

INSPECTION REPORT

HARRIERS GROUND PRIMARY SCHOOL

Banbury

LEA area: Oxford

Unique reference number: 122992

Headteacher: Ms. S. Currie

Lead inspector: Marianne Harris

Dates of inspection: 22nd – 25th September 2003

Inspection number: 256343

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	280
School address:	Harriers View Bloxham Road Banbury Oxon
Postcode:	OX16 9JW
Telephone number:	01295 263067
Fax number:	0195 263068
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. S Livadeas
Date of previous inspection:	16 th –17 th October 2001

CHARACTERISTICS OF THE SCHOOL

Harriers Ground is an average size school that has recently been awarded a Basic Skills Quality Mark for its work on raising standards. When children join the school they have average skills and knowledge, and most come from average social circumstances. Pupils come from a mainly white, British background and there are no pupils who are at an early stage of learning English. The proportion who have special educational needs is also average. These needs include moderate learning difficulties and physical needs. The number of pupils who join, or leave, the school, other than at the normal times, is average when compared to all schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	Foundation Stage, English, art and design, religious education
1165	Peter Dannheisser	Lay inspector	
31801	Yvonne Bacchetta	Team inspector	Science, music, design and technology, special educational needs
30439	Malcolm Heyes	Team inspector	Mathematics, information and communication technology, geography, history, physical education, English as an additional language

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Harriers Ground is a **satisfactory** school that provides satisfactory value for money. Standards at the end of Year 6 are rising and pupils make steady progress, achieving satisfactorily. Teaching and learning are satisfactory. The school has faced challenging circumstances in the last few years, not least, losing and replacing 16 teachers. The leadership of the school is now good and parents and pupils are confident that the school is doing a good job.

The school's main strengths and weaknesses are:

- The school is well led and this results in a positive atmosphere. Staff are confident and pupils are enthusiastic about learning.
- Standards are currently rising because teaching is better than in the past, although standards in science by the end of Year 6 are not high enough.
- Although the curriculum is enriched with extra activities, it is not always well planned. There is too much reliance on published guidance.
- Pupils and parents are confident that the school is doing a good job.
- Provision for pupils with special educational needs is good.

Overall, the school has made **satisfactory** improvement since the last inspection. Standards are now rising, and the quality of teaching and learning has improved across the school. The school's plans for improving further identify the most important areas for development and the strategies to bring about improvement are beginning to work. The school no longer has serious weaknesses.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	C	D
mathematics	C	C	E	E
science	B	B	E	E

*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.*

Achievement is **satisfactory** overall. When they join the school, children have the skills and knowledge that are expected for their age. Most reach the goals expected for children about to enter Year 1.

Standards have fluctuated over the last few years, but have now stabilised. In work seen, pupils in Years 2 and 6 are now reaching the expected standards in English and mathematics. Pupils in Year 2 reach the expected levels in science, but pupils in Year 6 do not.

Pupils with special educational needs are well supported and achieve satisfactorily, and this has contributed to the rising standards.

Pupils' personal qualities are **good**. Their attitudes and behaviour are good, relationships are very good, and attendance is similar to the national picture. Their **spiritual, moral, social and cultural development** is **good**.

QUALITY OF EDUCATION

The **quality of education provided by the school** is **satisfactory**.

Teaching and learning are **satisfactory**. These have improved significantly since the last inspection. The purpose of each lesson is shared with the class and pupils become involved in their learning, and usually get a lot done. Homework is very well used and pupils enjoy sharing what they have learnt at home with the rest of the class.

The curriculum is effectively enriched with extra activities, but it is not well planned. English and mathematics lessons follow the national guidance, but other lessons rely too heavily on general guidance and lessons are not tailored to pupils' particular needs and past experiences. In the reception class planning is good and takes full account of the guidance for the Foundation Stage. The accommodation for children in the reception class has improved, but it is still not ideal for young children, with areas being split over two different rooms and no easy access to the outside area.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Many staff, including the headteacher, deputy and other key staff, are relatively new to the school. They are all focussed on raising standards and have implemented good strategies to bring this about. However, the newness of the leadership team means that it has not had time to impact on test results. The work of the governing body is good and has resulted in the school facing recent challenges, bringing about improvements and building an effective team. The budget has been managed well. Although the school faces a huge deficit this has been negotiated with the local education authority and sound financial plans are in place so that the pupils' education is not disrupted.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school and think it is doing a good job. Pupils enjoy coming to school and know the routines and expectations. Parents have raised a lot of money for the school and provided high quality playground equipment.

IMPROVEMENTS NEEDED

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

- Review curriculum planning.
- Raise standards in science by Year 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards of work seen during the inspection are in line with those expected nationally. All pupils now achieve satisfactorily, although this has not been the case in the recent past.

Main strengths and weaknesses

- Standards by the end of Year 2 are in line with those expected.
 - Although standards by the end of Year 6, in national tests, have been below the expected levels, work seen during the inspection demonstrates that pupils are now achieving satisfactorily and reaching the expected standards in most subjects.
 - Standards in science by the end of Year 6 are below those expected and pupils do not achieve enough.
 - Trends in test results have fallen over time.
1. When children enter the reception year they have skills and knowledge that are in line with those expected for their age. During the reception year the children make steady progress and most reach the expected goals for children's learning, the early learning goals. Children achieve well in personal, social and emotional development because teachers promote this area of learning effectively. Test results for pupils in Year 2 have fluctuated slightly and are dependent on the ability of each year group. So, although standards fell last year in reading, writing and mathematics, pupils still achieved satisfactorily, when taking into account the skills and knowledge that the children brought to school with them. Standards, currently, are in line with those expected, and this, too, represents satisfactory achievement, as there are a number of pupils with special educational needs. These pupils are well supported in class so that they are fully included in lessons and can achieve as well as the rest of the class. More able pupils have work that is challenging and they are able to reach the higher levels in national tests. Standards in subjects other than English, mathematics and science are in line with those expected.
 2. Standards in national tests, at the end of Year 6, have fluctuated over the last few years. Pupils have not made the expected progress and there has been underachievement in mathematics and science. This has been due, mainly, to the high turnover of staff in the school. This has resulted in a disjointed education for many pupils, hence the erratic test results. The leadership of the school has now been successful in creating a stable staff that is committed to raising standards and the effects are now being seen. However, the leadership team is still relatively new and has not yet had time to improve the test results at the end of Year 6. In work seen during the inspection, pupils in Year 6 are reaching standards in English and mathematics that are in line with those expected. However, standards in science are still not high enough and pupils have significant gaps in their knowledge. This is a result of unsatisfactory planning in the past. Planned work does not always take account of what pupils already know, nor is it based sufficiently on what pupils need to know by the end of Year 6. In subjects other than English, mathematics and science, pupils reach standards that are in line with those expected and achievement is satisfactory.
 3. Over the last five years the trend in test results have fallen overall, and is below the trend seen nationally. This is due to the challenges faced by the school with regard to staffing and to being judged to require special measures and then to have serious weaknesses in its two previous inspections. Staffing is now stable and the standards of work seen are rising overall in most subjects. This indicates that the trend in improvement will continue over the next few years and the accurate data collected by the school confirms this. Pupils of all abilities achieve satisfactorily, and are included in all lessons. Pupils with special educational needs are

supported effectively so that they can participate fully in lessons, and those who are more able reach the higher levels in national tests.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.6 (17.3)	15.8 (15.7)
writing	15.3 (16.1)	14.4 (14.3)
mathematics	17.2 (18.5)	16.5 (16.2)

There were 50 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average points score in 2002

Standards in:	School results	National results
English	26.7 (29.3)	27 (27)
mathematics	25.1 (26.6)	26.7 (26.6)
science	27.3 (29.1)	28.3 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

Pupils’ attitudes, values and other personal qualities

Attendance levels are good and the school has been successful in promoting personal growth. This results in good attitudes and behaviour. Pupils’ spiritual, moral and cultural development is also good.

Main strengths and weaknesses

- Attendance figures are good and punctuality is satisfactory.
- Attitudes and behaviour in class are mostly good, as they are in the playgrounds. Parents agree.
- Pupils take on responsibilities gladly, and work and play well together.
- Pupils’ awareness of the main rules of conduct is reinforced through assemblies and circle time. The rules are well understood.

Commentary

4. Pupils arrive on time. The school is well aware of the importance of high levels of attendance. A computerised system enables attendance records to be analysed and the school knows where the problems lie and it addresses them with good support from the local education authority. This is an improvement since the previous inspection. As a result, attendance levels are good, despite a number of days lost through holidays taken in term time. The school has given support in connection with the low number of temporary exclusions, and has successfully strived to avoid permanent exclusions.
5. The school’s focus on social and moral development is effective. The behaviour in the classroom is generally good. The only exception is the rare occasion when pupils are not well managed and become restless. The youngest children, because most of them have had some pre-school education, are able to settle down to work, to sit well at tables or on the carpet, in assemblies and during circle time. Children in the reception class make good progress in their personal, social and emotional development. Pupils are used to a wide ranging input from many cultures and this is evident in the school’s displays and the religious curriculum. Visitors, such

as a parent who gave the youngest children an experience of Asian hand decoration, add to the breadth of pupils' experiences. Pupils make visits which helps them enjoy and celebrate a little of the culture that the wider world has to offer. The school takes part in a European scheme that encourages co-operation between schools in different countries. The pupils are keenly aware of these links and there are good displays, which keep this lively connection in people's minds.

6. The pupils are given appropriate responsibilities, and become increasingly mature and responsible throughout their time in school. For example, they help to befriend newcomers to the school and help at lunchtime in the dining hall and in the playground. They are given jobs around the school and in their classrooms. The well-established school council gives many pupils experience of making suggestions and influencing the thinking of their school. New members are selected or elected every term, their photographs are displayed, and they consult their classmates. This gives all pupils a sense of participation and, because it involves all age groups, provides good role models for the youngest and preparation for what is to come for older pupils.
7. Personal and social education has a high profile in the school and all pupils are helped to understand how to relate to each other, how to listen and how to behave. Thoughts for the week are prominently displayed. These form a focus of the assembly themes. Children in the reception class settle very quickly into school and make good progress in their personal, social and emotional development. All pupils spoken with during this inspection like being at school and parents confirm this in their answers to the pre-inspection survey. In this survey almost half the pupils said others misbehaved. This was not reflected in parents' views or in classrooms visited during the inspection. Neither was this the view of the school council or a group of more able pupils. Pupils are polite and friendly to visitors, confident, cheerful and lively.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.7
National data:	5.4

Unauthorised absence	
School data:	0.5
National data:	0.5

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Asian or Asian British – Pakistani
Chinese
Information not obtained

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
246	2	0
1	0	0
2	0	0
4	0	0
4	0	0
2	0	0
3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. There are good links with parents and the very good relationship with the local secondary school means that pupils settle quickly and confidently when transferring after Year 6.

Teaching and learning

Teaching and learning are satisfactory throughout the school. Assessment is satisfactory, although marking is inconsistent.

Main strengths and weaknesses

- Teaching and learning have improved significantly since the last inspection.
- Pupils with special educational needs are supported well.
- Assessment is satisfactory overall, although marking is inconsistent.

Commentary

8. At the time of the last inspection the quality of teaching had some significant weaknesses. Since that time, due to changes in staffing and the leadership of the school, there has been good improvement. The staff are now stable and committed as a team to raising standards. Pupils make steady progress throughout the school and achieve satisfactorily, overall. All teachers have high expectations for all pupils, and all are included in lessons. Behaviour is usually well managed and pupils know what is expected of them. This is reflected in the good behaviour seen during the inspection, and pupils are very happy at school. Homework is used well to reinforce learning, and to prepare for lessons. In a religious education lesson, for example, pupils knew what they were going to learn and all had come prepared with research from home so that the lesson got off to a good start and all pupils were involved and interested. Teachers encourage pupils to work together and co-operate. In an English lesson in Year 6, pupils had to work together to identify biographical and autobiographical texts. Pupils settled to work well and were very involved in the lesson.
9. Teaching assistants are used well to support pupils with special educational needs. Not only do teaching assistants support their designated groups, but help others around them if it is needed. This means that all pupils have access to lessons and make satisfactory progress. More able pupils have work that is challenging and, in discussions, feel that they work hard and do well at school.
10. Assessment is satisfactory, overall. Targets are set so that each pupil knows what they are aiming for in English and mathematics. These targets are shared with parents and pupils, and reviewed at regular intervals. However, marking in books is inconsistent and does not always tell pupils how they can improve their work. The best examples give clear guidance as well as encouraging remarks, whilst the weakest just give a tick, or are unmarked.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	17 (41%)	21 (51%)	2 (5%)	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

The curriculum is broad and balanced, inclusive, and is responsive to all pupils' needs within the school. There are many opportunities for pupils to learn outside of lessons. The accommodation is safe and adequate for the delivery of the subject, although it is not ideal for children in the reception class.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good and all pupils are fully included in the life of the school.
 - The links with the local secondary school are very good and the curriculum is enriched with good extra-curricular activities.
 - Curriculum planning is too reliant on published guidance.
11. The school has a policy for equality of opportunity and this is reflected well in practice. All pupils in the school have full access to the full curriculum regardless of needs, gender, background or ethnicity. This is illustrated in the provision for pupils with special educational needs, which is of good quality.
 12. The range of educational visits to enrich and support the curriculum is good, and enhances the learning opportunities offered to pupils. The general curriculum is well supported by a good range of extra-curricular activities such as music and French clubs, and a wide range of games. The school has very good links with Banbury High School. Pupils in Year 6 are mentored by older pupils from the school to fully prepare them for the next stage of their education. The curriculum for older pupils is further enhanced through opportunities to take part in a residential visit to study outdoor pursuits.
 13. Although the school offers pupils a broad and balanced curriculum, which is inclusive, weaknesses in whole-school planning sometimes detract from the opportunities presented to pupils. For example, in science there is insufficient emphasis placed on what the pupils already know and what they need to learn next in order to reach higher standards and, as a result, the needs of pupils are not always met in lessons. This has resulted in pupils in Years 2, 4 and 6, for example, carrying out the same investigation into which material would make the best curtains. This has resulted in low standards, overall, in science. There is an over-reliance on published guidance that does not take into account the individual needs of each class. The rigorous self-evaluation carried out by the school has identified this issue and there are clear plans to tackle the weakness.

Care, guidance and support

There are good procedures involving staff and governors to check the provision for health and safety of pupils and adults in the school. Pupils feel safe and have good induction procedures to ensure they settle into school, and they are aware of how they are going to reach the next level in their learning.

Main strengths and weaknesses

- There are well-known procedures for ensuring the care of the pupils.
- The routines for settling pupils into school are good.
- Pupils are closely involved in their school. They are consulted and the active and effective school council gives all pupils a real sense of participation.

Commentary

14. Staff and governors take care to inspect the school and ensure that the children and pupils are safe, and that first aid systems are good and routine checks are done. The school buildings and grounds are well cared for. This is a clean and orderly place for children, pupils and adults. Some parents expressed concerns over pupils not being looked after properly when they feel unwell. However, pupils feel that they are well looked after and office staff keep a watchful eye on pupils who have had minor accidents. The school has satisfactory child protection systems in place. Staff understand how to deal with any protection issues. However the school has not yet formally trained all staff in these matters. Pupils with special physical needs are fully included in all schoolwork and are well supported by adults as and when this is needed. All pupils are encouraged to take advantage of what the school has to offer.
15. Children joining the reception class have good induction procedures and settle into school happily. Other pupils new to the school are paired with a 'buddy' to help them through those first few tricky days. One eight year old who came to the school recently, remembered this support well and said that she was now 'best friends' with her 'buddy'. A 'bus stop' arrangement helps identify who needs a friend in the playground. . Pupils say that any behaviour problems are sorted out and that what they call 'bullying' is successfully dealt with. The result is happy, confident pupils who very much enjoy coming to school.
16. There is a thriving school council that is involved in making recommendations about aspects of school life such as the colour of walls. Council members consult their classmates and tell them what has been discussed. Members of the council stand for election termly and this makes sure that a large proportion of pupils have this experience. Most pupils have direct or indirect experience of contributing to the shaping of their school and this encourages their personal development. Pupils value the large range of clubs they may join and the visits and residential journeys they undertake. All this helps them to develop a strong sense of involvement, participation and citizenship.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with other local schools and playgroups. It provides a good range of information to parents. Links with the local community are good.

Main strengths and weaknesses

- Regular newsletters, workshops and classes are offered to parents.
- There is a thriving parent teachers association.
- There are very good links with the local secondary school and with pre-school playgroups.

Commentary

17. There are three formal opportunities a year for parents to talk with the teachers and discuss their children's progress. Targets for the pupils and suggestions for parents are recorded at the end of these consultations, and this encourages both the school and parents to work together to support pupils' learning. Useful and friendly newsletters are sent out each half term. Links with parents are effective. Teachers visit all the pre-school playgroups so that when a child comes to the school their needs are fully understood. This, and a 'taster' morning in the summer term, helps children settle in quickly and successfully. Pupils who join the school later are visited in their homes.
18. Parents say they are well informed, although some feel that they would like more information about what their children are going to be learning. Overall, parents are kept well informed about the life of the school. They feel comfortable about approaching the school. Parents are consulted, for example, their views were sought about the homework policy, and a suggestion box is available. The governors hold termly open meetings for parents. Parents contribute their time to clubs and there is a club for parents and staff. The parents-teachers association has raised useful funds and has created many social events that have helped to finance school

trips, and the high quality equipment in the playground. Staff make themselves readily accessible.

19. Links with the community are good. There are many visits and visitors that help pupils get to know their own area. The school successfully takes part in local events. Links with the secondary school are very good. Professional links between staff of local primary schools and the main local secondary school enhances the continuity offered to pupils. A good example of this is the high quality art work completed by Year 6 last year, when pupils had the opportunity to paint on silk and produced a good display of careful work. The school gladly gives work placement experience to students. This provides extra assistance in the classroom, whilst giving valuable experience to students.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall.

The headteacher provides good, strong leadership and has created a stable teaching team. Management, overall, is good. Governance of the school is good and is very supportive of the drive to raise standards.

Main strengths and weaknesses

- Leadership has shaped an enthusiastic and confident staff.
- Effective strategies to raise standards have been introduced and are beginning to bring about improvements in English and mathematics.
- Many subject leaders are new to the school and some have not yet had time to have an impact on raising standards.
- Governors are very supportive and take an active role in the rigorous evaluation of the strengths and weaknesses of the school.

Commentary

20. The headteacher has successfully built a vibrant and enthusiastic team. During the last few years the school has faced challenging circumstances where the turnover of staff has been very high and the education of the pupils has been interrupted. Staffing is now settled and standards are beginning to rise. This is a great achievement, under the circumstances, and is an indication of the strength of the leadership and management of the school. Staff are aware that they are valued and are provided with good opportunities for professional development. Good strategies for inducting new staff enable them to integrate with assurance. Teachers and teaching assistants have complete confidence in each other and because they constantly receive diplomatic comments from the headteacher, and know what they do well or how to move forward. The head has built effective teams, for example, those who support pupils with special educational needs. The skills and knowledge of this team are used well so that these pupils achieve as well as they can, and are fully included in all lessons and in the life of the school.
21. The school's priorities are arrived at through rigorous self-evaluation, in consultation with staff and the governing body. This has created a sense of involvement and ownership for all adults working in the school. Governors are fully involved in the work of the school, and take a full part in planning for improvements. The school correctly identified the need to raise standards firstly in English and mathematics and, as a result, all pupils now achieve satisfactorily and are included in worthwhile, enjoyable lessons. Pupils in Years 4 and 5 have been put into ability groups for mathematics and, during the inspection, it was evident these pupils are now making good progress in lessons. How well pupils are doing in English and mathematics is tracked and the information is used well to set targets for each pupil. Because of the high turnover of staff, however, consistency in using the system and consistently setting achievable targets for pupils has been hindered.

22. Staff new to subject management responsibilities have a clear idea of their roles and know how to further develop the good work put into the school by previous key staff who have left. The headteacher has enabled subject managers to identify an action plan for areas for improvement in the main subjects of English, mathematics, science, and information and communication technology. From the analysis of pupils' performance in mathematics, for example, appropriate intervention programmes have been put in place. The quality of planning for pupils' progress has been improved in English mathematics and information and communication technology, but weaknesses identified by the school, and confirmed by inspection, remain in science. Effective observation and modelling of lessons have assisted school improvement in teaching and learning in these subjects, but teaching expectations in science are insecure. Leadership of science has not had sufficient time to put into practice the effective procedures evident in the school, for example, which raised standards in the teaching and learning of information and communication technology.
23. Governors are very supportive of the school. In recent years, there has been some very stressful demands on the school, and there has been a high turnover of staff. In order for school improvement to be structured and effective, governors, together with the staff, agreed the most important areas that needed to be improved, and these have been the focus in the last two years. Governors have been selective in making new appointments that extend expertise in the school, for example, in history and geography. They encourage and support the 'vibrant staff' in the school with curriculum links and, by using their skills to question whether effective actions are being taken with financial issues in the school. They have been successful in directing, supporting and questioning whether the aims of financial spending meet the school's policies. Governors have a three year plan to address the deficit budget in the school, which is largely caused by expenses in employing agency staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	622,160	Balance from previous 2001/2	9,063
Total expenditure	657,102	Balance carried forward to 2003/4	-34,942
Expenditure per pupil	23,476		

This deficit has been agreed with the local education authority and there are clear plans to reduce it.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is good. At the time of the inspection the children had only just started school, and were attending on a part-time basis. As a result there is limited evidence to judge these children's achievement in all areas of learning. However, work from the previous year, and observing pupils in Year 1, indicates that many children are likely to reach the expected goals for children's learning and achievement is satisfactory. The exception to this is in personal, social and emotional development, where provision is good and children achieve well. There has been satisfactory improvement since the last inspection, although the accommodation for children in the reception class is not ideal.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good induction procedures mean that children settle quickly into school.
 - Staff build good relationships and this helps children to feel safe and secure.
24. Children achieve well in this area of learning because teachers have high expectations of children behaving well and becoming increasingly independent. There are good procedures in place to enable children to settle quickly into school routines. Pre-schools are visited and home visits are made where necessary. Children and their parents are invited in to see what goes on and, as a result, children are happy to come to school. Staff quickly build up good relationships with the children, and encourage them to play together well. Differences are celebrated, and children learn about various beliefs and cultures and learn to respect these. During the inspection a parent came in and decorated the children's hands with Asian patterns and the children really enjoyed showing these off. Although the children were just beginning school, they are well behaved and choose their own activities confidently. Teachers carry out good assessments on what the children are able to do and, especially in their personal development, these assessments are used to plan effectively.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening skills are taught well.
 - Children learn early reading and writing skills effectively, although there are not enough structured activities to enable the more able children to practise their writing skills.
25. There are many opportunities for children to speak in large and small groups, and to listen to others in the classroom. Children become increasingly confident and soon learn to listen attentively and to speak clearly. Through well-planned self-registration activities children learn to read their name and then take responsibility for putting their name label on a board so that everyone knows who is present. This activity is developed further, after the children have settled in, and they are expected to register for every activity that they choose. This is also good for developing skills of independence. The children have access to a wide range of books and begin to learn to read confidently. However, there are fewer structured activities that allow more able children to experience writing throughout their time in the reception class. Work in books last year indicates that some children do not have enough time to practise their writing skills

and do not always make enough progress in this aspect of communication, language and literacy. Achievement overall is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children learn to count accurately.
 - Through well-planned activities children experience a wide range of mathematical activities.
26. Throughout their time in the reception class, children have many opportunities to count. During the inspection one child brought in some cakes from home and the children enjoyed counting out how many were there, and deciding if there was enough for everyone to have one. When decorating biscuits, the children made faces, counting out how many eyes were needed and matching each biscuit to the child who had decorated it. Children know the basic shapes and are able to experiment with water to work out the capacity of a variety of containers. Through rhymes and poems children learn to count backwards and forwards and begin to understand about addition and subtraction. Achievement is satisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The local area is used well to help children understand about their growing world
27. Children have many opportunities to look at their local area and begin to understand their growing world. They have visited the local park and had many discussions on what they can see and hear. Planning for this area of learning is good and results in the children having experience of building and practising their hand-eye co-ordination skills. They use the computer confidently and begin to use appropriate programs, relevant for their age. Using the outdoor area, children grow their own seeds and watch them grow. They learn about various religious stories and make steady progress in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop large muscle control skills well.
28. Children learn to use a variety of tools safely and with increasing control. In creative activities they use a variety of paintbrushes and scissors, and develop small muscle skills appropriately. When playing in the outside area, the children use a variety of wheeled toys, and this develops large muscle control effectively. However, there is no outdoor climbing apparatus and the access to the outdoor area is restricted. Many activities cannot be supervised, so there would be health and safety concerns should children be left unattended on a climbing frame. The outdoor area is not ideal, and, although children make steady progress in this area of learning, progress is hindered because of the lack of good quality climbing apparatus.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide variety of creative activities planned for all children.
 - Children enjoy joining in with creative activities.
29. Children experience a wide variety of creative activities that challenge them well. Painting and printing activities are well planned and give the children many opportunities to experiment and produce their own pieces of work. Skills are taught well so that children learn to use scissors and brushes safely and with control. Children are encouraged to act out their own experiences and make up stories, and these activities develop speaking skills well. Other activities such as the 'slime' in the water tray encourage children to use a variety of vocabulary, such as 'sticky' and 'messy', appropriately. Children sing enthusiastically and enjoy making up their own stories.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in national tests for pupils at the end of Year 6 fell in 2002, although standards of work seen indicate that they are rising again.
- High turnover of staff has impeded teaching and learning, but staffing is now stable.
- The co-ordinator is new to post and has not yet had time to impact on test results.

Commentary

30. Standards in national tests for pupils at the end of Years 2 and 6 have fluctuated in the recent past. In 2002 they were above average for pupils in Year 2 and average for pupils in Year 6. Work seen during the inspection indicates that pupils achieve satisfactorily, and they make steady progress through the school. Pupils throughout the school speak clearly and are encouraged to listen attentively. When reading pupils develop confidence and, by the time they reach Year 6, they are able to read confidently, using expression to make their reading interesting to the listener. Handwriting is taught systematically so that work is usually neat and well presented. It is clear in Years 3 and 4 that the steps that have recently been taken to raise attainment are working, and standards in these years are above average.
31. Teaching and learning are satisfactory overall. The high turnover of staff has had an adverse impact on standards, but staffing is now stable and this is having a positive effect in the school. Lessons are usually well planned and based on the national guidance. Teachers have high expectations of all pupils, and teaching assistants are used effectively to support pupils with special educational needs. This ensures that all pupils are fully included in lessons, and all achieve satisfactorily. Pupils learn to write neatly and present their work well. In lessons they are encouraged to look at their work, and that of others to identify mistakes. In a lesson in Year 2, the pupils were encouraged to look at a piece of work and spot the mistakes, learning how to correct their own work. The pupils became really involved and were keen to find fault. In Year 6, pupils learn the difference between biographical and autobiographical writing and can write short factual articles. Behaviour is usually managed well, so isolated incidents of inappropriate behaviour are not allowed to disrupt the learning of others. Marking of work is inconsistent. In the best examples, teachers mark work regularly and let the pupils know how they can improve

their work. However, there are many examples where work is either just ticked or an encouraging comment is made. This gives no indication of the improvements needed to raise standards. Targets are set for each pupil. This is a positive initiative and means that pupils know what they are aiming for.

32. Leadership of English is good and has resulted in improved teaching and learning. Although standards have fluctuated recently, the structures that have been put in place to ensure that all pupils make at least satisfactory progress are beginning to work. These structures include careful monitoring of test results to see where there are gaps in learning, and monitoring of teaching to ensure consistency across the school. There has been satisfactory improvement since the last inspection.

Literacy across the curriculum

33. Literacy skills are promoted well throughout the curriculum. Good examples can be found in most year groups. For instance, pupils in Year 5 last year wrote a good account of the visit from the Sealed Knot Society and pupils in a Year 3-4 class had written to the Prime Minister regarding Fair Trade, and received a reply. Pupils in Year 5 had written recipes for Tudor biscuits, paying particular attention to the conventions of recipe writing.

MATHEMATICS

The provision for mathematics across the school is **satisfactory**.

Main strengths and weaknesses

- Standards are rising.
 - Teacher and learning are satisfactory, although marking is inconsistent.
 - Information and communication technology is not developed well in mathematics.
34. Standards are rising in the school and, in the work seen, pupils reach standards in Years 2 and 6 that are in line with those expected. Test results have fluctuated recently, due to the high turnover of staff, and the progress pupils made has not been steady. However, teaching is now settled and standards are beginning to rise. Pupils throughout the school now achieve satisfactorily.
 35. Teaching and learning are satisfactory. All teachers in the school have secure subject knowledge and plan lessons that use time and resources effectively to help pupils make progress. This was seen in a lesson in Year 1, when the teacher ensured that all pupils had tasks well matched to their specific needs. This enabled the pupils to develop their understanding of how to count up to 10 using cubes. Support staff are used effectively in lessons, and combine well with teaching staff to make learning effective for all pupils. In a Year 4 and 5 upper set lesson, for example, the support assistant not only helped pupils with special needs pupils, she also effectively assisted other pupils near to where she was working, when discussing doubling and halving during the oral introduction to the lesson. This led to all pupils learning well in the lesson, becoming more confident when tackling mental mathematical activities. Marking throughout the school is not consistent. The best examples show pupils what they need to do to improve their work, whilst weaker examples are only a tick accompanied with a one-word comment.
 36. Teachers use questioning and intervention techniques well in lessons. This was seen in a lesson in Year 6, in which the pupils were taught how to convert fractions into decimal fractions, through a series of challenging activities. The teacher used different questioning techniques to include all pupils, such as "What do I mean by a Fraction Family?" This type of intervention kept pupils on task, and also helped in reinforcing their mathematical language and understanding. The teacher also used handwritten notes from the previous lesson, with which to help keep the learning objectives focused on what pupils needed to learn in that lesson. This day-to-day

assessment is useful in helping teachers plan further lessons, but the practice is not consistent in the school, and some lessons plans rely too much on national guidance. This means that, in some lessons, planning does not take account of what pupils already know, and what they need to learn next. Although information and communication technology is used in some lessons to support pupils' learning, practice is not consistent and there are significant missed opportunities to teach information and communication technology skills in mathematics.

37. Leadership of mathematics is satisfactory. The effective evaluation of teaching and learning has recently begun and, as a result, standards are beginning to rise. The school has clear plans to continue this improvement.

Mathematics across the curriculum

38. There are insufficient planned opportunities for pupils to practise the skills and knowledge they learn in mathematics. Although, for example, pupils use graphs and measures in science they are not encouraged to interpret this data in order to draw conclusions.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards in science are in line with expectations by the end of Year 2, but too low by the end of Year 6.
 - The curriculum is not planned well enough.
 - Measures to improve standards are not fully in place.
39. Standards, in work seen, by the end of Year 2 are in line with those expected. Standards by the end of Year 6 are below average. Science has not been a particular focus for the school, as they have been concentrating in raising standards in English and mathematics, and consequently standards have been low for some time. The high turnover of staff and the lack of clear planning have contributed to the low standards by the end of Year 6.
40. Teaching and learning provide a sufficient balance between investigative work and the knowledge and understanding of science that pupils need to learn. When lessons are interesting, pupils are enthusiastic and eager to learn. However, the curriculum is not planned well enough to make sure that pupils learn what they are supposed to. This results in pupils repeating work they have previously done. Assessments are not used well enough to plan each lesson, and too much emphasis is put on published guidance, resulting in lessons that are not always appropriate to develop the skills and knowledge that the pupils already have. This can lead to the level of challenge in lessons being too low. Pupils are not making good enough progress year upon year. Higher attaining pupils in the current Year 6 developed good skills during the first term last year, but these are not being used well enough now to improve their understanding of new knowledge. Teachers have an insecure understanding of the stages pupils in their year group should be at in relation to National Curriculum expectations. Good use is made of computers for pupils to present their knowledge of the subject, but not enough use is made of computers to store and present data for later use.
41. From an audit undertaken last year, the school has correctly identified what needs to be done to raise standards, such as matching enquiry skills to different abilities throughout the school. Although the school has analysed weaknesses in pupils' learning in this year's national tests, no action has been taken to improve teaching and learning. The subject is newly led and there has been little time to implement the necessary improvements. Standards have declined since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Finding out and exchanging information is used well in other subjects.
 - There are too few opportunities for pupils to use a computer to present and interpret data.
 - Equipment for sensing and control is not available for pupils to use as part of their work.
42. Teaching and learning are satisfactory and, by the end of Years 2 and 6, pupils achieve standards that are in line with national expectations. Boys achieve as well as girls, but occasionally pupils with special educational needs are over-dependent on more able pupils so do not have enough input into shared work. Infant pupils are able to use programmable toys to perform pre-determined patterns, and pupils in Year 2 use art programs successfully. Pupils in Year 5 are able to write instructions to draw repeated patterns on screen as part of their work in mathematics. The majority of pupils in the juniors have good keyboard skills.
43. Leadership and management of the subject are satisfactory. Last year the school implemented a detailed development plan, produced as a result of monitoring by the headteacher and subject leader. Support by the subject leader for new staff, using the computer suite, and the provision of model lessons have helped teachers become more aware of information and communication technology as a tool for learning. Regular monitoring of pupils' progress and the use of information and communication technology has been a focus for staff meetings, and this has also been effective in raising standards. During an 'Information and communication technology' week each year group demonstrated how they could use a program of increasing difficulty and this was published on the school's website for the benefit of others. All these strategies have been successful in raising standards.

Information and communication technology across the curriculum

44. Pupils make satisfactory use of their information and communication technology skills in other subjects, for example, science and history. Pupils in Year 6 confidently co-operated in pairs to present information about light and shadow gleaned from lessons and homework by combining text, pictures and sound. Presentations were of a good quality and sequenced well. In another case, pupils framed questions carefully to find out information from the internet about an historical character. As part of a history topic, pupils in Year 4 and 5 enjoyed using e-mail to exchange information with each other in the role of an evacuee or parent, and to make comparisons with handwritten letters and the reliability of email. Pupils' perseverance and enjoyment of new learning is evident for example, one pupil recorded in her learning log book 'I reckon this is the best information and communication technology lesson I ever had'. Paired work helps pupils discuss problems and make decisions and they readily assist each other. Teaching assistants are used well by the teachers and provide effective support in lessons, enhancing the progress pupils make.
45. The school is aware of weaknesses in pupils' use of the computer to record measurements. The school does not have the equipment to enable pupils to control events in design and technology, or to monitor changes, for example, temperature or sound in science. There has been a satisfactory improvement in standards since the last inspection.

HUMANITIES

46. During the inspection there were too few geography lessons seen to make secure judgements on standards and teaching. However, from looking at past work and talking to pupils provision in geography is satisfactory. In the few history lessons seen, teaching and pupils' achievement were satisfactory. Teachers have good subject knowledge and expect pupils to use correct subject vocabulary in lessons. Pupils' literacy skills are promoted well overall in history and

geography, although there is sometimes an over-dependence on printed worksheets which does not promote pupils' own writing skills.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There were few religious education lessons seen, but other evidence indicates that planning is satisfactory and there is some very good work based on homework.
 - There are good opportunities for pupils to learn outside of lessons.
47. Pupils reach standards that are in line with those expected in the locally agreed syllabus and achievement is satisfactory. By the end of Year 2 pupils know about special people and understand about the significance of giving presents. They have a suitable knowledge of the Hindu faith and have visited a temple to support their learning. By the end of Year 6, pupils have an appropriate understanding of the Muslim way of life and know about a variety of religious texts. Good use is made of visits and visitors to enhance pupils' learning. For example, pupils have visited Coventry Cathedral and a Muslim visitor has been into school to discuss issues with the older pupils. Pupils have visited various churches in the locality and this has contributed significantly to their understanding of religious beliefs.
48. In the one very good lesson seen during the inspection, the teacher had very high expectations. Pupils had been set homework and came into school with details of a real person or a fictional character. They then decided whether or not this person was of good or bad character, and the reasons for this choice. All of the pupils were fully prepared for the lesson and all were eager to participate. By the end of the lesson the class had concluded that most people are not all good, nor are they all bad.
49. Religious education is satisfactorily led. Despite the fact that it has not been a subject that has had priority during the last few years, the planned visits and visitors have continued and this has enriched pupils' learning. Good links have been made with other subjects, so that, in art, for instance, pupils have made stained glass windows, based on what they had seen in the local church. There has been satisfactory improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Subjects in this area of learning were sampled as they did not form part of the focus for this inspection.

50. During the inspection it was possible to sample three art lessons in parallel Year 4/5 classes. This demonstrated that pupils develop skills in lessons that are appropriate. Pupils look at the work of various artists and emulate the style. In the lessons seen, pupils looked at the work of Roy Lichtenstein and effectively linked his work on 'Explosions' with the work they had been experiencing in their history topic of World War II. Other work seen also shows good cross-curricular links.
51. No lessons were seen in design and technology, but from looking at work it is evident that, by Year 2, pupils have satisfactory designing and making skills. For example, they have made colourful imaginative puppets using several ways of joining and decorating different fabrics. They draw clearly labelled designs and make a paper pattern to cut fabric to their chosen design. In response to written comments by the teacher, they include more detail in the written evaluation of their product, for example, by 'doing more back stitching'. Pupils folding and joining techniques for fabrics and rigid materials are appropriate to their age.

52. By the end of Year 6 pupils' designing skills, for example for slippers, are at a similar level to those achieved by pupils in Year 2. Because they fail to include measurement in their designs, they note that their slippers 'do not fit'. This represents unsatisfactory progress in designing and making skills. Tasks in Years 1 and 2 are not over-directed, which represents an improvement since the last inspection.
53. There were no music lessons seen. However, the small number of pupils in Years 1-3 in the after-school music club achieve good standards and respond enthusiastically. As a group they play recorders and percussion instruments to repeat rhythmic patterns for syllables in word phrases accurately at different paces. Pupils in Year 4, during a history lesson, recognised how music can impart a mood of work. Pupils experience Indian and Scottish dance music and take part in good school productions. Unaccompanied singing by pupils in school assemblies is of a satisfactory quality because pupils maintain pitch well and sustain their own part when singing a 'round' to create a pleasing effect.
54. Three lessons were seen in physical education across the school. Pupils standards meet those seen nationally in most schools, and pupils achieve soundly as they move through the school. Judgements about the standards attained by pupils were obtained from lesson observations, speaking to teaching staff and pupils, and a scrutiny of planning. The school has made satisfactory improvement since the previous inspection.

Personal, social and health education

Provision for personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils learn about the importance of medicine, and the dangers of drugs.
 - Discussion times help pupils discuss issues that concern them.
55. The school has relevant policies in place to ensure that all pupils learn about the dangers of drugs and alcohol. Pupils learn that medicines are necessary, but that they are also drugs, and should be used only to cure illnesses. The dangers of smoking are discussed in groups and some pupils have made posters explaining what could happen if you smoke.
56. Teachers plan times when pupils can discuss issues, such as bullying, that concern them and pupils report that these discussions are useful. They feel that they can trust the teachers and, because issues are discussed, there are few problems in the school.
57. The school's appropriate sex education policy enables all pupils in the older classes to learn about growing up and how their bodies will change. Pupils talk about issues openly and become confident. This is good for their personal development, and builds up their self-confidence.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
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	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).