

INSPECTION REPORT

EASTERN GREEN JUNIOR SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103665

Headteacher: Mr K Bertram

Lead inspector: Dr T Simpson

Dates of inspection: 19th to 21st January 2004

Inspection number: 256025

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	230
School address:	Sutton Avenue Coventry West Midlands
Postcode:	CV5 7EG
Telephone number:	024 7646 5077
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Adey
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Eastern Green is an average size junior school serving part of Coventry. The socio-economic background of the pupils on entry is mixed – but overall is around average. However, the attainment on entry of the current Year 3 pupils was above average. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs – including those with a Statement of Special Educational Needs - is below average. The needs of these pupils are varied. There are slightly more girls on roll than boys. The number of pupils who enter and leave the school other than at the normal time is around average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13395	Mrs J Illingworth	Lay inspector	
30457	Dr D Evans	Team inspector	English, history, geography.
12367	Mr A Green	Team inspector	Mathematics, information and communication technology, design and technology, physical education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school where pupils achieve well as a result of good teaching. It is well led and managed and provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average overall and pupils – including those with special educational needs – achieve well.
- There are not enough opportunities for pupils to develop investigative skills in science.
- Teaching is good and frequently very good but assessment strategies are insufficient in several subjects.
- The headteacher provides very good leadership but the role of co-ordinators of subjects other than English and mathematics is under developed.
- Pupils are very well cared for and their attitudes and behaviour are very good.
- The school provides an enriched curriculum.
- In some lessons work set is not closely enough matched to the attainment of the pupils.

The school's improvement since the last inspection has been good. Standards are now higher and there have been improvements to leadership and management. The curriculum and the school's internal and external accommodation are now better. There have been improvements to assessment strategies and to the use of the results of assessment but these improvements have been insufficient. In other areas, the high standards noted previously have been maintained.

STANDARDS ACHIEVED

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

*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.*

Overall achievement at the school is good. Current standards in English, mathematics and science overall are well above average. Writing was a relative weakness within English and this had an adverse effect on the results, but the school identified the issue and has taken effective action to resolve it. Comparison of the results of individual pupils in the English tests with the results of their tests at the end of Year 2 indicates that most achieved as they should. The asterisk in the table above means that the school's results in mathematics were in the top five percent nationally. Pupils with special educational needs are well supported and make good progress. Standards in information and communication technology are average and are improving with the provision of new equipment. Standards in religious education exceed the expectations of the locally agreed syllabus. There is no significant difference between the achievement of boys and girls.

Pupils' personal qualities are very good. They relate very well to one another and to the adults in the school. Pupils' spiritual, moral, social and cultural development is good overall. Pupils behave

very well in lessons and around the school. They have very positive attitudes towards their work and enjoy coming to school. Attendance is well above the national average and the pupils are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and is frequently very good. Strengths within teaching include a good variety of methods that stimulate the pupils to work accurately and with interest. Pupils are very well managed and this has a very positive impact on their attitudes and behaviour and on relationships at all levels. Expectations are good and there is a good level of challenge to the activities provided for most pupils. This has a positive outcome in terms of their gains in skills and knowledge. Teachers' subject knowledge is good overall. Effective use is made of withdrawal groups to give extra support to higher and lower attaining pupils in English and mathematics – but in some class activities the work set is not closely enough matched to the needs of pupils with different levels of attainment, which adversely affects the pace of these lessons. Also, not enough use is made of review sessions at the end of lessons to revisit learning objectives so that the pupils can assess how well they have achieved. Support staff contribute well to pupils' learning and to the standards they are reaching. Assessment is good in English, mathematics and physical education. However, it is under developed in some of the other subjects.

A good quality curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils are very well cared for. Partnership with parents is good and parents have a high level of regard for the school. Partnerships with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management at the school are good. This is having a positive effect on the achievement of the pupils and on their learning. The governing body is active and supportive but its role in the strategic monitoring of the curriculum could be developed further. The headteacher provides very good leadership. He has a high level of enthusiasm and commitment to the forward development of the school. With all the staff, he is committed to the maintenance of high standards within an enriched curriculum. All senior staff – including the headteacher – provide very good role models. The school carries out regular self-evaluation and puts the findings to good use. The headteacher, local authority advisory staff and the English and mathematics co-ordinators monitor teaching but the role of the other co-ordinators in maintaining an overview of the quality of teaching and learning in their areas of responsibility is under developed. Systems for financial management are good and there is sound regard for the principles of best value. Available resources are used well. The school's leadership is committed to inclusion, the promotion of equality of opportunities and concern for the needs of individuals. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high level of regard for the school and support it strongly. They particularly like the way that the school has an open door policy and is responsive to their concerns. They feel strongly that staff expect their children to work hard and do of their best. Many, however, would like more information on the curriculum. Their children are also very positive about the school. They particularly like the way they are treated by the adults in the school.

IMPROVEMENTS NEEDED

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

- Increase opportunities for pupils to develop their investigative skills in science.
- Further develop the role of subject co-ordinators.

- Further improve the use of assessment strategies so that work set is more consistently matched to the needs of different groups of pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are well above average by the end of Year 6. Achievement is good throughout the school. Standards in all the core subjects are well above average.

Main strengths and weaknesses

- Standards in English and mathematics are well above average.
- Pupils with special educational needs make good progress.
- Although standards in science are well above average overall, standards in investigative science are not as high as those in more knowledge based elements of the subject.

Commentary

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

Standards in:	School results	National results
English	27.5 (29.0)	26.8 (27.0)
Mathematics	30.1 (28.4)	26.8 (26.7)
Science	30.4 (29.3)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

1. Results in the most recent National Curriculum tests for pupils at the end of Year 6 were well above average in mathematics and science and average in English. The previous year's results were above average in science and well above average in both English and mathematics. Although still slightly above the national average, English tests results in 2003 were relatively weaker than in the other two assessed subjects and were well below average in comparison with similar schools. Conversely, in comparison with similar schools the results in science were above average and in mathematics were well above average. Following detailed analyses, the weakness in English – which related to standards in writing – is now well on the way to being resolved.
2. Current standards in English, mathematics and science overall are well above average by the end of Year 6 and there are particular strengths in reading and numeracy. Pupils enter the school with above average standards and their achievement is good throughout the school. There is a number of good reasons for this good achievement. The school is well led and managed and all staff – including senior managers – are committed to the maintenance of high standards. The pupils' attitudes are also very positive and most want to learn. Data is used well to support learning in English and mathematics. The main reason, however, relates to teaching – which is good overall and is frequently very good. Teachers regularly use stimulating methods which excite the pupils and make them want to learn. Their class management is very effective and as a result pupils are able to work in a class environment which is free from disturbance. The skill of individual teachers and the provision of extra teaching groups for both higher and lower attaining pupils offsets to some extent the potentially adverse effects on achievement of not matching work set in some lessons to the needs of pupils with different levels of attainment. The school's overall trend in improvement is in line with the national trend. The trend has been

adversely affected by an academically weaker group of pupils in Year 6 in 2001 and by the English results in 2003. Pupils with special educational needs – including those with a Statement of Special Educational Needs – are achieving well because of the good support they receive from teachers and support staff in lessons and withdrawal groups. Nearly all parents who replied to the questionnaire declared that their children were making good progress.

3. Examples of standards being reached in English include a very successful Year 4 lesson examining language in poetry. Most pupils had a good understanding of relevant technical vocabulary and could provide enriching words to improve a poem provided by their teacher. Many produced clearly written and well spelled poems of their own which contained a good level of enriched language. However, the over reliance in some subjects of pupils recording their conclusions by filling in missing words in pieces of given text is a contributory factor to standards in writing not being even higher. By the time they reach Year 6, pupils have a very good all-round knowledge in mathematics and apply this well to other subjects. Pupils' knowledge and understanding of scientific facts is also well above average. However, their investigative skills are less well developed – particularly at the higher levels. This is mainly because they do not have enough say over the design of their own investigations. Standards in information and communication technology are average and are improving under the good leadership of the co-ordinator and with the recent opening of a computer suite. Standards in religious education exceed the requirements of the locally agreed syllabus. Standards in music and physical education are also above average and pupils achieve well in both subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. This is a strength of the school and has been maintained since the last inspection. Their spiritual and social development are good and their moral development is very good. Cultural development is satisfactory. Attendance and punctuality are both very good.

Main strengths and weaknesses

- Pupils like coming to school, enjoy school life, including the many extra-curricular activities it provides, and are keen to play a full part in the school community.
- Pupils show a very good interest in learning and behave very well in lessons and around the school.
- Relationships between pupils and adults and among pupils are very good.
- Pupils have a very good awareness of right and wrong and show very good respect for the feelings and beliefs of others.

Commentary

4. Behaviour is very good throughout the school, in lessons and on the playground. Pupils' very good behaviour and attitudes to school positively influence their capacity to learn and the good progress they make in lessons. They respond very well to the school's strong encouragement of very good behaviour and they are happy to take part in the full range of work and play activities. Very well supervised playtimes are lively, friendly and often involve imaginative games alongside more traditional playground games. Any minor incidents of misbehaviour are quickly and very effectively resolved.

5. Relationships between pupils and between pupils and adults in the school are very good. Staff know pupils well and are very happy to talk to them if they have any concerns or problems. There is a high level of mutual respect at the school and pupils are encouraged to develop their self-esteem. Pupils' achievements are always recognised and valued. Pupils with special educational needs are fully included and contribute well to lessons and activities. For example, in Year 3 pupils with special educational needs were applauded and praised sensitively after demonstrating their rapidly improving mathematical skills.
6. Pupils value their surroundings and develop very good moral qualities. In lessons, they listen very carefully to others, work very well in pairs and share resources appropriately. They are aware of school rules and fully understand the difference between right and wrong. The provision for spiritual development is good and pupils gain a sense of the wonder of the life from many aspects of the curriculum, such as art, music and poetry. The well cared for garden and quiet areas encourage reflection and sensitivity to the diversity of the natural world. Provision for social development is good, with opportunities for pupils to show initiatives in many areas of school life. They are proud of their school house system and work strenuously to amass points for their individual houses. The high quality extra-curricular provision, in which many pupils are involved, promotes good social development. The annual residential visits are a real strength of the school community, enabling pupils to mature and develop their personal qualities to a high level. Issues such as racism are tackled when appropriate.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	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.

7. Attendance is well above the national average, while unauthorised absence is below average. The school's efforts to improve the rate of attendance are very good. The school informs parents about attendance procedures and the attendance of their children on a regular basis, while absences are pursued by contacting parents immediately. Pupils come to the school promptly and their punctuality for lessons is very good.
8. The school has had no cause to exclude pupils because the ethos and support offered to pupils enables them to meet the requirements of school life very well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. There is a good and very enriched curriculum. Teaching is good overall and often very good. Pupils are very well cared for by staff and through good links with parents and the community.

Teaching and learning

The quality of teaching is good. As a result, pupils' learning is good, and this contributes to their good achievement by Year 6. The quality of assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching is good in all year groups.

- Learning support assistants are given good guidance by teachers and support pupils well.
- Good use is made of withdrawal groups to support lower attaining and higher attaining pupils.
- Teacher's subject knowledge is good overall.
- Pupils are motivated, work hard and concentrate on improving their work.
- Behaviour management is very good.
- Methods are normally stimulating and motivate the pupils – but the pace of a few lessons is slow.
- In class activities, work is not always appropriately matched to the needs of pupils.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (24%)	24 (71%)	2 (6%)	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. These may not add up to 100 because of rounding.

9. Teaching is good in all year groups, which results in good learning by pupils, good achievement and high standards by Year 6, especially in English and mathematics. Good use is made of teaching assistants to support lower attaining pupils and pupils with special educational needs, which ensures that they achieve as well as other groups in the school. Teachers have good subject knowledge, which supports the good teaching and ensures that pupils are able to understand the tasks set and make good progress. However, teachers' knowledge and understanding of the use of information and communication technology, and especially computers, to support learning varied considerably in lessons seen during the inspection. Although teachers' use of information and communication technology was sound overall and pupils' progress in the use of information and communication technology was satisfactory, this was often because of the extra support teachers and pupils were given in lessons by the headteacher, the subject co-ordinator and learning support assistants. This situation, however, was mainly the outcome of the use of very recently acquired and unfamiliar equipment.
10. Good use is made of withdrawal groups to support lower and higher attaining pupils. Learning support assistants are given good guidance by class teachers and know their pupils well. This results in lower attaining pupils being given good support and so they make good progress and achieve well. Two part time teachers give good quality support for withdrawal groups. For example, a number of lower attaining Year 4 pupils were observed as they found the area of a large paper leaf. The teacher used resources very well to stimulate interest and included and motivated all pupils in the group with well-targeted questions, which resulted in the group enjoying the lesson and achieving well. In a Year 5 mathematics withdrawal group of higher attaining pupils, the teacher's good use of mathematical vocabulary and challenging tasks ensured a very good response from the pupils, who were achieving standards well above national expectations for their age. The work for withdrawal groups is well matched to pupils' needs. However, work within classes is sometimes similar for all groups of pupils and does not always match the specific needs of individual pupils. Although this did not adversely affect the learning of pupils, some higher attaining pupils spoken to found work initially too easy because of the lack of appropriate match.
11. Almost a quarter of the lessons seen were judged to be very good. This is because teachers used methods that stimulated the pupils to work accurately and with interest. For example, in a very good Year 4 literacy lesson on the importance of language in poetry, the teacher ensured that pupils knew the objective of the lesson so they understood what was to be learnt and why. Very good questions challenged pupils to think about the imagery in the language of poems and well-prepared follow-up tasks were set, which matched the different needs of the pupils. Lower attaining pupils were withdrawn for extra good quality support and so were also able to achieve the objectives of the lesson. This resulted in the pupils working with enthusiasm and enjoyment. In an occasional lesson, pace is too slow and this has an adverse effect on pupils' motivation.
12. Pupils are motivated to try hard and to concentrate on improving their work. One hundred percent of parents who returned the pre-inspection questionnaire agreed or strongly agreed that

their child was expected to work hard and do his or her best. This was confirmed during the inspection. Pupils are very well managed and behave very well, and so work hard in an environment that is safe and secure for them. Teachers' expectations and challenge are good and so pupils' responses are equally good. In the majority of lessons teachers begin by sharing the objectives of the lesson so that pupils know what is to be learnt and why. The objectives are then returned to at the end of the lesson so that pupils can assess whether they have been achieved. However, this was not seen in all lessons and so some pupils did not know what was being learnt and why. The good relationships between staff and pupils throughout the school help to motivate pupils well. Teachers take care to include and involve boys and girls of all levels of attainment, including those with special educational needs.

13. Pupils with a Statement of Special Educational Needs are supported very well in class by teachers and learning support assistants and so learn and achieve very well in relation to their specific needs and prior attainment. The quality of teaching for other pupils with special educational needs is also good. Learning support assistants and teaching assistants give effective focused support.
14. The use of assessment is satisfactory overall. It is good in English and mathematics and contributes to the well above average standards in these subjects. Assessment in physical education is also good and supports the good standards in this subject. Assessment in information and communication technology is satisfactory. Assessment in all other subjects is mainly used to track the coverage of work by pupils rather than their knowledge and understanding. This detracts from teachers' capacity to match work accurately in these subjects to the different attainment levels of the pupils. Also, pupils are not set individual targets to support their learning, which can then be discussed with their teacher and regularly reviewed.

The curriculum

The breadth of curricular opportunities is good. Opportunities for enrichment and extra-curricular activities are very good. The school's accommodation is now good. Resources are satisfactory overall.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- The range of sporting and musical clubs is particularly good.

Commentary

15. The school provides a broad and balanced curriculum that effectively meets the needs of its pupils and complies with all statutory requirements. Religious education is taught according to the locally agreed syllabus. The school uses national guidance and appropriate schemes of work well to ensure that pupils have access to the National Curriculum. The school recognises that there are insufficient opportunities for pupils to develop their investigative skills in science. Effective links are made between subjects and this is done creatively in literacy, history, art, music and physical education.
16. One of the strengths of the school is its very good provision for extra-curricular activities, which make a substantial contribution to pupils' very good attitudes to learning and to their very good standards of behaviour. The provision is well organised with a wide range of sporting and musical clubs. The school is also very successful in sporting competitions, and pupils

participate enthusiastically in the burgeoning range of sporting clubs. The curriculum is also enriched by the very good provision the school makes for learning outside the school day. Pupils' skills are developed well in a range of sports and dance clubs. A notable strength is the promotion of two modern European languages.

17. The school is effective in ensuring that all pupils have equality of access and opportunity to the curriculum, irrespective of ability, gender or background. The provision for pupils with special educational needs is good. Pupils are well supported by learning support assistants in class or by teachers and learning support assistants in withdrawal group. They ensure that pupils have full access to the curriculum and so achieve well. The curriculum for pupils with statements is adapted well to meet their specific needs, especially in English and mathematics. The planning for pupils' personal, social and health education is satisfactory. Although personal, social and health education is not timetabled, the policy and scheme of work ensure that this is taught appropriately in most areas of the curriculum. Sex education and drugs awareness are addressed through the personal, social and health education and science curricula. The overall delivery of these areas, however, is not structured enough for the school to be able to ensure that they are been taught in enough depth or width.
18. Overall, the match of teachers and support staff to the demands of the curriculum is good. There are sufficient teachers and teaching assistants with appropriate qualifications to support pupils at this stage of their learning. There are curriculum co-ordinators for all subjects and most aspects of responsibility. The site manager is effective in monitoring and developing the whole site, including the areas that surround the school. The accommodation is good overall. The building and the grounds are welcoming and provide a pleasant and stimulating environment for learning. This represents good improvement since the last inspection. Attractive displays of work make the school cheerful and demonstrate the teachers' high expectations of the pupils. The school has good-sized classrooms and the spacious hall offers good opportunities for pupils to develop their physical education skills. There is a well-resourced new computer suite and an attractive refurbished library area which provides a quiet sanctuary for reading and reflection. Resources support the curriculum appropriately and help the pupils develop well. There are, however, deficiencies in geography resources and the reading schemes will soon need to be renewed.

Care, guidance and support

The school gives its pupils good guidance and support, and takes effective measures to ensure their welfare, health and safety. Pastoral care enhances academic progress and personal development by creating an environment in which pupils feel secure and valued by members of staff.

Main strengths and weaknesses

- Children are very well cared for.
- Pupils have very trusting relationships with adults in the school.
- The school lacks a formal structure for monitoring pupils' personal development.
- Induction arrangements are very effective and help new pupils to settle quickly into school routines.
- There are not enough formal consultations with pupils.

Commentary

19. The school gives a high priority to pupils' welfare, health and safety, and is successful in meeting its aim of providing them with environment in which they feel secure and can achieve well. Its arrangements for child protection comply with local guidelines, and the headteacher,

who is the designated child protection officer, has had recent training in the issue. There are good procedures for promoting pupils' health and safety. The school makes proper provision for risk assessments and for safety checks of its premises and equipment. There is good provision for first aid. The school is very vigilant in monitoring and dealing with risks to children from minor accidents; for example from bumps to the head.

20. Very good relationships within the school make a major contribution to the high standard of pastoral care. The headteacher and other members of staff know pupils very well as individuals. They monitor their personal progress effectively on an informal basis. They identify any pupils who are not achieving well and give them support that helps them to improve. For their part, pupils like and trust members of staff, and are willing to talk to them if they have problems and anxieties. They are confident that teachers and teaching assistants will listen to them with sympathy and take effective action. In the inspection questionnaire nearly all pupils said that there was an adult in the school to whom they could turn for help.
21. Although satisfactory overall, the targets on some individual education plans are not always specific enough for pupils, teachers and parents to measure the success of the targets. Few individual education plans contain targets for mathematics and some have more than the recommended manageable and measurable number of three targets. Pupils do not have a copy of their targets to refer to so as to be aware of, and to measure, their own progress and success. The support from external agencies, such as the educational psychologist, is good. They support the special educational needs co-ordinator, teachers and learning support staff well, which supports the overall good progress made by lower attaining pupils and pupils with statements.
22. The main weakness in the school's provision of pastoral care is the lack of formal structures. There are no systems for monitoring personal development, other than teachers' good knowledge of pupils. These informal arrangements work well when staffing is stable, but could be strained by a high turnover of staff.
23. The school does not have formal systems for sounding out pupils' views, such as a school council, or regular questionnaires. Members of staff find out about their ideas and concerns through informal discussions. Pupils are happy with this arrangement. They feel that their teachers value and take account of their views. However, the school cannot be sure that opinions obtained in this way are truly representative of the majority of pupils.
24. There are very good arrangements for introducing the new intake of pupils to the school. A programme of induction visits enables them to get to know members of staff and learn about school routines while they are still in Year 2. Pupils are sensitively handled throughout their transfer from infants to junior school, and the very good support that they get helps them to settle and make good progress in Year 3. Parents are very pleased with this aspect of the school's pastoral care, including parents whose children were at the main infant school. There are good arrangements for the transfer of Year 6 pupils to secondary education. The school ensures that pupils are well prepared for the move. It co-operates closely with local secondary schools over induction days and over meetings with Year 7 teachers.

Partnership with parents, other schools and the community

The school has good links with parents and the community. Its links with other schools are very good and make a valuable contribution to pupils' welfare and progress. Information for parents about the school and their children's progress is satisfactory but could be improved.

Main strengths and weaknesses

- Parents give strong support to the school and their children's learning.
- The school is very responsive to parents' concerns and complaints.
- Links with other schools are very good and promote pupils' progress.

- The annual reports on progress, although satisfactory overall, have weaknesses and do not inform and guide parents enough on how to help pupils to raise their attainment.
- Information for parents on the curriculum could be improved.

Commentary

25. Parents are very happy with their partnership with the school. They are very satisfied with the quality of education that it provides and have full confidence in its leadership and management. Parents value the school's open door policy. They feel comfortable about approaching members of staff with queries or complaints, and are confident that their views are taken seriously. They say that the school addresses their concerns promptly and effectively. They feel strongly that staff expect their children to work hard.
26. Parents are actively involved in their children's learning, as when they hear children read at home, and this has a positive impact on standards of attainment. They take a keen interest in what their children are studying at school and how well they are doing. Virtually all families attend consultation evenings in order to discuss pupils' progress with teachers. Parents want to help their children with homework, and for this reason and would like more guidance on supporting pupils' learning. Although arrangements for keeping them informed are satisfactory overall, there are aspects that could be improved. Parents are not as well briefed on the curriculum as they would like. In particular they would like to receive advance notice of the topics that their children will be studying during the term.
27. Written reports on pupils' standards and progress meet legal requirements. However, they do not contain much information on what pupils cannot do or find difficult in each subject. They include individual targets for improvement, but these are often of a very general nature, such as 'build on satisfactory progress'. They also tend to focus on attitudes rather than standards and achievements. Overall, the annual reports do not give parents enough guidance on how to help children to raise their attainment. Parents of pupils with a Statement of Special Educational Needs are kept well informed of their child's progress through regular review meetings.
28. The school has a good partnership with other schools and colleges in the area. Links with St Andrews Church of England Infants School are particularly strong. Members of staff at the two schools co-operate very closely over shared activities and over preparations for the transfer of pupils at the end of Year 2. For example, there is temporary exchange of classes to allow Year 3 teachers to teach Year 2 pupils. This is a strength of the school's procedures for the induction of new pupils. The school also has very good contacts with local secondary schools over the transfer of Year 6 to secondary education and over work experience. Students come to Eastern Green Junior School on placements and they provide useful extra help in the classroom for teachers.
29. There are good links with local community. Although within the city of Coventry, the school maintains some of the characteristics of a village school, such as holding its harvest festival service in the local church. A number of visitors from the community enrich the school's provision for children's personal, social and health education. In the last year speakers from Mencap, the road safety unit, and the local charity 'Pro Dog' have come in to talk to pupils. The school makes effective use of the local areas as a resource for learning. Pupils' knowledge and understanding of their environment and heritage is enhanced through visits to the local nature reserve, to the city's country park at Coombe Abbey, and to Coventry Cathedral. The school also has links with industry through the local Education Business Partnership's centres in the city.

LEADERSHIP AND MANAGEMENT

The school is soundly governed. The headteacher provides very good leadership and overall management at the school is good. These findings are an improvement on those of the last inspection.

Main strengths and weaknesses

- The headteacher provides a very strong sense of vision and purpose.
- Senior managers provide very good role models for both staff and pupils.
- The role of the governing body in the strategic monitoring of the curriculum is under developed.
- The school makes good use of regular self evaluation.
- The role of co-ordinators of subjects other than English and mathematics is under developed.
- Financial planning and control are good.

Commentary

30. The governing body is supportive of the school and very loyal to it. Individual governors are accessible to staff and parents and have a sound understanding of the school's strengths and weaknesses. There is an active committee structure which helps the governing body to operate efficiently. Individual committees, for example, discuss in depth a wide range of pertinent issues including finance and curriculum and feed back their views to the full governing body. From time to time governors observe lessons, but there is no formal structure for this. There are named governors for literacy and numeracy. Overall, however, there is scope for the role of the governing body in the strategic monitoring of the curriculum to be developed further.
31. The headteacher has a high level of enthusiasm and commitment to the forward development of the school. He is very loyal to his staff and pupils and in turn receives a very high level of loyalty from them. Along with all the staff, he is committed to the maintenance of high standards within an enriched curriculum and provides a very good role model. Under his leadership standards in the key subjects of English, mathematics and science have risen while those in the other subjects have been maintained. The school development plan is a practical working tool whose construction involved staff and governors at appropriate stages. It is a good reflection of most of the school's current needs. The special educational needs co-ordinator was on maternity leave at the time of the inspection. The school has employed a temporary replacement who has a good knowledge of special educational needs and the school – and who is providing good support for staff. She has maintained the good relationships with support agencies and parents. She monitors pupils' progress well – although she does not work with them in classes or withdrawal groups. The governor for special educational needs is very new to her role and has yet to make a significant impact on the provision.
32. The school's management system is very open – in the sense that the headteacher attempts to involve as many people as possible in decision making and that all staff are mutually supportive. The deputy head shares the overall management with the headteacher and with him forms the core of the senior management team. He is also very supportive of staff and has an appropriate complementary role to the head. The school analyses data – including National Curriculum tests results – and regularly evaluates all areas of school life, putting the results to good use in rectifying exposed weaknesses. The headteacher and local authority adviser formally monitor teachers on a regular basis, providing written and oral feedback, while the English and mathematics co-ordinators monitor teaching in their subjects in a more informal way. Procedures for performance management are fully in place. Although the co-ordinators of the other subjects have a good understanding of the needs of their subjects and carry out monitoring at various levels, their overall role is still under developed – particularly in monitoring teaching and learning. This has an adverse impact on their professional development. Support staff are well deployed and make a good overall contribution to school life and to the standards being reached. The school has a good regard for inclusion, the

promotion of equality and concern for the needs of individuals. Routine administration is efficient.

33. Financial planning and control is effective and involves all relevant parties where appropriate. The most recent local authority audit praised the school’s financial systems. The budget reflects the school’s needs well. The school’s unusually large carry forward of funds from one financial year to the next was due to extra funding becoming available to establish the computer suite. This carry forward is now being carefully reduced by providing extra money for specific projects such as improvements to the external environment and library provision – as well as supporting enhanced staffing. There is due regard for the principles of best value and all statutory requirements are fully met. The parents are very happy with the quality of leadership and management at the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	578659
Total expenditure	614571
Expenditure per pupil	2819

Balances (£)	
Balance from previous year	101588
Balance carried forward to the next	65677

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The standard of pupils' work in Year 6 is well above the national average and pupils achieve well, but writing remains a relative weakness.
- Pupils have very good attitudes to learning.
- Teaching of English is good overall, and is frequently very good.
- Marking does not always show pupils what they need to do to improve their work.
- Pupils with special educational needs make good progress in literacy.

Commentary

34. Standards in English overall are well above average by Year 6. Standards in speaking, listening and reading are well above the national average, which is an improvement since the previous inspection. The school has begun to address the relative weakness in writing and standards are already beginning to improve steadily. Children enter Year 3 with literacy skills which are broadly above average and, by the end of Year 6, their achievement is good. The main reason for this is the consistently good, and frequently very good, teaching which they encounter as they journey through the school. Standards in listening are well above average because of the very good emphasis teachers place on classroom management. Pupils talk politely to adults and behave very well in classes. Teachers consistently provide pupils with sufficient opportunities to use their speaking skills in all lessons through whole-class and smaller group activities. Drama also features appropriately in out-of-school activities.
35. Reading is taught systematically throughout the school and an appropriate stock of books is available in classrooms and the library. By Year 6, most pupils read a varied range of books with fluency and ease. There is a structured reading programme and there are very good opportunities during the school day for pupils to engage in grouped, paired and silent reading sessions. All pupils are encouraged to read at home and this helps them to progress very well. Older pupils are developing firm preferences for the work of different authors. Generally, book areas in classrooms are well organised and there are attractive displays to capture pupils' interest. Although the new library is not large enough for a whole class to work in, it provides a stimulating reading area for the school.
36. Standards in writing are already improving as a result of the school's clear-sighted focus on this relative weakness in the English curriculum. Staff are working hard and successfully to drive up standards in writing and the school is continuing to target writing for further improvement. There are high expectations of handwriting and presentation, but the marking does not consistently indicate what pupils need to do to improve the standards of their work. There are increasing opportunities for pupils to write in a range of different genres and for them to practise their literacy skills in subjects such as history. However, the over-reliance on worksheets and on one-word answers in some subjects has been a contributory factor to the relative weakness in writing standards throughout the school.

37. In lessons the teaching is good, and often very good. One of the particular strengths of the teaching is the strong emphasis on classroom management and the use of purposeful, high quality questioning. Lessons are usually carefully planned and include a good range of activities, which proceed at an effective pace. Most pupils have high levels of concentration; they work well and want to succeed and to please their teachers. There is a strong emphasis on whole-class teaching and, as a result, work is not always matched to the learning needs of different groups of pupils. Pupils with special educational needs are, however, well supported and encouraged by their teachers and by skilled support staff. Extra teaching staff are also employed to provide support for groups of pupils with different levels of need. Teachers have consistently high expectations of pupils' behaviour and employ a rich array of strategies to promote high levels of respect and confidence.
38. The leadership and management of the subject co-ordinator are good and have contributed well to the improvements since the last inspection. She is thorough in monitoring and analysing data and the information gathered is used effectively to set group targets within classes. However, the information has not yet been developed further into individual, short-term and achievable targets that pupils understand and that help them to progress more rapidly towards the next level in their work. Monitoring of teaching and learning is developing appropriately, but it is not yet fully evaluative.

Language and literacy across the curriculum

39. Throughout the school, pupils' language and literacy skills are being developed well through other subjects. Whilst there are frequent opportunities for pupils to develop their speaking, listening and reading skills, the quality of their written work is variable. Written work is consolidated well in subjects such as history, but opportunities are often missed in science, geography and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above the national average and over time are the strongest of the three core subjects.
- The achievement of pupils is very good.
- Teaching and learning are good – but occasionally higher attaining pupils are not sufficiently challenged.
- Learning support assistants support pupils very well.
- Pupils have very good attitudes and work very well together.
- Errors and misconceptions are not always used as teaching points.
- The subject is well led and managed.

Commentary

40. Standards by Year 6 are well above the national average and have improved since the previous inspection when they were judged to be good. The achievement of pupils is very good. The well above average standards are a result of the good teaching throughout the school, which has been maintained since the previous inspection. Lessons are well planned and well organised and tasks are challenging. Teachers have high expectations of pupils. As a result of these factors, pupils want to

learn, feel challenged by tasks and behave very well. They work hard in lessons and support each other. Withdrawal groups are used well to support higher attaining and lower attaining pupils. These are taught well by part time teachers and learning support assistants. The good quality of teaching and learning in these groups contributes well to the very good achievement of pupils. Pupils with a Statement of Special Educational Needs are also given good support by learning support staff and so also achieve very well in relation to their prior attainment. Lessons are well structured and begin with a challenging mental activity and end with a recap of the work to consolidate understanding. However, in class activities pupils are often set the same work from a textbook or worksheet. This results in pupils who work at a faster pace than others not having the opportunity to move on ahead of others, which slows the pace of the lesson.

41. All lessons begin with a mental starter and question and answer session. These are used well to consolidate previous learning and to introduce a new topic. Good use is made of assessment to track pupils' progress and to inform planning and groupings. However, pupils are not set individual or group targets to support their learning. The majority of teachers display the objectives for the lesson, so that pupils know what is to be learnt and why. However, not all teachers discuss the objectives or recap them at the end of the lesson so pupils can self-assess if they have achieved them. One very good example seen during the inspection was a Year 3 lesson exploring the 9 times table and 3D shapes. The teacher's enthusiasm produced an exuberant response from the pupils, who were eager to participate and to learn. There was a very good pace to the activities and the pupils were very well managed. The pupils were fully on task throughout the lesson and achieved very well.
42. The leadership and management of the subject are good. The co-ordinator has worked alongside colleagues and monitored teaching in order to raise the quality of teaching and learning so as to ensure the high standards are maintained. He is a good role model for the teaching of mathematics. Although information and communication technology is used satisfactorily to support the subject in the computer suite, the lack of computers in the majority of classrooms means that pupils and teachers do not have instant access to programs and educational websites to support lessons throughout the week.

Mathematics across the curriculum

43. The breadth of the curriculum ensures that pupils have a very good all round knowledge in mathematics. They are able to use their mathematical skills very well in subjects such as science, history, design technology and geography. For example, in a good Year 6 science lesson observed, pupils competently used their mathematics skills to calculate average pulse rates and plot them on a line graph.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Overall standards are well above the national average and pupils achieve well as they move through the school.
- Teaching is good and learning is made interesting for the pupils but work set is not closely enough matched to the needs and aspirations of pupils with different levels of attainment.
- Pupils do not have enough say over the course of their scientific investigations and this adversely affects standards in the higher levels of investigative science.
- Assessment strategies are insufficient.

Commentary

44. In the 2003 tests of pupils at the end of Year 6, the results were well above the national average. Results in the tests have been improving steadily over the past three years. Current standards are still well above average overall. However, attainment in investigative science is not as high as in the more knowledge based elements of the subject. The majority of pupils enter the school with attainment in science which is above average and their overall achievement is good. Standards in science are now higher than they were at the time of the previous inspection.
45. Year 3 pupils have a good understanding of the nature of light and can distinguish between reflective and non-reflective light. Year 4 pupils can identify the different parts of trees and explain their functions. In both year groups, however, there is little evidence of the pupils having, so far, gained significant experience of scientific investigations. Year 5 pupils have carried out a range of investigations involving, for example, the exploration of air resistance, air pressure and the function of the eyes, while Year 6 pupils have investigated evaporation among other scientific phenomena. They understand the need for fair tests in a scientific investigation and have a very good understanding of a wide range of issues such as friction, gravity, and the properties of solids, liquids and gases, as well as the effects of exercise on the function of the heart. However, a scrutiny of previous work indicates that most of their investigations are teacher directed and that they themselves have few opportunities to design their own investigations in order, for example, to solve a scientific problem. This adversely affects the standards in investigative science that might be reached by – in particular – higher attaining pupils.
46. The pupils are very interested in science and are frequently very enthusiastic about their lessons – particularly the practical aspects. They co-operate very well with one another when carrying out experiments and their behaviour is consistently very good. In the lessons seen during the inspection, teaching was good overall and there were examples where it was very good. Lessons are carefully prepared and pupils are provided with a range of stimulating activities which maintain their interest and contribute well to the development of their scientific knowledge. Methods are suitably varied. Pupil management is positive and effective, which contributes very well to attitudes and behaviour. Relationships are very good at all levels. In the most successful lesson seen during the inspection, there was a high level of challenge to the activities provided for the pupils. However, the work scrutiny indicates that tasks set do not have enough regard for pupils with different levels of attainment in classes. Follow up work is also too dependent on pupils putting missing words into provided text – which detracts from the potential of the subject to contribute to the development of their literacy skills.
47. There are appropriate planning structures in place for science. However, assessment strategies are insufficiently developed and there is not enough use of information and communication technology to support the subject. The co-ordinator has only held the role for a short time but she has already developed a good understanding of where the subject needs to be developed further. Her responsibilities at the present time do not include the monitoring of teaching in the subject – but this is planned for the near future. Overall provision for science is enhanced by outside visits to places such as the Science Museum and local woods and country parks.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Some teachers have insufficient knowledge of how to best utilise very recently installed equipment.
- The suite and purchase of new equipment is beginning to have a positive impact on standards.
- Pupils' attitudes and behaviour are very good.

Commentary

48. By Year 6, pupils' skills and knowledge are in line with national averages and have been maintained since the previous inspection. The achievement of pupils, including those with special needs, is satisfactory.
49. The quality of teaching and learning is sound overall. However, the knowledge and understanding of teachers varies from weak to very good. A week prior to the inspection new laptops were installed in the computer suite. Teachers had not yet had time to become familiar with the similarities and differences between the programs on the laptops and those on the multi-media computers or the different skills needed to use each. Those teachers familiar with laptops and computers were able to teach good and, on one occasion, very good lessons. Those who were insecure about teaching in the suite relied on the support of the headteacher, the subject co-ordinator and learning support assistants.
50. In a very good Year 4 lesson, the teacher showed a very good command of the use of the interactive whiteboard (a large touch sensitive white screen connected to a computer and projector, which demonstrates by touching the screen or using the keyboard and mouse, the program being used). Her secure knowledge allowed her to confidently demonstrate the program being used to design colourful duvet covers. Pupils were fully engaged by the demonstration and the teacher also selected pupils to use the touch screen to demonstrate and support their skills on the whiteboard. This had the effect of engaging and motivating pupils to design their own duvets for a younger relative or friend. Pupils were totally absorbed by the task, which resulted in excellent attitudes and behaviour. The use of shapes and colourful repeat patterns also contributed well to pupils' mathematical understanding. In the only one satisfactory lesson the rest were deemed good or better, teachers showed a lack of confidence in the use of the whiteboard, which slowed the pace of the lesson. They also showed a lack of confidence when teaching pupils who were using laptops. In the satisfactory lessons teachers also did not take account of the skills some pupils brought from home and so these pupils were not encouraged to share their knowledge or move on at their own pace. In all lessons seen pupils were very well managed - resulting in very good attitudes and behaviour.
51. The co-ordinator works part-time at the school. Within the constraints of her time in school, her leadership and management of the subject are good. She has a good understanding of the strengths of the subject and the areas to develop. She supports those teachers who are less confident about using information and communication technology well, and monitors teachers' planning and pupils' work to assess progress. Since the previous inspection a well appointed and air conditioned suite has been built. With the addition of the recently purchased laptops and interactive whiteboard, the suite is beginning to have an impact on raising standards. However, the whiteboard is not firmly fixed along its bottom edge and so tends to move when in use. This means that it can go out of alignment with the projected image, which can lead to technical problems. Pupils have access to the suite for an hour a week. Year 6 pupils are also able to use the suite at lunchtime. However, because of a lack of computers in classrooms, teachers and pupils do not have instant access to a computer to complement lessons throughout the week. Computers in all classrooms has been recognised as the next stage of development for the school. Access to the Internet is monitored and filtered to ensure that only appropriate sites are accessed. Pupils can only use the Internet when a responsible adult is in the suite. Parents and pupils are required to agree to the school's policy and guidelines for Internet access before pupils are allowed to access the Internet.

Information and communication technology across the curriculum

52. The use of information and communication technology to support learning in other subjects of the curriculum is sound. For example, Year 6 pupils produce multi-media presentations about Victorians. Year 5 pupils research information about artists such as David Hockney and Andy Warhol and use a spreadsheet program to cost a meal. Year 4 pupils word process poems, and import pictures, and use a publishing program to create a Roman newspaper, while Year 3 pupils word process information about their favourite book.

HUMANITIES

Religious education was inspected in detail and is reported in full below. History and geography were not a focus of this inspection and so are not reported on in any detail. However, scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being fully met in the provision for both subjects and that there are strengths in the standards being reached by pupils in **history**. Year 4 pupils, for example, have carried out detailed studies of the Romans and Celts while Year 5 pupils have an unusually deep understanding of the Tudor period. Year 6 pupils produce above average standards of work in their exploration of the Victorian era. In **geography**, Year 5 pupils have completed good quality work on weather and compared different world climates while Year 6 pupils have explored the effects of different forms of pollution on the environment.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- The subject is well taught.
- Strategies for assessing pupils' progress in religious education are under developed.

Commentary

53. Provision for religious education at the school meets the requirements of the locally agreed syllabus, while the standards being reached exceed them. The pupils achieve well. These findings are broadly similar to those of the previous inspection. The subject contributes well to pupils' personal development – including their spiritual, moral, social and cultural development. Most of the work covered has a Christian focus but key features of other major world religions are explored as well. Year 3 pupils, for example, have a good knowledge of aspects of Christ's life and understand the concepts underlying Advent and Epiphany. Most Year 4 pupils recognise the significance of baptism to Christians in terms of a spiritual cleansing, while pupils in Year 5 appreciate the background to the Jewish festival of Shabbat. Following the discussion of the John Walsh story, 'The Bully Asleep', Year 6 pupils show considerable understanding, sensitivity and sympathy for all parties concerned when sharing their views on a bully's motivation: 'We are all scared inside'. Most successfully interpret the Christian ethics 'Love your neighbour as yourself' and 'Love your enemy'.
54. Teaching is good overall and in one lesson seen during the inspection it was very good. Teachers regularly use an imaginative approach to stimulate the pupils' interest and reinforce learning. In one of the lessons, for example, a doll and a bath were used to demonstrate baptism. In another, exploring compassion, searching questions inspired the pupils to think deeply, while

the atmosphere created by the teacher enabled them to feel very confident in expressing their views – all of which were treated with a high level of respect. Issues were well linked to both Christianity and Islam. In all lessons, pupils were managed very positively. This contributed very well to attitudes, behaviour and relationships - which were very good at all levels. Analysis of previous work, however, indicates that there is an inordinate use of filling in missing words in given text as a concluding activity in lessons.

55. Although the co-ordination of religious education is satisfactory overall and the co-ordinator has a good idea of the subject's strengths and weaknesses, there is limited monitoring of standards and teaching in the subject. Strategies for assessing pupils' progress in the subject are also under developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in detail and are reported on below. Art and design and design and technology were not a focus of the inspection and so are not reported on in any detail. However, examination of planning documents, scrutiny of previous work and discussions with staff indicate that the requirements of the National Curriculum are being met. In **art and design**, displays show that some of the work being produced by the pupils is of an above average standard and that due regard is being given to exploring the work of major world artists, both European and non-European. Year 3 pupils, for example, portray light through close packed dots of colour in the style of Seurat, while Year 5 pupils create self portraits in the pop art style of Andy Warhol. Year 4 pupils produce very effective charcoal and chalk drawings and paintings of trees in winter while Year 6 pupils carry out effective shading when creating good quality linear drawings. Art work in African, Aboriginal and Chinese styles has also featured in the recent past. The school has recently reviewed and improved its provision for **design and technology** and this is already beginning to have a positive impact. Year 3 pupils, for example, have used a design proforma to design and make a picture frame while Year 4 pupils have designed and made purses.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is very good overall and as a result, the pupils learn well.
- There is a good number of enrichment activities.
- Assessment procedures are still under developed.

Commentary

56. The school has a high regard for its music provision. Standards are above average and pupils achieve well. This finding is similar to that of the last inspection. Year 4 pupils are able to perform a chant in two parts. They produce and perform simple compositions with a good command of rhythm and repeating patterns of sound. Most can accurately record their work using a simple form of musical notation – although some find this rather difficult. Pupils in Year 5 were able to express the feelings and images induced in them through listening to 'Syrinx' by Claude Debussy. They successfully learnt a new song 'Country Life' and sang it in several parts. Year 6 pupils have a good understanding and control of rhythm and obstinato. They very effectively sang the scales and an Israeli pioneering song 'Zum Gally Gally'.

57. The teaching of music is carried out in Years 3 and 4 by the co-ordinator and by an outside specialist in Years 5 and 6. It is very good overall. The teachers have very good subject knowledge and put this to good use in providing a wide range of stimulating and suitably challenging activities for the pupils. These often prove highly entertaining. Activities proceed at a good pace and gain appropriately in difficulty. Pupil management is courteous and friendly – and is generally very successful in promoting positive attitudes and good behaviour. The pupils are enthusiastic about music and are mostly very keen to improve their performance. The only exception to this seen during the inspection was when a small group of Year 6 pupils behaved in an inappropriate manner towards the end of a lesson.
58. There is a good range of peripatetic instrumental tuition involving over 60 pupils. Instruments include trumpet, flute, clarinet, guitar and violin. A significant number of pupils are also successfully being taught to play the recorder by the subject co-ordinator as an extra-curricular activity. Overall provision is also greatly enhanced by other extra-curricular activities such as a choir and a ‘World Music’ club, as well as by regular concerts and other performances. During the inspection, pupils attending the ‘World Music’ club were observed exploring African tuned percussion instruments and playing South American panpipes while following simple conventional notation. The co-ordination of music is effective and knowledgeable. Information and communication technology is used to some extent to support the subject – through recording pupils’ compositions, for example. Assessment strategies are still in their infancy.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above average.
- Achievement is good.
- Teaching is good.
- Pupils are not always given the opportunity to observe each other and make constructive comments to improve performance.
- Pupils behave very well in lessons, are motivated and enjoy the subject.
- There is a good range of after-school sporting activities, which are well supported.

Commentary

59. It is not possible to make a judgement of standards or achievement in all aspects of physical education. However, standards by Year 6 are above the national average in gymnastics, dance, games and swimming and have been maintained since the previous report. Pupils' achievement is good. In swimming almost all pupils can swim the nationally expected 25 metres before they leave school and most can swim much further. It is not possible to judge standards in athletics as no lessons were observed during the inspection week. However, teachers' assessment records indicate that standards are above average.
60. The quality of teaching and learning is good and has improved since the previous inspection when it was judged to be 'at least sound'. Pupils are very well managed in lessons, which results in very good behaviour and a safe environment where pupils can apply themselves well to the tasks set. There is a good emphasis on challenging pupils. For example, in a good Year 6 gymnastics lesson, the teacher insisted on high quality sequences of movements, which included a stretch, a curl and a jump. Pupils responded well by ensuring that their sequence flowed from one move to the next across apparatus and along the floor. They used the space well and always considered others who were sharing the same apparatus.
61. Lessons are taught at a good pace, which engages pupils. They are developing a good understanding that exercise has an effect on the body and stimulates the heart. However, teachers do not use opportunities to explain this to pupils. In a good Year 3 dance lesson, the class teacher encouraged pupils to watch each other and constructively evaluate each other's movements so as to improve the quality of dance. However, in the majority of lessons seen, pupils were not given similar opportunities to evaluate each other.
62. The national initiative to ensure that pupils receive at least two hours a week of high quality activity through physical education, school sports and club links (PESSCL) is being met well and contributes to the good standards achieved in physical education. Extra-curricular clubs include cricket, cross-country running, dance, football, summer games, netball, rounders and rugby. They are very well supported by pupils and are open to boys and girls. Good links have also been established with the local secondary school, which has the status of a sports college.
63. The subject is soundly led and managed by the co-ordinator. He has ensured that the subject has a high profile in the school, which supports the good standards achieved. However, he does not monitor teachers' planning and has not had the opportunity to work alongside colleagues to observe teaching and learning. He has identified dance and assessment as areas for development. Assessment files show good use of assessment to identify standards and to support pupils' progress. Except for music being played in dance lessons, there is no evidence of information and communication technology being used to support the physical education curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship are not reported on in any detail as they were not a focus of the inspection. Aspects are effectively delivered through religious education when, for example, pupils explore 'compassion', through science when they study human physiology and in assemblies when moral and social issues are tackled. These areas, however, are not formally timetabled and are taught in a cross-curricular way. This prohibits the school from being able to keep a rigorous check on the width and depth of coverage and should be reviewed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).