabulary is being extended and their confidence at speaking grows quickly. The teaching of children learning English as an additional language is at the right level and reflects the children's needs well. The teaching draws on information from initial assessment and provides plenty of opportunities for structured discussion and less formal intervention throughout the school day.

59. Bright and well chosen resources engage children's interest. For example, a treasure chest of resources used at the beginning of literacy sessions holds children's attention as they look forward to what it contains. In one lesson based on the story of *Noah's Ark* the teacher produced an ark and pairs of animals as the story developed. The children used the equipment later to re-tell the story in their own words and match pairs of animals.

60. Parents and the link governor play an effective part in the children's development in reading and their love of books. Children have regular access to books and other printed matter and adults carefully enable the children to talk about pictures, recognise letter sounds and new words and improve their understanding that print carries meaning. Higher and middle attainers have a growing understanding that stories contain a beginning, middle and end and higher attainers can recall simple stories.

61. Girls have a higher preference for writing than do the boys. As a result the girls often choose to write for a variety of reasons in their role play and will concentrate for a good length of time. This means that the boys have less opportunity to use these resources. However, given a choice the boys usually choose other activities and have less practice at applying their early writing skills developed soundly in formal teaching. As a result they have a less well developed understanding of the conventions of writing. Incorrect pencil grip is not addressed sufficiently well; some children are developing an awkward way of holding a pencil which holds back their fluency in handwriting.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- practical activities are well prepared to develop the pupils' mathematical concepts;
- adults are good at intervening to extend the children's thinking; but
- the tasks for higher attainers are not always well matched to their needs.

### **Commentary**

63. Great effort goes into preparing practical activities, so that whether the children are working directly with an adult or independently they mostly achieve well and are on course to attain the nationally recommended levels prior to joining Year 1. A weakness is that the tasks for the higher attainers to choose from are insufficiently challenging to really make them think hard. For example, children matched sets of objects to numerals up to 20 one day and the next day the identical task was given without any extra challenge. As a result the children quickly completed their task, but the task was too undemanding to accelerate their learning.

64. Adults are good at intervening to extend the children's thinking. The class teacher often works directly with a particular group urging them on to develop their mathematical understanding while at the same time the teaching assistant circulates spending some time with various groups making sure that the children are learning well and meeting the objective of the session. The quality of teaching and the consequent learning is overall of good quality.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- tasks for outdoor play are well chosen to reflect the children's interest and topics studied; and
- good use is made of the school hall to compensate for the lack of outside climbing equipment.

### **Commentary**

66. Very good improvement has been made in the provision for outdoor play since the last inspection when it was judged unsatisfactory. The curriculum is well reflected in the outside activities and children really enjoy working and playing outside whatever the weather. This is because the teachers make the tasks interesting and fun and because the children are keen to take part. Most tasks are set at just the right level for the children and are adjusted to take advantage for the weather. For example, on a windy day pupils experienced the joy of blowing bubbles and watching them glide through the air and away. A good level of language and knowledge and understanding of simple scientific and geographical principles developed well.

67. A shortcoming is that though the children have some large toys including tricycles to play with to develop their physical skills there is no climbing frame. This is compensated for as well as possible through access to lessons of good quality in the school hall where the pupils develop skills such as climbing; jumping and landing safely though they have too little opportunity to practise the skills daily.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

#### **English**

68. Provision in English is **good**

#### **Main strengths and weaknesses**

- the pupils achieve well in reading and writing but speaking and listening by the end of Year 2, though broadly average, is a relative weakness.
- the organisation of the curriculum is good; and
- the teachers have a good knowledge and understanding of the subject.

#### **Commentary**

69. Pupils' attainment in Year 2 is above average in reading and writing and is average in speaking and listening. By the end of Year 6 the pupils' attainment is above average in reading, writing, speaking and listening. Since the last inspection, standards by the end of Year 2 have risen steadily. Standards at the end of Year 6 have fluctuated, but are above the standard reported at the last inspection. The reason for the fluctuation in the pupils' attainment is the high mobility of pupils. Only 33 per cent of the current Year 6 cohort began their compulsory education at this school. Within this mobile population there is a high proportion of pupils for whom English is an additional language. Given this, achievement in English is good. By the end of Year 6 over the last three years girls have outperformed boys. The school is addressing this increasingly well through the provision of resources particularly in information and communication technology and books to interest boys.

70. Most pupils become confident communicators by the end of Year 2 and reach an average level. Higher attainers demonstrated good listening skills when responding to the teacher's questions about constructing a letter in a Year 2 lesson; in an assembly Year 2 pupils spoke out well and with obvious enjoyment to a large audience of pupils and parents. However, some pupils' speaking and listening skills are not so finely tuned, especially when the pace in lessons slackens and introductions are too long. The majority of pupils, including those for whom English is an additional language, are attentive and eager to contribute to discussion. The use of drama is helping to raise standards as demonstrated in a Year 5 lesson taught in conjunction with a visiting actor from the Performing Arts Service.

71. The pupils' achievement in reading and writing is good as a result of the teaching. This brings about the above average standards at the end of Year 2 and at the end of Year 6. Reading is promoted strongly within the school. As a result most pupils' enthusiasm to read begins early in their schooling. Stories relating to many cultures capture their imaginations and they eagerly discover the meanings of unfamiliar words. Independent learning is promoted well; as a result, pupils are able to use books to find information.

72. Standards of writing are good and are encouraged through the pupils' use of research into topics, writing draft materials and constructing booklets for display. This is supported by the use of information and communication technology, for example in newspaper reports by pupils in Year 6.

73. Teaching is mostly good; some is satisfactory. Teachers have good knowledge of the subject and a good understanding of the requirements of the National Curriculum and national strategy for literacy. Teachers have clear objectives for learning that typify good teaching. They use probing questions which encourage thought about reading and help develop pupils' skills at speaking and listening. When pupils struggle to respond they are gently encouraged to find the right words. This learning environment enables all pupils to achieve well. Activities are designed to challenge the learning of the different ranges of ability and pupils who have special educational

needs are given valuable support. This works well and pupils enjoy the additional attention. Where teaching is satisfactory, the level of challenge is lower due to lower expectations of pupils' listening skills and their patience while instructions are given. Consequently, instructions are incomplete and the pace of learning slows, as pupils have to ask for repeated instruction. In the satisfactory teaching the methods and organisation are not as strong as in the teaching of good quality.

74. The subject is well led and managed. The subject leader has a very clear view of how to improve standards and this is well expressed in the subject action plan. The work done in classes is regularly reviewed. The subject leader is well supported by senior managers in developing the skills to perform this monitoring. There has been good improvement since the last inspection.

### **Language and literacy across the curriculum**

75. Language and literacy are used well in other subjects. Throughout the school pupils' literacy and language skills are being constantly improved through other subjects; for example the use of specific vocabulary when writing reports in geography. Pupils, including those for whom English is an additional language, in a Year 4 religious education lesson where they discussed the use of music to express feelings of praise and thanks were attentive and eager to contribute. In information and communication technology pupils write well to suit specific audiences. Pupils use books for research and present their work in suitable ways, such as lists and headings with text and tables. The links made extend their literacy skills well.

## **MATHEMATICS**

76. Provision in mathematics is **good**

### **Main strengths and weaknesses**

- the subject is very well led and managed;
- standards are steadily improving;
- the curriculum is very well organised;
- the quality of teaching is very good overall but the teaching in Year 1 is satisfactory; and
- all pupils are motivated to try hard and achieve well.

### **Commentary**

77. Over the last few years, the results in the national tests for mathematics taken at the end of Year 2 and the end of Year 6 have shown a steady upward trend that exceeds that shown by pupils nationally. In the tests taken in 2003 the percentage of pupils reaching the higher levels was well above average in Year 2 and Year 6. The groups of pupils vary considerably in this school. This year standards are broadly average by the end of Year 2 in part because the pupils in Year 2 have a certain amount of catching up to do from Year 1 where the quality of teaching though sound is not as strong as in Year 2. After Year 2 the pupils achieve very well and leave at the end of Year 6 with above average attainment. Overall, the school has made good improvements since the last inspection.

78. A key feature in this positive picture is the very good leadership of the headteacher, and more recently the strong leadership and management of the subject leader. She has been in post for about a year and a half, and during that time has been very proactive in evaluating teaching and learning, and making suggestions for improvements. Issues such as the need for more problem solving activities, which was highlighted at the last inspection, have been addressed in practical and effective ways. Lessons have been observed and pupils' work analysed, and from this useful conclusions have been drawn to help teachers to improve their practice. Analyses of tests taken at the end of each year are very thorough and highlight the progress of special needs pupils and the gifted and talented. These assessments are used well in the subsequent planning.

79. The use of the National Numeracy Strategy is well established throughout the school. The curriculum is very well organised so that every teacher knows what is expected, and can deliver a full and balanced programme of work to all pupils. Pupils' workbooks reveal mostly neat and well organised work with a good balance of computational skills, problem solving, work on shapes, space and measures, and data handling. Marking is generally of a good quality, and ensures that all pupils, including those whose first language is not English and those who have special educational needs receive the help they need. The school is well resourced with books and practical equipment to support teaching. However, the use of information and communication technology to support the subject is underdeveloped.

80. Teachers are confident in their subject knowledge, know pupils well, and usually target questions and tasks effectively to involve and motivate all pupils. The quality of relationships between pupils, and between staff and pupils is very good. Teaching assistants, whether giving general support or specific support to pupils who have special educational needs, invariably make a positive contribution to learning. Teachers have high expectations of the pupils' behaviour and effort, so that most lessons proceed at a good pace and pupils learn very well. Pupils enjoy the challenge and often show enthusiasm for the subject. In a Year 2 lesson there was an audible "ooh!" when it was realised that two numbers added up to 1000. In a Year 6 lesson pupils were encouraged to discuss and exchange ideas while carrying out a task on reflective symmetry. The positive and relaxed atmosphere enabled all pupils to tackle the task without hesitation and achieve very well in a short time. The careful planning and well-targeted support evident in most lessons enables all groups, including boys and girls and more able pupils to make good and sometimes very good progress.

81. There is, however, some inconsistency in teaching, particularly in Year 1 where the class management and organisation is not always tight enough to help all pupils to learn effectively. In the better lessons objectives are always very clear, and pupils know precisely what is expected. In the Year 1 lessons pupils were sometimes confused about the task that had been set, and the level of challenge was not always high enough. Taking into account some very good teaching in Year 2, the teaching overall in the first two years is good, and very good in Years 3 to 6. In all classes, mathematics targets are displayed, but the pupils are not all fully aware of these and the levels of the National Curriculum to which they refer.

### **Mathematics across the curriculum**

82. Mathematical skills are well used in other subjects. Examples include charts and graphs in science and geography, weighing in science, measuring in art and counting songs in music. Computer programs are regularly used in most classrooms to enhance mathematical understanding or to practise skills.

## **SCIENCE**

83. Provision in science is **good**

### **Main strengths and weaknesses**

- the curriculum for investigating and experimenting is strong;
- the pupils' developing spirituality is very well addressed;
- good use is made of literacy and numeracy in science and good attention is given to developing a scientific vocabulary;
- an overuse of worksheets in Year 1 does not always match work to the pupils' needs; and
- pupils are relatively weak at applying their knowledge to make predications and draw conclusions.

## Commentary

84. In the national tests for 11-year-olds in 2003 the school's results were well above average nationally and above average in relation to similar schools. Those for the seven-year-olds were above the national average. The standards are not quite so high at Year 6 this year because there are more pupils with special educational needs. None the less the above average standards are a good improvement on standards found at the time of the last inspection. There is no significant difference between the attainment of the boys and girls. Pupils develop a good range of knowledge and skills building well upon their existing knowledge year-by-year. Weaknesses are in applying their knowledge to make predications and draw conclusions. The pupils do not refer sufficiently well to their developing knowledge to predict outcomes but rely too much on guesses. When drawing conclusions from their work they refer back to what has gone before but are less skilled at identifying the linking underlying scientific principles.

85. Pupils' good achievement is supported through a very good curriculum. The curriculum has a clear focus on the practical application of scientific ideas through experiments and investigations. The strong emphasis on experimental work and the choice of tasks are some of the reasons why pupils enjoy science and want to do their best. They work very productively to carry through practical investigations and have very good attitudes to their work. They are able to cooperate and concentrate for very good lengths of time and live up to the high expectations of their teachers.

86. The quality of teaching and learning has improved since the last inspection and is good. Lessons are well balanced and set time aside for discussion, discovery and for the pupils to tackle challenging problems. Spirituality is developed very well in science because teachers take time for the pupils to appreciate the wonders of nature in particular. This was the case for example in a very good lesson in Year 5 where the pupils were learning about the parts of a flower. The room was set out enticingly with flower heads and right from the start pupils' curiosity and pleasure in their work were stimulated. Each pupil had a wonderful flower head to observe and gently take apart. They took time to smell the perfume and appreciate the shape and colour. They were enthralled as they uncurled the tight petal and found what was underneath. The use of a microscope connected to the computer further enabled the pupils to value and explore the line and shape of the flowers and their constituent parts. This helped pupils to systematically develop their skills of observation and enquiry.

87. The planning in Year 3 to Year 6 is effective and includes the use of literacy and numeracy in science so that the pupils have much opportunity not only to achieve well in science but to consolidate and apply their basic skills in such areas as writing, using graphs and measurement. The pupils' scientific vocabulary is above that typically expected and by Year 6 the pupils confidently explain their work using correct terminology. This encourages precision in their work and helps them provide increasingly clear explanations. In Year 1 the use of worksheets provides the pupils with somewhat narrow opportunities to use their writing skills such as giving one word answers to questions. Importantly the worksheets are not always well matched to the pupils' levels of attainment. This means that higher attainers spend too long consolidating skills and lower attainers often never reach the end of the work sheet. As a result the pupils work at a capacity below that of which they are capable. Their learning is accelerated in Year 2 so that by the end of Year 2 they achieve well and reach standards above average for their age.

## INFORMATION AND COMMUNICATION TECHNOLOGY

88. Provision in information and communication technology is **very good**

### Main strengths and weaknesses

- teachers' knowledge and understanding is very good;
- the organisation of the curriculum is very good though there are some gaps in provision in some subjects; and
- the cramped accommodation in the computer suite is managed well.

## Commentary

89. Standards by the end of Year 2 are broadly as expected for pupils of this age and the pupils achieve satisfactorily. The pupils' attainment by the end of Year 6 is above that expected nationally and the pupils achieve very well. By the end of Year 6 pupils largely use information and communication technology well to organise and present their work. The highest attaining pupils can use information and communication technology to present work and the more capable have a good understanding of the requirements of different audiences. Pupils whose attainment is lower can produce work suitable for one given audience. Pupils who have special educational needs are well supported and use computers to enhance the presentation of their work. The school provides well for pupils for whom English is an additional language and staff can translate the technical vocabulary and ensure access to the curriculum for all pupils.

90. Teaching was very good in the lessons seen. Teachers have a very good knowledge of the subject and a good understanding of the requirements of the National Curriculum and they explain these well to their pupils. The pupils have very good attitudes to the subject and quickly gain in knowledge and skills during their lessons. They make good use of the skills in other aspects of their learning when opportunities arise because good attention is paid to the development of literacy and numeracy skills.

91. The pupils' behaviour in the computer suite is good and classes move efficiently from their own classrooms with a minimum of disruption to the other classes they pass through. Pupils' social awareness is very well developed during this time. Pupils have very good attitudes to the subject and work together well despite the lack of working space around some computer stations in the computer suite.

92. The subject is very well led and managed. The leader has a clear vision of how to improve the subject and inspires other teachers to high expectations of their pupils. Money available for improvements is used wisely and the school network has been extended to all classrooms using money made available by the parent and teacher association. Improvement since last inspection is very good.

## Information and communication technology across the curriculum

93. The subject leader provides good support to using information and communication technology in other subjects. There have been improvements in the use of computers in other subjects and information and communication technology is used to good effect in supporting research in geography and history lessons. Pupils in a Year 6 geography lesson were confident and competent in using the Internet to quickly find pictures suitable to illustrate a piece of work. In a Year 5 science lesson, a microscope linked to the class computer allowed pupils to save magnified images of the reproductive parts of flowers to use in subsequent presentations. Digital cameras are used in Year 2 to illustrate pupils' work in art and design. Pupils make good use of information and communication technology in the production of newspaper reports in Year 6 English lessons. The subject leader has yet to fully integrate the use of computers to all subjects. This is the case, for example in the use of control in design technology.

## HUMANITIES

94. Only one **history** lesson was seen during this inspection, so there is no judgement on teaching and learning. However, from scrutiny of pupils' books and classroom displays, and from talking to pupils, it is possible to judge that standards are above national expectations throughout the school. All pupils, including those who have special educational needs, and those learning English as an additional language, achieve well.

95. The curriculum is organised to give fair time to study the main aspects of the curriculum. Well organised lessons mean that by Year 6 the pupils are studying periods of history in much



greater depth and are beginning to select and combine information from different sources. Good use is made of the Internet for research. Pupils generally enjoy the subject and most have good recall of some of the main features of the periods studied. Assessment is used to track pupils' progress, but this is relatively underdeveloped. There has been satisfactory progress since the last inspection.

## **GEOGRAPHY**

96. The provision for geography is **good**

### **Main strengths and weaknesses**

- the quality of teaching and learning is good;
- the use of visits in the school's locality enriches the curriculum;
- there is a concentration on environmental issues; but
- the use of assessment to inform progress is underdeveloped.

### **Commentary**

97. The pupils' attainment by the end of Year 6 is above that expected nationally and pupils achieve well. No teaching was seen in Years 1 and 2. Teaching in Years 3 to 6 is good overall though some lessons were very good. Where teaching was very good, pupils were engrossed in their work. Teachers have very good knowledge of the subject, have high expectations of their pupils and explain the requirements well to enable pupils to make good gains in their knowledge and understanding. Pupils are encouraged well to develop literacy through geographical studies. This is done through the production of work in a variety of formats. For example, Year 3 pupils producing booklets about weather had used the information gained from reading texts to produce notes, that were then used to compile their booklets. Pupils in Year 6 demonstrated good use of computer skills in geography by finding additional images to illustrate their presentations about river valley development by quickly accessing pictures from the Internet and selecting the ones relevant to their work. Pupils can describe the physical processes associated with river valleys in detail and are beginning to offer explanation of these processes.

98. The pupils' attitudes to work are very good and good working environments are quickly established in classrooms. Tasks are matched appropriately to support pupils with lower literacy skills. Teaching assistants are well deployed by teachers to help in this. This support allows pupils to develop knowledge and understanding of geographical topics being studied at their own pace. The match of work also ensures there is good challenge for the higher attaining pupils and that pupils learning English as an additional language or those who have special educational needs are fully included in the learning.

99. The school gives high priority to using the local environment to provide pupils with first hand experience and deepen their understanding of local geography. This includes a clear focus on developing an eco-friendly environment through for example, taking time to learn about and implement recycling of such items as stamps and spectacles. The pupils experiment with making their own compost and investigate soils to use in the garden. Pupils are well informed about conservation and care for the environment. For example, the school has set up bird boxes to attract bats to the locality and has enlarged the school pond to make a better resource for investigation.

100. The subject leadership and management are satisfactory but well supported by senior management. New staff are given training in the approaches used by the school and this means that the pupils make smooth gains year on year. The assessment of pupils' work is at an early stage and does not yet have the full impact it might.

## RELIGIOUS EDUCATION

101. Provision in religious education is **good**

### Main strengths and weaknesses

- the organisation of the curriculum;
- the use of discussion in lessons;
- development of appreciation of a deity; but
- the deployment of teachers impacts adversely upon the learning of the pupils in Year 1.

### Commentary

102. Standards are broadly typical by the end of Year 2. Pupils retell stories, identifying beliefs and practices and suggest meaning in religious symbols. They were seen to respond very well to the beliefs of others and understand the importance of respect for different festivals in a Year 2 lesson.

103. The pupils' attainment by the end of Year 6 is above the expected level and they achieve well. The standard of pupils' written work is high and their writing shows development of their knowledge and understanding of different faiths. A relative shortcoming is that because they have few visits to places of worship they have little first hand knowledge to draw upon. They make good gains in their learning from religion, and can ask questions about experiences recounted in their studies. The higher attaining pupils make informed responses to these questions. Pupils have good attitudes to the subject.

104. The curriculum provides pupils with opportunities to develop their literacy skills. For example in a Year 4 class, the majority of pupils, including those for whom English is an additional language, were attentive and eager to contribute to discussion, where the use of music to express feelings of praise and thanks was discussed.

105. Overall the quality of teaching is good because the teachers have good subject knowledge and high expectations of their pupils. As a result pupils acquire knowledge and understanding of religions and learn well from their studies of different faiths. The deployment of teachers from one year group to another to teach religious education, though satisfactory, is a relative weakness. This is in part because routines are not well established in Year 1 and the visiting teacher errs on the side of caution to establish such routines. The outcome is that pupils make sound progress rather than the better progress seen elsewhere.

106. The subject is well led and managed. The subject leader has clear vision of how to improve based on regular monitoring of work. Appropriate training is provided and the leader is well supported by the leadership group. Improvement since the last inspection is good.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

107. **Design and technology** was not a focus of this inspection and no lessons were observed in the subject. Work and planning was scrutinised and discussions held with the pupils and staff. Standards are above those typically expected by the end of Year 6. Pupils have very good attitudes to the subject and gain much enjoyment and success from using the wide range of resources and making the most of opportunities to work collaboratively and independently on projects. A weakness is in their use of detailed plans and in the use of information and communication technology.

## ART AND DESIGN

108. Provision for art and design is **very good**

## Main strengths and weaknesses

- standards reached in three-dimensional work are very high;
- the subject has seen very much improvement since the last inspection;
- textile work is under-emphasised; and
- the quality of display is high.

## Commentary

109. The pupils' attainment in three-dimensional work is high because the subject is very well planned and taught. Pupils have opportunities to work with a wide selection of materials and because the subject knowledge of the staff is good the pupils quickly come to a better understanding of the skills required to work often on a large scale. Pupils' imaginations are fired and they produce very individual works of art. Because plenty of time is given to designing and discussion the pupils become apt at viewing their work critically and learning how elements can be improved.

110. This represents very good improvement since the last inspection. Pupils achieve very well across most aspects of the subject because the quality of teaching has improved. The subject is very well led and managed by a subject specialist who has nurtured the school's approach to art and design very well over time. The subject has a much higher importance and the curriculum is much improved to provide systematic development of skills but at the same time keeping a clear focus on the imaginative, expressive and spiritual aspects that derive from and nourish the teaching and learning in art

111. The high quality of display across the school brings together a blend of other subjects and art and design in a very productive way. The pupils take time to appreciate the work of others and freely give their views most often using subject terminology in a mature way, because in lessons the adults also use precise terminology.

112. Textiles are an aspect where the pupils' skills and knowledge are not as strong as in other areas of the subject. This is in part because of the curricular time it takes to complete a work of good quality and in part because of the subject knowledge of staff. However, the subject leader in teaching pupils in Year 2 uses textiles very well and this will provide a very good role model for future development across the school.

## PHYSICAL EDUCATION

113. Provision for physical education is **good**

## Main strengths and weaknesses

- very good improvement since the last inspection;
- strengths in swimming and dance;
- good promotion of personal skills;
- good range of extra-curricular sports; and
- the accommodation, especially the school hall, is limited.

## Commentary

114. Provision for physical education was criticised at the last inspection when standards were found to be below expectations by Year 2 and just in line by Year 6. There was some unsatisfactory teaching throughout the school, and all pupils showed a lack of experience in planning and evaluating their work. These and other issues have been so well addressed that some of the weaknesses have become strengths. For instance, teachers throughout the school are now very

conscious of the need to allow pupils to plan and evaluate their own work. In a Year 6 lesson on traditional dance pupils worked together in groups to devise their own dances based on steps and patterns previously learned. They showed high levels of imagination and skill, as well as very good teamwork and co-operation as they worked hard to put their ideas into practice. When the dances were demonstrated, the rest of the class came up with perceptive and useful suggestions for improvement. In a Year 4 lesson the opinion of pupils was continually sought, even over such things as the best way to put out the apparatus. The subject thus makes a very good contribution to the pupils' personal development, and qualities such as confidence, initiative, teamwork and independence were very well fostered in the lessons seen. Another notable strength was the way all pupils, including some with special educational needs, and some at an early stage of learning English, were full and equal participants in the lessons. The attitudes and behaviour of the pupils was invariably very good and sometimes excellent.

115. Most of the lessons seen concentrated on the creative dance aspect of the curriculum. In most of these lessons pupils showed skills that were above national expectations for their age. Year 2 pupils demonstrated good body control and real quality of movement when acting out one of the myths and legends of aboriginal peoples. When devising a traditional type of dance, Year 6 pupils selected and combined their skills, and applied them appropriately and in some cases with precision and fluency. Less was seen of gymnastics or games, but from scrutiny of planning and talking to pupils, it is clear that in these aspects the pupils are achieving well. Also in Years 5 and 6, pupils get the chance to go on a residential trip to an outdoor activity centre in Wales, or alternatively to a local centre. Here, pupils experience such activities as archery, rock climbing and orienteering. The pupils are now achieving standards in swimming that are above national expectations.

116. A good range of activities enriches the curriculum outside the normal lessons. The local rugby football club has visited to give tag rugby lessons, pupils take part in a fun run to raise money for charity, and seasonal clubs for such sports as football, netball and basketball run regularly. The co-ordinator has only recently taken responsibility for the subject, but overall, the improvements from the last inspection show that leadership and management have been good.

## **MUSIC**

117. Provision for music is **very good**

### **Main strengths and weaknesses**

- there is a very well organised and inclusive curriculum;
- pupils attain well above average standards by the end of Year 6;
- leadership and management are very good; and
- there are many opportunities for curricular enrichment.

### **Commentary**

118. The provision for music is a real strength in this school, and music plays a central part in much of school life. It is delivered through high quality lessons in the classroom, through other subjects such as dance and drama, through assemblies and acts of worship and through a wide range of activities such as concerts and teaching by visiting music teachers. Central to the success is the way teachers are supported in delivering the basic curriculum in the classroom. Planning is very thorough, and this gives teachers without specialist knowledge the confidence to teach effective lessons. For example, in Year 3 the pupils made good gains in understanding rhythm patterns and notation that required a high level of musical understanding and specific vocabulary on the part of the teacher. The pupils' good knowledge and understanding of musical terms showed that learning in previous lessons had been good and was built upon well.

119. All pupils are given the opportunity to learn to play the recorder in Year 2, and this is continued throughout the school. The school helps those pupils who are interested to have access

to, and others can borrow instruments until they purchase their own. Support is given where necessary to those pupils who have special educational needs, for example, an autistic child was given support by an assistant whilst learning the recorder. All pupils are invited to join the school orchestra. Many events, some in collaboration with other schools, take place during the year. Events such as the Christmas production, the end of year Arts show and a morning of music give great opportunities to enrich the pupils' musical experience. Opportunities are taken to invite musicians into school whenever possible. Cross-curricular themes are exploited well, for instance, the Year 2 pupils played their own didgeridoos in assembly as part of a dance and drama performance about the beliefs of the aboriginal people.

120. Standards are well above expectations throughout the school. Singing is very good with many pupils able to sing a two-part song to a large audience, tunefully and accurately. Many play the recorder very well, and those receiving tuition in other instruments often reach a high standard. The large orchestra produces a very creditable quality of music, combining the sounds of a good variety of instruments. This is particularly impressive because the members are not chosen for their musical ability, and include some younger pupils. The school choir has performed with the City of Coventry Youth Orchestra and at the Cathedral. Many pupils in a Year 2 lesson, who accompanied a song using a variety of percussion instruments, showed a good appreciation of rhythm and tempo as well as a good understanding of musical terms and notation.

121. The subject leader, a good musician, has maintained the historically high standards in the school and also has made some good improvements since the last inspection. She monitors weekly planning, has seen most members of staff teaching music, and reviews the curriculum at the end of the year with all staff. The subject leader provides a very good role model, helps other members of staff with their training and continually tries to improve and upgrade resources, wherever possible with the aid of outside help. Thus leadership and management are very good.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

122. Provision for Citizenship is **good**

### **Main strengths and weaknesses**

- the school council is effective;
- links to external agencies enrich the curriculum;
- the school is working towards achieving eco-school status; but
- the development of citizenship has yet to be mapped through other subjects in the curriculum.

### **Commentary**

123. There is good leadership and management of citizenship. The coordinator has an action plan to support her vision of the development of citizenship in the school. Citizenship education is provided through several strands of the curriculum. Some elements are planned into the personal, social and health education; some elements are delivered through the other subjects. The school's use of national curricular guidelines is central to this though the school has not yet undertaken an audit of opportunities for delivery across the curriculum. Nonetheless opportunities are taken and teachers emphasise citizenship themes in subject lessons.

124. The school has helped pupils develop great interest in an eco friendly environment. The environment and responsibilities for the environment are prominent themes in assemblies and lessons and eco monitors have been chosen to be trained by conservation officers.

125. The elected school council plays an increasing role in the school because it has been set up very well and is organised to allow pupils to be active stakeholders in the school and wider community. Opportunities exist for participation and responsible action - for example, pupils are involved in decision-making in the school as when they were consulted over the discipline policy.

126. Pupils are taught to take responsibility, and are encouraged in many lessons to develop independence in their learning. This is an emerging strength of school and a good improvement since the last inspection when there were too few times when pupils could make choices and decisions about their work. Pupils undertake monitoring roles in the library, the school garden and in the use of the 'buddy benches' at playtime where children who may feel sad or lonely can always find someone to talk to and befriend.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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