

# **INSPECTION REPORT**

## **CLIFFORD BRIDGE PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103668

Headteacher: Mr Geoff Veasey

Lead inspector: Greg Sorrell

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> April 2004

Inspection number: 255834

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	236
School address:	Coombe Park Road Binley Coventry West Midlands
Postcode:	CV3 2PD
Telephone number:	024 76451720
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sue Jeffs
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

Clifford Bridge Primary School is smaller than most other primary schools and serves the local community whose socio-economic context is broadly in line with the national average. The vast majority of pupils are of white United Kingdom heritage with very few pupils who are of ethnic minority heritage. Almost all pupils speak English as their first language. The number of pupils known to be eligible for free school meals is below average. There are 36 pupils on the register of special educational needs. This represents 11% of the pupils attending the school, which is lower than the national average. There are two pupils with a statement of special educational needs, which is below the national average. The attainment of pupils when they start school is at least that expected for their age. The school's character has not changed significantly since the last inspection in 1998. It has received the following awards, the School Achievement Award in 2002 and 2003 and Investors In People status in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21529	Greg Sorrell	Lead inspector	Information and communication technology, French, geography, history, physical education
9388	Gill Hoggard	Lay inspector	
32136	Hugh Wareing	Team inspector	English, mathematics, science, art and design; design and technology
22778	Anne Heakin	Team inspector	The Foundation Stage, religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Clifford Bridge Primary is an effective school.** The school is well led and provides good quality teaching and learning which enables the pupils to achieve well. The pupils reach high standards in a number of subjects and show very good attitudes to learning. The school enjoys strong parental support and has an inclusive ethos where all pupils are valued. The school provides good value for money.

**The school's main strengths and weaknesses are:**

- High standards, especially in reading and writing at the end of Year 2 and in mathematics at the end of Year 6;
- The quality of leadership, management and governance is good, although the monitoring of some subjects, including information and communication technology (ICT) and religious education is underdeveloped;
- The pupils behave very well and have very good attitudes that reflect the school's strong and positive ethos;
- The quality of teaching and learning is good and leads to good achievement in most subjects by pupils in Years 1 to 6 and by children in the Foundation Stage;
- The overall provision and standards achieved in information and communication technology are unsatisfactory.

Overall, the school's improvement since the last inspection has been good. The school has been successful in improving standards across all areas of the curriculum except information and communication technology. Assessment and monitoring by the senior management team and subject coordinators has improved, and is a strong feature in English, mathematics, science and in the Foundation Stage. However, the quality of marking and monitoring within other subjects remains inconsistent. School development planning is good and shows a commitment to raising standards further. Good account is taken of national and local guidance in relation to schemes of work and programmes of study.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	B	A	B	D
Mathematics	A	A*	A	A
Science	A	C	B	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 achievement of pupils is good.** Children achieve well in the Foundation Stage because they achieve the goals children are expected to reach by the end of reception. Their personal, social and emotional development is very good. At the end of Year 2, in national tests last year, pupils achieved high standards in reading and writing, and they also achieved well in mathematics. Work seen in the current Key Stage 1 indicates that standards achieved are likely to be similar. The pupils achieve well in other subjects with the exception of ICT where its use is not as well developed.

At the end of Year 6, the pupils reach above average standards and achieve well. They are particularly successful in mathematics where they achieve well above average standards. The school has correctly identified pupils who require additional support with writing as a particular focus in order to raise standards further in English, which were below average in the 2003 national tests to more typical levels achieved at the school. The pupils achieve well in other subjects with the exception of ICT where the pupils' experience is

too narrow. Pupils who have special educational needs also achieve well as a result of carefully targeted support.

**Pupils' personal qualities including spiritual, moral, social and cultural development are good.**

Particular strengths include pupils' **attitudes** to school and their **behaviour** which are very good, although **attendance** is only satisfactory.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided by the school is good. The quality of teaching is good** and ensures that learning is of similar quality. The curriculum is good as are the well attended extra-curricular activities.

Assessment is good in the Foundation Stage and satisfactory elsewhere. The school has a strong ethos that ensures all the pupils' interests are looked after. As a result, the attention to pupils' care, welfare, health and safety is very good as is its relationship with parents and carers. The accommodation and resources for learning are good.

## **LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

**The leadership, management and governance of the school are good.** The governors bring many skills to their role and are very supportive of the headteacher's vision to raise standards further. School development planning has been effective and taken good account of national, local and school priorities. Subject leadership and the management of English, mathematics and science are good and inform whole school practice well. This is not so well developed in other subjects such as ICT and religious education.

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

Parents and pupils are very happy with the school and hold views that are very positive. The pupils know that they have someone to talk to if they have any worries or feel unwell during the school day. Parents feel that their children are happy to attend and appreciate the way in which their children are valued. They support the school in many practical ways including helping in lessons and fund-raising.

## **IMPROVEMENTS NEEDED**

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

Raise standards achieved in information and communication technology;

Ensure that all subject leaders have an overview of their subject throughout the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve well overall. Standards at the end of reception are good. When compared to similar schools, that is, schools with a similar number of pupils entitled to free school meals, standards at the end of Year 2 are well above average and at the end of Year 6 they are above average. Although when results at the end of Year 6 are compared to pupils who had similar attainment at the end of Year 2, overall standards are average. Standards throughout the school have improved since the last inspection.

#### Main strengths and weaknesses

- By the end of Year 2, when compared to similar schools, standards achieved in the 2003 national tests are well above average in reading, writing and average in mathematics. Overall standards are well above average;
- At the end of Year 6, in 2003 national tests the pupils' attainment, when compared to pupils with similar attainment at the end of Year 2, was well above average in mathematics, average in science and below average in English. Overall standards, using this comparison, are average;
- The children in Reception achieve their learning goals and are well prepared for learning in the main school;
- Pupils' achievement, including those with special educational needs, is good across a wide range of subjects although it is unsatisfactory in ICT.

#### Commentary

1. Since the last inspection, pupils' attainment on entry has remained largely the same and is at least that expected nationally. Well planned activities and good teaching prepare the children well for entry to Year 1. Achievement in the reception class and nursery is good and almost all children achieve their intended learning goals. Their personal, social and emotional development is very good.

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

Standards in:	School results	National results
reading	18.3 (16.0)	15.7 (15.8)
writing	16.9 (14.4)	14.6 (14.4)
mathematics	17.1 (16.8)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2003 national tests, standards at the end of Year 2 are well above average overall when compared to similar schools. They are very high in reading, well above average in writing and above average in mathematics. The trend in these results over recent years has been broadly in line with the national average. The work seen of the present Year 2 pupils was consistent with above average test results at the end of the year. Boys and girls achieve well, although girls outperform boys in mathematics. The good achievement is due to the well planned curriculum and good teaching that is a feature of Key Stage 1. The pupils also achieve well in other subjects such as history, geography and PE, although achievement in ICT is unsatisfactory due to too few opportunities to learn and improve skills.



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

Standards in:	School results	National results
English	27.9 (29.2)	26.8 (27.0)
mathematics	29.6 (30.2)	26.8 (26.7)
science	29.8 (28.6)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2003 national tests, standards at the end of Year 6, when compared to similar schools, are above average overall. The trend in these results over time has been above national averages. When compared to the standards of pupils nationally who achieved similar results at the end of Year 2, standards in English are below average, in science they are average whilst those achieved in mathematics are well above average. The performance in English was adversely affected by results in writing. The school has quickly identified the need to address this issue and is rightly confident that standards are set to rise to more typical levels for this school in English. Mathematics is strong due to effective teaching and planning that ensure the pupils receive well structured lessons and appropriate support in the development of numeracy. Boys have tended to achieve better than girls and there are fewer higher attaining pupils than would be expected in English. The pupils achieve well in other subjects such as geography, history and PE, although their achievement in ICT is unsatisfactory due to too few opportunities to develop their skills across the full range of the subject.

4. Pupils who have special educational needs also achieve well. This is because teachers have a good knowledge of the pupils and quickly identify any pupils who have special educational needs. Pupils who have special educational needs are regularly involved in reviewing their own progress and have positive attitudes to learning.

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

5. Pupils are very positive about their school and behave very well in and around the school, as well as during off-site visits. Attendance is satisfactory.

### **Main strengths and weaknesses**

- Pupils have very positive views of the school;
- Behaviour is very good;
- Moral and social development are good but spiritual and cultural awareness, particularly multi-cultural, could be improved.

### **Commentary**

6. Pupils are overwhelmingly very happy with their school. They express strong enthusiasm for learning, especially art. This is borne out by keenness and perseverance in lessons, even when teaching is less inspirational. For example, in a lesson looking at the five senses nursery pupils were hugely enthusiastic to touch and identify different items inside a bag. Year 6 pupils, despite a writing task which did not catch their imaginations, worked diligently, mostly alone, for almost an hour. Pupils say that teachers have high expectations but are very helpful and supportive - nearly all feel there is an adult to turn to if they are worried. They greatly enjoy the variety of extra-curricular activities offered, particularly sport. Analysis of recent attendance patterns this academic year indicates that levels are above those of last year and reflect the value parents put upon regular schooling.

7. Some pupils suggested other pupils did not always behave well but no evidence of this was seen during the inspection week. Behaviour is exemplary both in and out of the classroom: pupils move sensibly between classes and into assembly, hold doors open for others, share toys and activities and are polite to one another and to adults. Year 6 pupils mix very well with pupils from a neighbouring school and their attitudes and behaviour are a credit to the school. The nature of the school building means that pupils sometimes have to pass through others' classrooms on their way to assembly or the playground but they manage this quietly and maturely. The playground, however, is rather barren and the lack of activities occasionally leads to petty squabbles. There were no exclusions in the last reporting year. The pupils are confident that have some to talk to should they have any worries and are quickly comforted should they feel unwell.

8. Personal development is good in social and moral areas. Pupils have many opportunities to work with each other, exchange ideas and collaborate on projects. Sports and outdoor activities contribute well to a developing sense of community, which parents regard very highly. For example, the school makes a positive choice to team with a special school in visiting the outdoor residential centre in Wales. Pupils have a strong sense of fairness, reinforced through consistent use of school rules and strong self discipline. They collect money for an impressive variety of charities, both local and national, and are proud of their achievements in the weekly celebration assemblies. However, aspects of cultural and spiritual development, although satisfactory, are not as strong. Pupils learn something of their own culture through history, geography, music and sport such as football, and there is some awareness of other faiths and religions through RE. They do not currently go out on visits to places of worship, other than those that are Christian, and have little practical experience of the multicultural nature of modern Britain. The background and heritage of the few ethnic minority children in school is insufficiently reflected within displays.

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

Authorised absence		Unauthorised absence	
School data	5.9	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**

9. The quality of education provided by the school is good. There are particular strengths in the quality of teaching and learning, curriculum enrichment and in the personal support, guidance and advice given to the pupils.

#### **Teaching and learning**

10. The quality of teaching and learning are good. Assessment is satisfactory.

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

- Teachers enjoy good relationships with the pupils and have consistent expectations of their work and behaviour;
- Teachers use lots of different ways to help pupils learn;
- Collaboration and planning between teachers and teaching assistants are effective;
- In English, mathematics and science, teachers make regular assessments of pupils' learning to ensure that the teaching is relevant to their needs; however assessment in other subjects is less well developed;
- Teachers do not maximise opportunities to use ICT to support learning.

#### **Commentary**

11. The quality of relationships is good. Good relationships with their teachers help pupils learn especially when they find some work difficult. For example, they are gently encouraged to find the right words to questions without fear of being wrong. Pupils respond well to teachers' expectations of work. They are usually fully engaged in lessons and show very positive attitudes that minimise instances of misbehaviour. Teachers keep a close eye on behaviour and make sure it does not interfere with learning.

12. Teachers use a good range of strategies to encourage pupils to learn effectively. The vast majority of lessons start by looking at the aims of the lesson and conclude with a plenary session where the class discuss learning and the next steps. In this way, the pupils are clear about where they are and what the lesson is intended to achieve. They are assisted by a brief reminder about what was learned in the previous lesson. The most effective lessons start with pupils volunteering this information for the benefit of other pupils. In this way teachers can also assess informally how much knowledge and understanding the pupils have retained. A rich mix of explanation, demonstration, practical activity, review and recording is a feature of very good lessons. With the exception of ICT, all teachers have a good knowledge of the subjects they teach and a good understanding of the requirements of the National Curriculum and national strategies for literacy and numeracy. Lessons are planned well, make good use of published and the majority challenge pupils of different levels of attainment and aptitude. Teachers have clear objectives for learning that typify good teaching. They use probing questions, which encourage thought about reading and help develop pupils' speaking and listening. In the very good lessons, careful planning and well-targeted support enables all groups, including boys and girls and more able pupils to achieve well. Activities are designed to challenge the learning of the different abilities of pupils. Thorough preparation and lively presentation engages all pupils and allows them to become engrossed in learning. Personal, social and health development is also evident in some lessons, for example, the effects of pollution in geography and the harmful effects of smoking were studied in a Year 5 lesson where pupils were considering the impact of peer pressure on their decision making. Spiritual development was seen in a good science lesson in Year 1 where the pupils were learning about the parts of a plant and predicting the growth of plants from seeds. They took time to appreciate the shape and colour and were enthralled as they used magnifying glasses to observe the beauty of flowers in full bloom and then produced detailed drawings of what they had seen. In less successful, yet still satisfactory lessons, the pupils are offered fewer opportunities to become active learners. Here, the lessons are overly teacher-led and much of the time is spent with pupils listening passively. This is also evident in PE lessons where at times pupils are not sufficiently extended. Teachers' explanations sometimes go on too long and opportunities to practise the skills are too brief and infrequent. On these occasions, pupils of all abilities, but particularly those of higher attainment are not sufficiently challenged. However, despite long periods of inactivity pupils do not become restless and misbehave which underlines their very positive attitudes to learning. In most lessons, pupils work hard and are very supportive of each other. When given the opportunity they work very well indeed in pairs and small groups. The teaching of pupils who have special educational needs or English as an additional language is good. The very good relationships within the school and inclusive ethos combine to make pupils interested in the activities provided.

13. Teaching assistants, whether giving general support or specific support to pupils who have special educational needs, invariably make a positive contribution to learning. Very good practice is where the teaching assistants are fully briefed by teachers about the lesson and have a clear understanding of how to make the content accessible for pupils needing support. Regular access to training, some at higher levels, ensures that their skills are kept up to date. Recent ICT training has enabled the teaching assistants to feel more confident, yet most recognise that further training is required so that they can make best use of all the available resources.

14. Useful records are kept in all core subjects about where the pupils are at any given time. Regular assessment in lessons by "question and answer" gives the teachers and pupils good assessment information. Assessment in other subjects is less well developed although teachers do have a good understanding of how the pupils are doing. The quality of marking, as at the time of the last inspection, is inconsistent. Some is very useful, for example, in French, and provides not just encouragement but useful comment about how the work may be improved, such as greater attention to spelling or presentation. At times, some work done by pupils contains insufficient feedback to promote greater achievement next time. Assessment in the Foundation Stage is good. The teachers who job share have developed a system to ensure their joint assessment information is reliable, and is used effectively to monitor and support children's progress.

15. Overall, teachers' current use of ICT is unsatisfactory as it was at the time of the previous inspection. There is evidence, however, that the subject has been stronger in the intervening years. The school had gathered a comprehensive range of programs that supported all areas of the curriculum. These programs are now largely redundant as the computers they run on are little used or out of service. Replacement or upgraded programs are not yet available to the teachers to use on the newer computers or in the ICT suite. A few teachers have made use of the recently acquired interactive whiteboard, but the majority of teachers are unfamiliar with its potential. The problem has been compounded by delays, beyond the school's control, in commissioning the suite which has only been fully operational for a short time. Teachers have not been fully trained yet, although the training provided by the co-ordinator is highly valued. There are some teachers who use ICT effectively to support learning, for example, by use of the Internet to research topics such as the Victorians. English is assisted by word processing and some pupils draft their writing, although too often they copy text they have previously written.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (%)	5 (12%)	28 (68%)	8 (20%)	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 Curriculum**

16. A good curriculum enables pupils to achieve well in almost all subjects.

### **Main strengths and weaknesses**

- Extra-curricular provision and enrichment activities are good. Opportunities for participation in sport are very good;
- The provision for ICT is unsatisfactory;
- Pupils with special educational needs have full access to the broad curriculum and achieve well;
- Provision for personal, social and health education is good;
- Accommodation is good.

### **Commentary**

17. The curriculum offered to pupils throughout the school is good. This is a good improvement since the last inspection when it was judged to be satisfactory. High standards of attainment reflect the high priority has been given to the development of literacy and numeracy and the school is now extending the focus to include the rest of the curriculum. Subject managers submit policies for review by the rest of the staff and the governors. Governors maintain an overview, and subject managers are expected to attend committee meetings and report on developments in their particular subjects. The curriculum is monitored to ensure balance between subjects but the inconsistent style and lack of detail in some timetables makes this task difficult so the data is at risk of being inaccurate. Opportunities for enrichment in the curriculum are good. The school provides a good range of extra curricular activities, reflecting commitment to enhancing and extending the curriculum. The majority of full-time teachers, supported by teaching assistants and administrative staff, run musical, sporting and library activities at lunchtime or after school. Visits to local places such as Coombe Country Park, Brinklow and Cheylesmore Partnership Centre add a further dimension to the history and geography lessons. French has been part of the curriculum for some years and the headteacher maintains links with schools in France and Germany. Pupils take turns to present the daily weather forecast, measuring rainfall and wind speed, and then predicting the weather for playtimes. Participation in sport such as netball, cross-country and football is a substantial strength in the curriculum, and commitment to outdoor education is reflected in the eagerly anticipated Year 6 annual residential visit to Dol-y-Moch in Wales.

18. A weakness in the curriculum is the provision for ICT. The school has a new computer suite but the impact is not yet evident because it is not properly in use. Thus, pupils are not able to learn new skills or use ICT optimally in other subjects. The headteacher has established a good professional link with a neighbouring primary school which has a well developed ICT curriculum and plans are in place for staff to visit and gain practical skills in using the new technology. There are some good examples of teachers encouraging pupils to use their literacy skills in other subjects such as religious education and geography. However, some opportunities for learning are lost because this is left to the commitment of individual teachers and is not consistent throughout the school.

19. The provision for pupils who have special educational needs is good. The school is supportive and the inclusive ethos encourages pupils to try their best. Close attention is given to when the pupils receive additional out of class support in order that they do not miss the same lesson on a regular basis. Individual educational plans are provided, though there is some inconsistency in quality and some pupils, particularly older ones, are not as aware of their targets as they could be. The school initiated a component of special educational needs assessment procedures; not only has this been taken on by the local education authority but acknowledged by the DfES and adopted nationally.

20. Provision for pupils' personal and social development is good, although it does not appear on all class timetables. However, it is firmly embedded in the broader curriculum. Staff are very good role models and the atmosphere is one of calm. The impact is that pupils have very positive attitudes to their lessons, they want to learn and behaviour is very good. Pupils are aware of the needs of others as seen in their fund-raising for a whole range of charities such as Macmillan nurses and the Poppy Appeal. A good range of certificates acknowledging and encouraging pupils' personal achievements are awarded at the Friday assemblies. Health education is well planned and parents are fully consulted about the content. Lessons such as PE and science focus on the requirements for exercise and diet and make a valuable contribution to the pupils' desire to have a healthy lifestyle.

21. The accommodation is good. There have been changes in accommodation since the last inspection. The 'open-plan' has disappeared, walls and doors now separate the classrooms and though the rooms vary in size the school is a pleasant learning environment where pupils are happy and achieve well. Parents are very supportive and these recent improvements are due, in part, to their fundraising efforts. The alterations are very recent and the school recognises further work is needed to make an accessible school library. Reception children do not have direct access to their play area; the school managers are aware of the restriction this places on children's opportunities for physical development, and plan to include this in a new phase of development. Resources for learning are good and in the Reception and Nursery classes they are very good, having a positive impact on learning and the maintenance of high standards. A whole school review of ICT resources is required to ensure the once-good provision of programs is re-instated and become compatible with the new operating systems.

## **Care, guidance and support**

22. Care, guidance and support are very strong features of the school and parents fully appreciate this.

### **Main strengths and weaknesses**

- All staff work as a team to guide and support pupils, resulting in a close-knit family atmosphere;
- The environment is pleasant and attractive, and maintained to a very high standard;
- Some pupils would like more opportunity to express their views and ideas in lessons.

### **Commentary**

23. The school functions as a close community in which each child is known and cared for. Parents fully recognise and appreciate this. From the nursery onwards staff have a good knowledge of each child's needs and abilities and are quick to recognise progress. Achievements and improvements are celebrated each week in a special assembly. Regular class assemblies allow parents to see how their children are doing and to celebrate success. Teamwork between teachers and teaching assistants is smooth and well-organised, meaning that class routines are efficient and maximum time is devoted to learning. For example, in the Foundation Stage those pupils who speak English as an additional language are regularly targeted by a teaching assistant who engages them in conversation, noting exact speech patterns and observing them interacting with other children. These observations are fed back to class teachers to enable them to tailor teaching to their needs. Pupils who have special educational needs are well supported. Links with external support agencies means pupils receive their entitlement to any extra resources that might be needed to help them benefit from the school provision. Procedures for child protection are well organised and managed with a high degree of professionalism. Day to day routines for health and safety are closely observed and the office staff go out of their way to be helpful and caring, whether to staff, parents, children or visitors.

24. The building is pleasant and modern and has been effectively converted from the open plan style in which it was built. Some classrooms such as the new ICT suite and Year 6 classroom are very recent and up to date but most classrooms are airy and spacious with attractive displays. The conscientious caretaking team ensure the accommodation is cleaned and maintained to a very high standard. Many parents have commented favourably on the security arrangements, reassured their children are absolutely safe during the school day. A leak in the hall roof is being addressed and teachers are careful to ensure it does not adversely affect lessons or PE resources.

25. The school offers a number of avenues for pupils to express their views. It recently sent out a pupil questionnaire and routinely includes pupils' opinions in their annual reports. The school council is a laudable initiative but has only recently got going and a number of pupils have no clear idea of what it does. In interview, a number of them expressed the view that their contributions in lessons were not valued and that some teachers had rather fixed ideas about what should happen.

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

26. The school has developed good links with a number of different bodies, and parents in particular are very supportive of the school.

### **Main strengths and weaknesses**

- Links with parents are very good;
- There are good links with a variety of educational institutions;
- Links with the local community are good.

### **Commentary:**

27. Links with parents are very good and they value the school highly, some even moving house in order to be within the catchment area. The school involves them fully in their children's school activities. There are induction evenings for new pupils, frequent opportunities to look at children's work and consult teachers, events open to parents such as assemblies and performances and a very active parent's association which has raised significant additional funds. Parents' views are very positive: the vast majority report their children are happy at school and 'can't wait to get in'; parents appreciate teachers' high expectations and say their children are making good progress in a supportive and caring atmosphere. They say their children are encouraged to become mature and that staff treat them fairly. A good range of information is given to parents. There are lively regular newsletters, daily 'link books' in Foundation Stage, an informative prospectus combined with the governors' annual report and the monthly 'open sessions' where parents can come in and see their children's work. Annual reports to parents are satisfactory; they have some helpful comments and suggestions for improvement but make little reference to national curriculum levels or grades in foundation subjects.

28. The school has developed good links with a variety of educational bodies such as local primary schools and teacher training institutions. For example, they have chosen to link up with other Coventry schools in 'Mornings of Music'; run several exchange visits with local primary schools and have developed good links with the secondary school to which most pupils transfer, not only when Year 6 move up but through activities such as discos and football coaching. The school has good links with a local special school so pupils who have special educational needs can benefit from shared placement and expertise. Links with parents are very good, and staff are readily available to discuss any problems.

29. There are also good links with a range of other bodies in the community. The Clifford Bridge Community Association, for example, makes regular use of the hall for a variety of activities such as keep fit. There are links with other agencies and also with business and industry, for example Coventry City FC, where pupils attend a project designed to improve literacy and numeracy, and the "AT7" sports centre which Year 6 pupils visit regularly in tandem with another school. The headteacher has a fruitful partnership with a colleague in business for the exchange of ideas on management and an unusual link with a local media company who supply a variety of posters. The net result is a school which is open and outward looking, producing pupils who are knowledgeable and confident.

## **LEADERSHIP AND MANAGEMENT**

30. The overall quality of leadership, management and governance is good.

### **Main strengths and weaknesses**

- The headteacher has a strong sense of purpose and high aspirations for the school;
- Governors share the high aspirations with the headteacher and hold the school to account very well;
- The school has not become complacent about the high standards it achieves. Self evaluation procedures are good because they lead to actions that continue the school's improvement;
- The monitoring of some subjects, including ICT and RE is underdeveloped;
- The management of special educational needs is good;
- Financial planning is used well to support the school in its continued improvement.

### **Commentary**

31. It is the headteacher's vision that has been the main force in moving the school forward since the last inspection. His wish to get the best for and from his pupils is a major factor in their good achievement. He has built an effective team of staff who are committed to the school.

32. The governors know their school well, and are aware of its weaknesses as well as its strengths. Very good use is made of the skills they bring from their working lives. They work effectively with the headteacher on the strategic development of the school, and have helped interpret the vision and direction of the school with practical support in decisions to do with finance and the improvements to the building. Sound financial advice has been provided for the appointment of teachers, based on suitability for the post, not just costs.

Care with finances has ensured a good complement of educational support for classes. With the support of the governing body the headteacher has created a community where all pupils are well included in its activities.

33. The school development plan has been used effectively over time to support improvement and bring the school's academic achievement in line with and in some areas above similar institutions. While most targets from previous development plans have been met, the targets for the RE and ICT co-ordinators' roles have not been fully met.

34. 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 through focus on staffing, buildings and resources and the way these contribute to a good learning environment. The development of leadership by others is encouraged. This is supplemented by continuing professional development, which supports the work of co-ordinators. Improvements sought in the school's development plan relate to raising standards further and performance management for teachers and the headteacher.

35. Managers are committed to ensuring the school can fulfil its objectives. There are strengths in the leadership and management of mathematics, English and science and improvements are planned, based on pupils' performance. The curriculum coverage and planning of lessons is monitored regularly and the monitoring of achievement by scrutiny of pupils' work is well established but not always entirely effective. For example, ICT is not always identified in the planning of all teachers. The monitoring of some subjects, including ICT and RE is underdeveloped where co-ordinators do not have a full understanding of what is being taught in classes other than their own. The school is rightly giving consideration to increased curriculum flexibility and recognises that the monitoring of whole school provision will consequently have to improve.

36. The leadership and management of special educational needs are good. The special educational needs co-ordinator (SENCO) is conscientious, maintaining an overview and keeping up to date with her training. Timetabled support is closely monitored to ensure that pupils do not miss the same lessons each week. The identified teaching assistants have regular access to in-service training and liaise closely with the SENCO and speech and language therapists. ICT could be used to better effect in supporting the progress of pupils who have special educational needs.

37. In view of the good quality of education provided that is well supported by effective leadership, management and governance, the school provides good value for money at a cost only slightly above the national average.

## Financial information

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

Income and expenditure (£)	
Total income	627,569
Total expenditure	578,333
Expenditure per pupil	2,331

Balances (£)	
Balance from previous year	38,278
Balance carried forward to the next	40,236



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

**The overall provision in the Foundation Stage is good.**

- The children's very positive attitudes and behaviour greatly help them to learn;
- The children are on target to achieve the expected Early Learning Goals at the end of the Reception class;
- Assessment of children's progress is structured, informative and used well to move children on to the next stage in their learning;
- Good links with parents and good induction arrangements mean that the children and their families feel secure and happy coming to school;
- Teaching is consistently good and children achieve well;
- Reception children do not have direct access to the outdoor play area, restricting opportunities for physical development.

#### Commentary

38. The children achieve well because of consistently good teaching typified by good teamwork between teachers and support staff in both nursery and reception classes. The planning shows a good balance between activities led by adults and those chosen by children, across the different areas of learning. Lessons are interesting and a good range of activities is provided so children are busily occupied. The teachers who job share have developed a system to ensure their joint assessment information is reliable, and is used effectively to monitor and support children's progress. Provision for children with special educational needs and those with English as an additional language is good so these children make good progress and achieve well. Parents are welcomed into the school for induction and information meetings, and good contact is maintained by use of the 'link' books and in the handover sessions at the beginning and end of the day. The quality of accommodation, comprising three rooms is good. There is plenty of space for children to move around and for adults to organise a range of different activities. There is a pleasant designated play area for the foundation classes. However, reception children do not have direct access to it, but have to walk through the nursery causing some distraction. Leadership of the stage is good because it is based on good knowledge of the needs of young children. This provision has improved since the last inspection.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

#### Main strengths and weaknesses

- Teaching and learning are very good and result in good achievement;
- Standards of attainment are above average;
- The very good relationships in both classes make a considerable contribution to learning.

#### Commentary

40. Most children start in the nursery with above average skills in personal and social development and all attain the expected goals by the time they leave reception. Teachers and assistants are effective in planning challenging activities so children are interested, excited and motivated to learn. Through good care and support, children increase in confidence, join in and speak in a group. For example after reading *The Case of The Missing Caterpillar*, reception children demonstrated their understanding as they wriggled like caterpillars, flapped their wings like butterflies and willingly sounded out words from the story. Nursery children relished the opportunities to tell Henry Horse, a puppet, that he was not counting properly.

41. Children know they must listen when someone is speaking. Adults are very good role models. They listen attentively to what children have to say, showing their contributions are valued. Adults relate very well to the children, expecting them to behave well, work hard and work as part of the class or group, taking turns and sharing fairly. Good development of personal independence is seen in different ways. For example, nursery children selecting their own name for registration, and reception children selecting their activities and resources and tidying up their own equipment.

42. The introduction of the weekly 'integration day' is a strong element of this provision. Both classes work together in mixed groups. Children move around to the different adults during the day, working on the full range of well-planned activities. Nursery children gain in confidence, meeting older children and experiencing different rooms and resources. Reception children develop understanding of younger children who are not yet able to do the things they can do. This day is very busy and all adults work very well together to make sure children gain as much as possible from this arrangement. The weekly visit to the whole school assembly also makes a positive contribution to preparing the children for Year 1 and has the potential to be usefully extended.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good and result in good achievement;
- Speaking and listening are given priority;
- Vocabulary is developed well through guided reading.

### **Commentary**

44. Teaching is good with some very good features. Children achieve well and all are on course to achieve the expected levels by the end of Reception. In the nursery and reception classes the children enjoy listening to stories and sharing books with each other and with adults. Staff are skilful in developing speaking and listening. The thematic approach to lessons means that when they are using modelling clay or junk materials to make caterpillar models or collage, children repeat and consolidate the words they have read in *The Hungry Caterpillar*. In nursery children have good opportunities to develop imaginative play through interactions with puppets and role-play in the class medical centre, answering the phone and taking messages. Reception children have similar opportunities in their 'garden centre'.

45. The classes are very well resourced, plenty of books are easily accessible. In a very good lesson, children recalled the meaning of a cocoon and learned an alternative is *chrysalis*. They re-tell stories and are able to read a range of common and familiar words. Children understand there is a sequence of events in a story and recognise the importance of the title page and author. As a result of very good teaching children enjoyed sounding and spelling the words from their story and one child made a very good attempt to spell "stomach". They learn to listen carefully and identify the initial and final sounds in the words they are using in their story writing. They are happy to work collaboratively and share their ideas. Children's behaviour and attitudes are very positive and they respond very well to the opportunities to write their names and progress well from copying sentences to writing their own sentences independently. All children use their knowledge of letter sounds when they attempt to spell words and when they write their sentences, their letters become more clearly formed and legible.

## **MATHEMATICAL DEVELOPMENT**

46. Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching results in good achievement;

- The range of resources for counting, sorting and ordering is good.

### Commentary

47. In the nursery, children can count every day objects up to five with higher attaining children confidently counting to ten. They enjoy singing number rhymes and are learning to sequence correctly the days of the week. The 'garden centre' set up in the reception class is used very effectively for children to gain an understanding of heavier and lighter as they fill bags with compost and weigh them on the balancing scales. In the two main classrooms a wide range of optional activities are set out so children can choose to play matching games, puzzles, dice or sorting games. Display on the walls reflects the teaching and learning. Nursery children learn the names of circles, squares and triangles, and older children learn the mathematical vocabulary *full, half full, empty, longer, shorter, heavier and lighter*. Reception children learn to recognise and count numbers of objects and progress from adding on one to taking away two from a number under ten. Teachers make good opportunities to extend children's counting skills. For example, in a lesson based a caterpillar story, children recalled that the caterpillar remains in the cocoon for two weeks before transforming into a butterfly and then attempted to work out how many days were in two weeks. During registration they counted how many children were in and then continued the counting to over a hundred. Children make good progress with many reception-aged children already achieving the expected level and all are in line to achieve this when they leave the Reception class.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

48. The provision for knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Good opportunities for children to investigate;
- Good teaching resulting in good achievement.

### Commentary

49. Standards of attainment are about average when children first start school. Children fulfil their potential and achieve the expected levels by the time they leave reception because they receive good quality teaching. Building and construction toys are readily available. They also gain a good insight into programmable toys which respond to commands given by the children. Sand and water play are varied so children can play imaginatively, investigate the objects that will float and sink or see the difference in handling dry or wet sand. The wormery and tadpoles are a focus of great interest, reinforcing children's knowledge of change and growth. Lenses are handy so children can examine the growth of their seeds. Reading with their teacher a "Big Book" on insect body parts, children understand that you do not have to start at the beginning but can dip in to find information. They know the sting of the wasp is in the tail and antennae are found on top of an insect's head. Display of children's work shows they learn about festivals related to the Christian and Hindu faiths.

## PHYSICAL DEVELOPMENT

50. Insufficient lessons were observed to make an overall judgement about teaching and learning. Standards of attainment in physical development are about average when children start school. By the time they enter Year 1 all children achieve the expected levels. Children show good ability in fine motor skills, such as moving the cursor on the computer screen as they "dress the caterpillar" and use glue sticks and pencils in their model-making and writing. Opportunities to incorporate physical activities throughout the day are limited because the access to the outdoor play area is through another classroom.

## CREATIVE DEVELOPMENT

51. The provision for creative development is **good**.

## **Main strengths and weaknesses**

- Teaching and learning is good;
- Children are very enthusiastic in creative and imaginative activities.

## **Commentary**

52. Teaching and learning are good. All children are on target to attain the expected levels for children at the end of the reception class. Throughout the day staff organise a good range of colour mixing and creative activities on large and small scale. During the inspection, caterpillars, worms and other insects were created from modelling clay or as large-scale collage of the very hungry caterpillar. Children's knowledge of shape is reinforced as they cut out circles to create their caterpillars. An interesting display of children's work in the nursery shows children's very good efforts to paint a jug of daffodils from still life observation. Children in this class enjoy the good opportunities to finger paint or use paint and brushes. The very positive atmosphere combined with children's enthusiasm gives them the confidence to play imaginatively and express their feelings.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **ENGLISH**

53. Provision in English is **good**.

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

- The pupils achieve well in reading and speaking and listening but writing by older pupils is a relative weakness;
- Attainment is very high by the end of Year 2;
- Teachers have a good knowledge and understanding of the subject.

#### **Commentary**

54. Pupils' attainment in Year 2 is well above average in reading, writing and in speaking and listening. Overall attainment is above that of similar schools. Higher attaining pupils' attainment is what would be expected. Given that the pupils' attainment on entry to the school was above average, their achievement to the end of Year 2 is very good. Since the last inspection, standards attained by the end of Year 2 have risen steadily. By the end of Year 2, boys' performance has exceeded the girls' in four out of the last five years.

55. By the end of Year 6 the pupils' attainment is above average nationally and is in line with similar schools. However, their attainment is below that of pupils who achieved similar levels at the end of Year 2. This is due to weaknesses in pupils' writing, especially at the higher level. Pupils' achievement to the end of Year 6 is satisfactory. Standards at the end of Year 6 have risen since the last inspection. By the end of Year 6 the boys' performance has exceeded the girls' in three out of the last five years.

56. Most pupils become confident communicators by the end of Year 2 and reach an above average level. Higher attainers demonstrated good listening skills when responding to the teacher's instructions about conducting a science experiment in a Year 2 lesson. The pupils spoke with confidence as they contributed to discussion about how to conduct the experiment. In Year 1 the pupils gain much from regular role play as they act out the characters in the story of "The Three Bears."

57. Pupils' achievement in reading 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, despite the currently library arrangements which the school have correctly identified as an area for imminent improvement. As a result most pupils' enthusiasm to read begins early in their schooling. Stories relating to different 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.

58. Standards of writing are good and are encouraged through the pupils' use of research into topics, writing draft materials and constructing work for display. This is supported by the use of ICT, for example, in writing poems and in presentations about Tudor Monarchs by pupils in Year 4. The relative weakness in older pupils' writing has seen additional support in Year 6.

59. The overall quality of teaching is good. Teachers have a 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 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 benefit from the additional attention. In the satisfactory lessons the methods and organisation are not as strong. Learning is dominated by teachers and opportunities for pupils to contribute and participate are missed so that the higher attaining

pupils are not extended. Where teaching is very good, careful planning ensures all pupils' needs are fully catered for. Thorough preparation and lively presentation engages all pupils and allows them to become engrossed in the learning activities.

60. The work done in classes is regularly reviewed by the co-ordinator. The subject leader has monitored the teaching and learning through lesson observation. The monitoring of pupil performance data has identified areas where achievement is below what is now expected, although gender differences are not specifically identified. This has led to the targeting of pupils' writing being an area targeted for development. There has been good improvement since the last inspection.

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

61. 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 making predictions in science. In ICT 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.

### **French**

62. Insufficient work was seen in French to make overall judgements about the quality of provision. The only lesson of the week was observed and inspectors looked at other work and discussed it with pupils. French is taught to Year 6 pupils and offers a broad experience for pupils in the life and language of France. A number of pupils, for one term, have received additional literacy support instead of French. In the lesson seen, the teacher had a very interesting collection of artefacts from France. Good use was made of both the teacher's and pupils' own experience of holidays. The subject supports the pupils' geographical skills well by the use of maps from which the pupils have to identify specific rivers, towns and cities. Their exercise books show written work of a similar nature. The teacher's marking is of a high standard and is very constructive. The pupils also gain a good understanding of how the English language has developed by having their attention drawn to English place names that have been directly influenced by the French language, Ashby de la Zouch, for example. A wide range of teaching strategies are employed, such as whole class work followed by individual and pair work. Although there are some opportunities for pupils to speak the language, this element is under-emphasised which leads to too few opportunities for pupils to develop their skills. When given the chance they enjoy talking about themselves and asking simple questions of each other.

## **MATHEMATICS**

63. Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are steadily improving;
- The curriculum is very well organised;
- The quality of teaching is good overall;
- All pupils are motivated to try hard and achieve well.

## **Commentary**

64. Over recent 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 which 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, but the proportion of higher achieving pupils reaching the highest levels was below expectation. The pupils achieve well and leave at the end of Year 6 with above average attainment. Overall, the subject has made very good improvement since the last inspection.

65. Lessons have been observed and pupils' work analysed and 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 pupils with special educational needs and the gifted and talented. These assessments are used well in subsequent planning.

66. The use of the National Numeracy Strategy is well established throughout the school and is used to inform planning and assessment. 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 good quality, and ensures that all pupils, including those who have special educational needs receive the help they need. 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. The school is well resourced with books and practical equipment to support teaching. However, ICT to support the subject is underused.

67. 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 pupils' behaviour and effort, so that most lessons proceed at a good pace and pupils learn well. However, in Year 6 the pupils' politeness and willingness to wait quietly for help when they have completed work means the class teacher is not always aware that they are ready to be set more work. Pupils enjoy the challenge and often show enthusiasm for the subject. In Year 2, pupils were clearly excited when asked to measure and find examples of right angles. In a Year 5 lesson, where pupils were working on long division, they were again clearly enjoying their work and providing support to each other. The positive and relaxed atmosphere enabled all pupils to tackle the task without hesitation and achieve very well in a short time. This allowed the teacher and teaching assistant to provide support to pupils with special educational needs and others who needed more help. The careful planning and well-targeted support evident in most lessons enables all groups, including boys and girls, and more able pupils to achieve well.

## **Mathematics across the curriculum**

68. 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 but the use of databases and spreadsheets is underdeveloped.

## SCIENCE

69. 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;
- Pupils apply their knowledge well to make predications and draw conclusions.

### Commentary

70. In the national tests for Year 6 pupils in 2003 the school's results were above average nationally, average in relation to similar schools and above average compared to pupils' prior attainment. Those for Year 2 pupils were well above the national average. Standards show a good improvement on standards found at the time of the last inspection. Boys' attainment is as high as the girls'. Pupils develop a good range of knowledge and skills building well upon their existing knowledge year-by-year. Pupils' good achievement is supported through a very good curriculum. The curriculum has a clear focus on 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 co-operate and concentrate for considerable lengths of time and live up to the high expectations of their teachers.

71. The quality of teaching and learning is good and has improved since the last inspection. Lessons are well balanced and set time aside for discussion, discovery and for the pupils to tackle challenging problems. Personal, social and health development was seen in a Year 5 lesson where pupils were studying the harmful effects of smoking and were giving consideration to the impact of peer pressure on their decision making. Spiritual development was seen in a good lesson in Year 1 where the pupils were learning about the parts of a plant and predicting the growth of plants from seeds. 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 plant and a magnifying glass that they used to observe. They took time to appreciate the shape and colour. They were enthralled as they produced detailed drawings of what they saw. The use of a microscope connected to the computer further enabled the pupils to value and explore the line and shape of the plants and their constituent parts. This helped pupils to systematically develop their skills of observation and enquiry.

72. The planning 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. 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.

73. Pupils are introduced early to the idea of making predictions, ahead of their investigations. While for many pupils in Year 1 these predictions are guesses, the careful selection of subject matter and basing predictions on recently gained knowledge helps the pupils in making predictions about the development of plants from seeds. This teaches the pupils to use developing knowledge and understanding on which to base their predictions. Activity weeks based on scientific themes enable the pupils to become very focussed and engaged in experiments and investigations.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

74. Provision in information and communication technology is **unsatisfactory**.

### **Main strengths and weaknesses**

- The pupils achieve well in aspects of the subject covered but have insufficient access to the full breadth of the subject;
- The ICT suite is a very good resource although it is currently underused, partly because some teachers lack confidence in using the technology and too few programs are available;
- Assessment of the pupils' skills is inconsistent;
- The monitoring of the subject throughout the school is underdeveloped.

### **Commentary**

75. Pupils' standards in the understanding and use of ICT are unsatisfactory as is their achievement. They enjoy using programs in the ICT suite and occasionally in their classrooms. They show confidence and competence in the use of a range of applications, including a word processor and programs that develop numeracy and literacy. In Years 1 and 2, the pupils can identify the parts of a computer and use a mouse to re-arrange clip-art so they can "dress" a teddy bear. They use the mouse and keyboard to select appropriate icons or enter text. Older pupils, with little prompting, can log on to access the Internet and a word processing program where they achieve well. They know how to save and edit text in a range of formats to suit the chosen purpose. In Years 3 to 6, there is evidence of good achievement by most pupils in their use of the same programs to produce work that supports their studies in history and geography. For example, a word-processed account of a field trip to Brinklow. Some pupils have benefited from access to the recently acquired interactive whiteboard which has been used to support mathematical work on databases. However, too few teachers feel sufficiently confident to make best use of this resource. Its placement in the Year 6 classroom also makes it difficult for other classes to access. Opportunities for the pupils to experience monitoring, control and modeling are not sufficiently available to pupils in Years 3 to 6 because teachers lack confidence about these aspects of the subject.

76. Within the ICT suite, the quality of teaching is good overall. Lessons are well paced and regular opportunities are given to demonstrate what has been learned. However, currently not all teachers use the suite when timetabled to do so. Those teachers that do use this very good facility are quickly learning how to make best use of it. For example, in most cases resources including web-sites are well prepared and researched before pupils access them. In a Year 4 English lesson, the teacher had prepared a poem that used increasing font size to encourage the pupils to read the lines with increasing volume. In Year 5, research on Victorians gave pupils a good insight into their life and times. Pupils' attitudes in the ICT suite are very good. Throughout the lesson the pupils comment supportively on each others' work and demonstrate enthusiasm in using the skills they had been taught, although many pupils' keyboard skills are laboured. In these lessons, ICT makes the pupils engage in learning with enjoyment and they leave the room wishing they could do more.

77. Assessment of pupils' work is underdeveloped and consequently unsatisfactory. Pupils are frequently provided with the same work despite having different levels of ability. Most teachers have adequate subject knowledge to effectively teach word processing and how to access the Internet for research. Art programs are well used by some teachers to support other subjects including art, itself.

78. The leadership and management of ICT is satisfactory overall although there are weaknesses in monitoring the subject throughout the school. The ICT provision in terms of hardware has improved dramatically as a result of the newly installed ICT suite. However, the overall development of the provision has been hindered by lengthy delays and uncertainty caused by the time it has taken for the suite to become fully operational which means that improvement since the last inspection has been insufficient. Many of these

difficulties have been beyond the school's control. The co-ordinator has worked hard to develop resources and staff expertise and has been influential in seeing that the suite is now up and running. Staff skills have improved as a result of recent in-house training, yet more still needs to be done in order to make best use of all resources. There is a good collection of relevant programs that are suitable for the older computers that are still located in classrooms, some of which are out of service. Their redundant presence does little to promote the effective use of ICT in classrooms away from the ICT suite. The use by some teachers of digital cameras is good, but this practice is not sufficiently widespread.

### **Information and communication technology across the curriculum**

79. Some teachers use ICT well to support most subjects, for example, by making use of the Internet for researching geography and history. Word processing supports pupils' literacy and there is a range of programs that enable the pupils to practise their numeracy skills. The recently acquired electronic microscope is well used to support scientific enquiries. The use of spreadsheets and databases is underdeveloped. In some respects this is due to the recent adoption of new systems, but the identification of ICT is sometimes absent in teachers' planning. This is also evident in planning for pupils with special educational needs where some opportunities to use ICT are missed.

## **HUMANITIES**

### **Geography and history**

80. Insufficient work was seen in geography and history to make judgements about the overall quality of provision although the work completed indicates that their achievement is good. One history lesson was observed and no geography lessons were seen. Inspectors looked at other work and discussed it with pupils. A recent focus in Year 6 has been on Coventry's 1000 years of history. This has culminated in an impressive display of writing and pictures that support both subjects very well. Year 5 have examined the theme of rivers. As a result, the pupils have an understanding of the water cycle and have developed an extensive technical vocabulary using such terms as *meander*, *source* and *confluence* to illustrate well-presented diagrams. They have also studied Ancient Greece in history and have worked imaginatively to promote that society's life style using modern advertising techniques. Currently, the use of ICT is under-developed in both subjects throughout the school, although there are some good examples, such as when the pupils use word-processing and they access the Internet for images from the Victorian era. Year 4 has investigated traffic in the local area and Year 3 has recently examined the theme of invasion and look at the influence of the Romans and Celts. This also led to considerations of where to site a village which helped them to develop their problem solving skills. Teachers make good use of fieldwork and practical activities to develop the pupils' geographical skills. Throughout, the teachers go to great lengths to make history relevant to the pupils' present day experiences. Trips to local places, such as Brinklow also make the subjects interesting and exciting. In Years 1 and 2 studies include hot and cold places and the development of public lighting through the ages. The use of Barnaby Bear is effective in engaging the pupils as they follow his travels around the world.

### **Religious Education**

81. Only one lesson was seen in Religious Education, so standards achieved and the quality of teaching cannot be fairly judged. Due to the focus on English, mathematics and more recently ICT, Religious Education has not been seen as a priority area for development. The co-ordinator is aware of the need to develop assessment and evaluation procedures but the subject is not monitored. Teachers use the locally agreed syllabus as a basis for their lesson planning, and samples of work seen show pupils learn about faiths other than Christianity. In discussion with inspectors, pupils said they did not enjoy this subject, finding it boring. However, samples of work do show that Year 6 pupils have an understanding of the significant festivals and beliefs of the Sikh faith. Year 5 learn about the Jewish religion and make good use of their literacy skills to write play scripts and imaginary interviews with characters associated with the Christian faith. Display in Year 1 shows a good link with creative skills as pupils had made their own Torah scrolls and plaited modelling clay in the style of traditional Jewish bread. Religious Education lessons are supplemented

by the religious content of the assemblies. There are currently no opportunities for pupils to visit places of worship other than Christian which limits their full appreciation of other faiths.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art & Design and Design and Technology**

82. Art and Design and Design and technology were not focussed upon in this inspection and no lessons were observed in the subjects. Work and planning were scrutinised and discussions held with the pupils and staff. Pupils have very good attitudes to the subjects and gain much enjoyment and success. They make the most of opportunities to work collaboratively and independently on projects. A weakness is in the use of information and communication technology, although some very good work was seen in Years 4 and 5 which was based on the house building and the art of Matisse, respectively.

### **Music**

83. Music was not a focus of this inspection and no judgements have been made about provision or of teaching and learning as only one lesson was observed where the quality of teaching was good. Pupils sing tunefully with energy and enthusiasm during assemblies, sometimes for parents and several pupils play instruments including percussion and recorders. A peripatetic teacher provides high quality guitar tuition to a small number of pupils.

### **Physical education**

84. Provision in physical education is **good**.

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

- Pupils achieve well in physical education;
- The quality of teaching is good overall;
- The curriculum is broad and well supported by a good range of extra curricular activities;

#### **Commentary**

85. Pupils' achievements are good in physical education. They achieve particularly well in team games. Older boys and girls regularly take part in inter-school competitions featuring football and cross country running where they enjoy success against other schools. Currently the main outdoor emphasis is on athletics where pupils develop their running and throwing skills. The youngest pupils in Years 1 and 2 develop their hand-eye co-ordination and ball skills and well as their ability to transfer their weight and hold balances. The vast majority of pupils listen well and are enthusiastic when practising new and established skills.

86. The teachers present themselves as effective role models by providing good quality demonstrations and wearing appropriate clothing. In most cases, this is also true of teaching assistants, who make a positive contribution to learning. Teachers' subject knowledge is good overall and some have particular interests in dance and major ball games such as football and rugby. These skills are used well to ensure that the pupils receive good quality teaching. This is supplemented further by visiting expertise in tennis and football. In most cases, expectations of pupils' performance are appropriate, although, occasionally, greater demands could be made upon the pupils' fitness. For example, more opportunities could be provided for vigorous activity whilst, at the same time, focusing on skill development. Also some teaching opportunities are missed when school staff join with instructors at a local sports centre.

87. The curriculum is well planned and pays good regard to national guidance and the local education authority's scheme of work. The provision includes dance, gymnastics, team sports, swimming and athletics. It is enhanced by a good range of extra-curricular activities. The annual residential trip to a Welsh outdoor pursuit centre is also a valuable experience where pupils learn climbing and abseiling. All these activities are

well attended and much appreciated by parents and pupils alike. The inter-school competition where the pupils experience success in team games and cross-country events, is also encouraged and contributes significantly to the pupils' personal and social development. Physical education has high status within the school and has improved since the last inspection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*