

INSPECTION REPORT

JOHN GULSON PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103690

Head teacher: Shaukat Hussain

Lead inspector: David Marshall

Dates of inspection: 26th – 29th January 2004

Inspection number: 256562

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	560
School address:	George Street Bishopsgate Green Coventry West Midlands
Postcode:	CV1 4HB
Telephone number:	024 7622 7791
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Appropriate authority:	The Governing Body
Name of chair of governors:	David Wellbourne
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

John Gulson is a large primary school with 560 pupils on roll. The school admission number is 75, making it a two and half form entry school. It serves a very disadvantaged, multi-cultural, inner city area. Over 35 per cent of pupils currently claim free school meals. Mobility affects the school population and is around 12 per cent, varying from year group to year group. During the academic year 2002-2003, 53 pupils left the school and 50 pupils joined the school. Pupils' attainment on entry to the school is often very low and pupils often speak little or no English. The number of pupils identified as having special educational needs is well above the national average and four pupils have statements of specific need, through their poor language skills. The percentage of pupils speaking English as an additional language is very high by national standards – Punjabi, Bengali, Gujarati and Urdu are the main home languages. There are 20 different languages spoken in the school. Ninety-three per cent of pupils come from minority ethnic backgrounds – 447 pupils are supported through the Ethnic Minority Achievement Grant. A growing numbers of asylum seekers, from many different countries, are settling in the area. Currently there are 27 pupils from asylum seeking families on the school roll. Pupils' attendance is below the national average. A small number of pupils show persistently poor patterns of attendance because of the practice of some families to take extended holidays abroad. This affects the attendance and attainment of these pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1112	Peter Oldfield	Lay inspector	
14976	Peter Dexter	Team inspector	Mathematics Religious education Special educational needs
11901	Patricia Lowe	Team inspector	Art and design Design and technology Foundation Stage
19120	Derek Pattinson	Team inspector	English
20010	John Sangster	Team inspector	Science Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school. There is very good leadership by the head teacher, supported very well by the deputy head, staff and governors who share a strong commitment to continued improvement. Teaching is good. Although standards in most subjects are below the expected levels for their age by the time pupils leave school, they all make good progress and achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership by the head teacher and deputy is the major influence on rising standards.
- The commitment to sustained improvement, very good support for all pupils and a very supportive and inclusive ethos for learning provided by the staff and governors are strengths of the school.
- Pupils' personal development is very well provided for and is good.
- Provision for pupils with English as an additional language is very good.
- Good quality teaching and learning make a major contribution to the achievement of all pupils.
- Provision for children in the Foundation Stage is very good.
- Provision for pupils with special educational needs is good.

The school has made good improvement since the last inspection in June 1998. The head teacher, staff and governors have worked very hard to move the school forward. There is now a very strong commitment to improve the quality of education through a well-organised programme of review and development. All requirements of the last report have been met well. Pupils' standards in English at the age of eleven have risen well. Assessment procedures are now very good and their use is beginning to have an impact on standards for most pupils. Pupils' spiritual development is now well planned for. Since the present head teacher was appointed, clear and realistic targets have been set for the improvement of teaching and learning, and these have been met well. The school is well placed to continue to build on these improvements.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - top 5% in the country - A - well above average; B - above average; C - average; D - below average; E - well below average - E* - bottom 5% in the country*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good overall. Children's standards on entry to the school are very low, especially in communication and language development. Achievement is very good in both the nursery and reception classes. The children are well taught and achieve particularly well in their personal, social, and language development. However, standards in language development are still well below those expected for their age by the time they enter Year 1. Standards are below the other learning goals set for them except in their personal and physical development where children meet the expected standards. Standards are below average in Year 2 in reading, writing and mathematics. However, achievement is good as pupils are starting from a low point of attainment. Standards in the current

Year 6 are below average overall in English and science, but average in mathematics. Standards in music are below those expected of pupils in Year 2 but in line with expectations in Year 6. Standards in physical education and religious education are in line with expectations for their age by the time pupils leave the school. Standards in art and design are above those expected of pupils in Year 2 and Year 6. The standards pupils achieve in information and communication technology (ICT) are below expectations for their age in Year 6. Pupils with special educational needs make good progress and achieve well. Pupils with English as an additional language achieve very well. **Pupils' spiritual, moral, social and cultural development is good.** As a result, pupils have positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' behaviour is very good all times. They form very good relationships and are keen to help each other. The school's attendance rate is consistently below the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. In the best lessons pupils receive clear, direct instructions and enjoy very well-structured activities that take their needs into account. The teaching of basic skills in literacy and numeracy is good. In the Foundation Stage, the teaching is good and helps children to settle into school well and develop good learning habits. In Years 1 and 2 good teaching reflects the teachers' care to give pupils the confidence to express their own ideas, and enable them to achieve well. In Years 3 to 6, teaching is good as teachers have good subject knowledge and clear planning. However, throughout the school teachers give too little attention to the development of pupils' handwriting and standards of presentation are unacceptably varied. The teaching for pupils with special educational needs is good. Teachers are sensitive to pupils' individual needs, for example when questioning or setting work. Teaching assistants make a very valuable contribution to provision. The teaching and support of pupils with English as an additional language are very good, and they achieve very well against the targets set for them and for their ability. Again teaching assistants work closely with teachers to ensure that work is carefully planned to meet pupils' needs, and promote their effective inclusion in all school activities. Although the curriculum throughout the school is well planned and broad, it is not always well matched to the abilities of more able pupils in subjects other than English, mathematics and science. Pupils of higher ability are sometimes given unchallenging work in the non-core subjects. Procedures for child protection are very good. The school has good links with other schools and very good links with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The head teacher's leadership promotes a constant drive for improvement through a very clear school improvement plan that enables the management of the school to be very good. The deputy head works very well with him to raise standards and shares the head's vision for change and development with staff, governors and parents. Governors show a strong commitment to supporting the school and organise their work very well and make a good contribution to school improvement. Overall, governance is **good**. Links with parents are very good. Parents are kept very well informed of their children's progress in most subjects and support the school well.

PARENT' AND PUPILS' VIEWS OF THE SCHOOL

The responses to the questionnaire and inspectors' discussions show a high level of parental satisfaction with the school. Inspection findings support the positive views expressed by parents. Pupils are proud of their school and pupils enjoy being there.

IMPROVEMENTS NEEDED

- Provide targets for improvement for the gifted and talented pupils in all subjects.
- Improve the presentation of pupils' work.
- Improve the provision for, and use of, ICT for both pupils and staff.

- Review the school's procedures in order to improve the currently unsatisfactory level of pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. From a very low starting point, pupils' standards in reading, writing and mathematics are below expectations for their age by the end of Year 2 – this represents good achievement. By the time pupils leave the school standards in English and science are below average but improving. Standards in mathematics are average.

Main strengths and weaknesses

- For pupils in Years 2, achievement is good. Due to consistently good teaching, standards have improved significantly in the last two years.
- By the time pupils leave the school, achievement is good and pupils do as well as they can.
- Pupils with English as an additional language achieve very well.
- Pupils with special educational needs achieve well.
- Standards are above average in art and design by the time pupils leave the school.

Commentary

Key Stage 1

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

Standards in:	School results	National results
Reading	12.9(12.4)	15.8(15.7)
Writing	12.9(11.5)	14.6(14.4)
Mathematics	14.4(13.2)	16.3(16.5)

There were 74 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	25.6(24.2)	26.8(27.0)
Mathematics	26.1(24.1)	26.8(26.7)
Science	26.8(25.8)	28.6(28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

1. Results of tests in reading, writing and mathematics taken by seven year olds in 2003 showed considerable improvement on those achieved in 2002. Children enter the school with prior attainment very low for their age. When compared to similar schools, pupils' attainment in 2003 was well below average in reading, but average in writing and below average in mathematics. The number of pupils reaching the higher levels was below average in reading and mathematics, but was average in writing.
2. Standards in the 2003 national tests in Year 6 were below average in English and mathematics and well below average in science when compared with all schools nationally. However, the school's realistic targets for achievement in English and mathematics tests were exceeded. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 have made good progress overall. When compared with results of similar schools in English, the numbers achieving expected levels for their age was above average;

in mathematics it was also above average and average in science. These good levels of progress are reflected in the work being achieved now. The annual test scores achieved fluctuate and reflect the changes in the cohort of pupils being tested. Most pupils achieve well. They make good progress during their time in the school. A number of factors contribute to this: good teaching; pupils' very good attitudes to learning; and the impact of the school's very good atmosphere for learning that values all pupils, promotes their self-confidence and encourages them to work hard.

3. The achievement and progress of pupils with English as an additional language are above those of the school as a whole. These pupils make very good progress when they start at the school and are enabled to achieve standards that are appropriate for their ability. The high number of pupils who enter the school with poor English skills receive support appropriate to their needs, and with such consistent support make very good progress overall. In particular, these pupils achieve standards in English that are generally in line with their peers. For pupils who are new arrivals and at the initial stages of English language acquisition, progress is very good and they are also on track to achieve standards in line with expectations for their age and ability.
4. The school has focused on early identification and intervention to support and help pupils with special educational needs. This means that these pupils are very well supported and make equally as good progress as their peers. Much of this very good support is through the work of teaching assistants. The identified pupils are achieving well in lessons and over a longer period of time through carefully targeted work. Staff plan very effectively and work with smaller groups where appropriate. As a result, pupils also gain a lot in self-esteem and confidence.
5. The provision for children in the nursery and reception years is very good. Good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision. All children make very good progress from a very low starting point. Their attainment is often still well below average in communication, language and literacy but average in their personal and physical development by the time they enter Year 1. They are well below expected levels in all the other goals set for them in the other areas of learning. Children with special educational needs are identified quickly and were making good progress in the lessons observed.
6. Inspection findings confirm the good progress indicated in the national test results for seven year olds. Over the last four years the school's results in the national tests for both seven and eleven year olds have shown good improvement. The change for the better has been above the national trend of improvement for those leaving the school in Year 6. In 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was above the average for similar schools.
7. Standards in the current Year 6 are below average overall in English and science, but average in mathematics. When their low starting point is considered, this represents good achievement. Standards in speaking and listening rise from very low on entry to the school to average in Year 6. By the time they leave the school, most pupils speak clearly and with confidence. Their pronunciation is good and they show great willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are also average because of very good teaching of basic reading skills. Pupils read a wide range of books and keep clear records of their reading. Although writing progresses well and standards are also rising they are currently below average. Also teachers give too little attention to the development of pupils' handwriting. This results in standards of presentation that are unacceptably varied.
8. Standards in mathematics have risen well throughout the school. Standards by the end of Year 2 are below the national average. By the end of Year 6 they are average. This is

because of the consistently good teaching. Pupils achieve well overall since they generally enter the school with very low standards and are on course to leave with average standards. Achievement by the end of both Years 2 and 6 is good. Both boys and girls do equally well in the various strands of the subject although using and applying mathematics and numeracy are particularly strong for both groups.

9. Standards in science are well below average in Year 2 and below average in Year 6. However, from a very low start pupils make good progress in understanding basic scientific skills and principles by the end of Year 2. By the end of Year 6 they are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. Although standards are below the national averages there is a rising trend of improvement as pupils consolidate their skills well.
10. Standards in physical education and religious education are in line with expectations for their age by the time pupils leave the school. Standards in art and design are above those expected of pupils in Year 2 and Year 6. Standards in music are below those expected of pupils in Year 2 but in line with expectations in Year 6. The standards pupils achieve in ICT are below expectations for their age by the time they leave Year 6 and their progress is limited through lack of resources.
11. Targets in English and mathematics, set by the governors in consultation with the local education authority, are challenging and high, but realistic, given the inspection findings. These targets are based on the school's thorough analysis of each pupil's potential. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning and their behaviour is very good. Provision for their personal development, including spiritual, moral, social and cultural development, is good. Attendance still remains below the national average. This is a barrier to pupils' learning.

Main strengths and weaknesses

- Pupils' attendance is still below the national average.
- Pupils behave very well and work hard because of the high expectations of staff, to which they respond very well.
- Pupils have a good depth of social understanding; they work very well together, and relationships in the school are very good. Pupils have a good understanding and knowledge of religious celebrations, which are well celebrated at the school.

Commentary

12. Pupils' behaviour is very good and has improved since the last inspection. This is because teachers expect pupils to work hard and concentrate well in lessons. High expectancies of behaviour and the trust placed in them by teachers and adults in the school, allow pupils to respond very well. Pupils' views are respected and responded to well. The school council is taking a developing role in seeking pupils' views and making good suggestions for improvements in the school. There are good opportunities for pupils to act as monitors to support of the daily work of the school. There has been one, short-term, exclusion this year.
13. In particular, the school council promotes a good awareness of citizenship. This was shown when, for example, voting for councillors was done using ballot boxes from the City Council. Pupils accept the decisions and accept the reasons for them, for example in the provision of a prayer room at lunchtimes.

14. Pupils of all ages enjoy coming to school. The very good relationships they enjoy with other pupils and adults mean they feel secure and are confident learners, who involve themselves in what the school offers. This is very much a community school, with adult classes and extra-curricular activities being co-ordinated; as a result, pupils meet plenty of visitors and talk confidently about the school. The introduction of 'R' time (personal and social education) contributes very well to pupils' self-awareness. The system of rewards and sanctions contained in the behaviour policy is well understood. Of particular interest are 'Early Bird' stickers given to encourage pupils to come to school on time.
15. Most pupils arrive at school on time and are punctual to lessons because they are eager to learn. They enjoy school and understand the joy of working hard. This gives a purpose to the work and their concentration in lessons is very good because of this. Attendance is still below average, and is a continuing disappointment to the school staff who have tried various strategies to improve attendance. Due to good liaison with the educational welfare services and the monitoring of attendance being carried out using a computer system, there has been some improvement in attendance levels, but the school still has some way to go before it reaches the national average.
16. The large range of ethnic groups represented at the school gets on very well together; there is no evidence of racist remarks, or indeed, any form of harassment. Pupils have a good understanding of a wide range of faiths and are pleased to celebrate festivals of the many different faiths throughout their life at school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.4
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	38		
White – any other White background	6		
Mixed – White and Black Caribbean	6	1	
Mixed – White and Black African	1		
Mixed – White and Asian	9		
Mixed – any other mixed background	7		
Asian or Asian British – Indian	84		
Asian or Asian British – Pakistani	232		
Asian or Asian British – Bangladeshi	140		
Asian or Asian British – any other Asian background	7		
Black or Black British – Caribbean	1		
Black or Black British – African	5		
Any other ethnic group	18		
No ethnic group recorded	6		

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 is good. Teaching and learning are good overall. The promotion of equality of opportunity is very good. Provision for pupils with special educational needs is good. There is very good provision overall for pupils' support, care and guidance. The breadth and balance of the curriculum are good. There is very good provision for pupils with English as an additional language.

Teaching and learning

Teaching and learning are **good** overall.

Main strengths and weaknesses

- Lesson planning is detailed and thorough giving lessons purpose and drive; it reflects teachers' high expectations of pupils at all times.
- Teachers motivate pupils effectively and engage them very well, securing pupils' commitment to learning through their very good questioning.
- The provision for pupils for whom English is an additional language is very good and promotes very good achievement.
- In English, mathematics and science, teachers' expectations are high, enabling most pupils to be challenged well.
- The provision for pupils with special educational needs is good and promotes good achievement.
- Teachers manage pupils very well, promoting very good relationships and behaviour.
- Checks on how well pupils are doing are used effectively to plan work for pupils of different abilities and backgrounds.

- More could be done to assess and meet the needs of gifted and talented pupils.

Commentary

Summary of teaching observed during the inspection in 74 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	21(29%)	37(51%)	14(19%)	0	0	0

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

- The good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to their developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
- The good teaching throughout the rest of the school turns pupils' energy and enthusiasm to good account, using them skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
- Within the lessons seen the quality of teaching and support observed for pupils with English as an additional language, the largest group in the school, was very good. Mainstream staff take responsibility for supporting these pupils within classrooms, guided by the co-ordinator for teachers of pupils where English is not their mother tongue. The head teacher, deputy, English as an additional language co-ordinator and the literacy and numeracy co-ordinators all play an active role in planning with the class teachers when giving in-class support for these pupils. Good ongoing verbal feedback on progress is given to the class teachers. Good written reports are produced on a regular basis. Both specialist staff and the class teachers maintain careful records of pupils' progress. The input of the bilingual assistants is very effective. The need for support is prioritised according to the relevant stage of English language acquisition. These pupils gain appropriate access to the curriculum through the very effective partnership that has been developed. The specialist teachers observed during the inspection planned and prepared very good lessons that were suitably adapted to meet the needs of minority ethnic and bilingual pupils in specific areas of their learning. They liaised effectively with class teachers prior to the lessons and evaluated the lessons' effectiveness at the end. Progress is regularly monitored and this, in turn, further informs planning and target setting. The support provided for children who have English as an additional language is very effective and results in the pupils consolidating learning and making good progress. Good attention is given to supporting pupils' home languages within the whole school. There is good evidence of promoting pupils' mother tongues in displays around the school.
- The provision for pupils with special educational needs is good. Teachers throughout the school know the pupils well and use this knowledge to provide well for all pupils regardless of their individual needs. Teachers have very good relationships with their pupils and manage them very effectively, which results in very good behaviour. They use praise well to modify behaviour and reward good work. The targets in the pupils' individual education plans are precise, helpful and easy to assess. As a result teachers and support assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning.

21. All assessment issues from the last report have been tackled. Good progress has been made. There are now very good systems for checking how pupils are doing in English, mathematics and science and from these to set targets for improvement. Teachers and classroom assistants then consider what each of the three different ability groups has learned during lessons and what needs to be done to help pupils progress further. This very good process is still very recent and therefore it has yet to have its fullest effect on learning. It is focused most on the three main subjects. The school is now working on ways to make sure all subjects are included in these processes. Gifted and talented pupils are not identified sufficiently in most subjects.

The curriculum

The school provides a good curriculum, which is enriched by a wide range of additional activities. The quality and range of accommodation and resources are good overall.

Main strengths and weaknesses

- The good curriculum helps to ensure that most pupils make good progress.
- Most planning is very good, which is helping to meet pupils' diverse needs. Although more could be done for the most able pupils.
- Teachers plan a stimulating programme of visits, activities and special events.
- The school ensures that the curriculum is inclusive and provision for pupils who speak English as an additional language is very good.
- Curriculum review, evaluation and development are embedded in the school's work.

Commentary

22. The school provides a good curriculum for its pupils in which all subjects are securely represented. This is an improvement on the findings of the last inspection, when not enough time was given to some subjects in Years 3 to 6 and some lessons were too long. The curriculum has a strong emphasis on the development of literacy skills through other subjects as a means of raising standards in English. This is especially important because of the rich cultural diversity and range of ethnicity represented in the school. For example, the development of speaking and listening skills is given good emphasis in all classes and across many subjects, and is helping to raise standards in English by the end of Year 6.
23. Planning is very good in the core subjects of English, mathematics and science, which helps to ensure that work is matched to the needs of different groups. For example, for the many pupils for whom English is an additional language there is effective planning to help them make rapid strides in the understanding of English. However, the curriculum is not always well matched to the abilities of more able pupils, especially in subjects other than English, mathematics and science. This is because pupils of higher ability are sometimes given unchallenging work in these non-core subjects.
24. A good range of visits, visitors, activities and special events enriches the curriculum. For example, there are regular visits to partnership centres, art galleries and nearby religious buildings. Pupils perform to other audiences, such as at the annual Coventry Morning of Music, and experience regular visits from visiting artists and musicians. Visits related to topics, such as the visit to the Roman Lunt Fort in history, extends pupils' learning. Clubs, such as sports, computer, art, and community language classes, benefit some pupils and enrich their experiences. Pupils have opportunities to engage in competitive sport, such as in cricket and football, through 'friendly' matches with teams from neighbouring schools.
25. The school is sensitive to the needs of individual pupils and works hard to ensure that all pupils are included in every aspect of school life. Able and committed bilingual teaching assistants support well pupils who are at an early stage of English language acquisition. These arrangements ensure that pupils with the greatest need receive effective support and

so make good progress. Good provision for pupils with special educational needs ensure that they too have full access to the school's curriculum and make good gains in learning. However, again more could be done to ensure that the more able pupils achieve their potential in all subjects.

26. An effective co-ordinator oversees curriculum initiatives to help ensure policies and practices are regularly reviewed and consistently implemented. This ensures that pupils in different classes in the same year group receive an identical curriculum and have equal opportunities to succeed. Effective monitoring has revealed the need to provide a better match of task to pupils' precise abilities in subjects other than English, mathematics and science, and that there are not enough links with ICT. The quality of monitoring has improved substantially since the last inspection. Teachers are starting to improve the links between subjects as part of planned emphasis to make the curriculum even more meaningful for pupils.
27. Most aspects of the accommodation are good. For example, there are two spacious halls for physical education, and two attractive, well-stocked and tidily organised libraries to help provide pupils with a love of literature. The good accommodation helps to ensure that the curriculum is implemented effectively for pupils in Years 1 to 6. However, rooms are too small for Foundation Stage children. Despite this, teachers overcome weaknesses posed by the accommodation to provide children with a good start to their education. A good range of resources in most subjects helps to support the curriculum. However, apparatus in the halls for physical education is old and needs replacing.

Care, guidance and support

The school promotes pupils' welfare, health and safety very effectively. It gives good support, advice and guidance for pupils. Very effective monitoring procedures and very good opportunities for pupils' personal development mean that the school is good at seeking to involve pupils in its work and development.

Main strengths and weaknesses

- There are very good procedures to ensure the health and safety of all pupils
- All members of staff support pupils well; young children especially get a confident start to school life, as there are very good induction procedures
- Pupils' views are acted upon well.

Commentary

28. The good well-being, health and safety of all pupils noted in the last report have become further enhanced through the very good procedures introduced by this head teacher. Very effective child protection procedures are well implemented and understood by all staff. There are a good number of trained first aiders and minor accidents are very well recorded. Appropriate testing has been done to electrical and fire-fighting equipment and regular fire drills have been held. There is a high standard of daily maintenance. The school has good procedures for the safe use of the Internet.
29. Support, advice and guidance are good because there are good procedures in place to identify and support pupils' needs. Pastoral support is particularly good; pupils with English as an additional language are very well supported. This contributes very well to pupils' learning opportunities. Teachers and adults enjoy very good relationships with all pupils who generally feel confident to approach them with any anxieties. Pupils with special educational needs get good support. The school has good access to a wide range of support agencies and uses them well. Support services are provided for the community too, for example the community nurse.

30. The personal, social and health education programme is very supportive of pupils' needs. A regular theme is explored, for example 'feelings' and discussion and assemblies support the theme. The programme is particularly helpful in developing the role of 'talk partners' where pupils are encouraged to use bilingual skills and English.
31. There are very good relationships between the pupils and adults in the school; a very good example is the enthusiasm with which the school caretaker, who is also a mid-day supervisor, encourages and supports football games in the playground at lunchtimes. The head teacher and his deputy are much in evidence during the school day and are well known to all pupils and to their parents and carers.
32. The development of a school council has allowed older pupils especially to have very good opportunities to express their views. Pupils willingly help with monitor jobs around the school; there were good examples of lunch hall helpers clearing away dishes and of older pupils escorting young children back to their classes after lunch.

Partnership with parents, other schools and the community

The school has **very good** links with parents and the local community and **good** links with other schools and colleges.

Main strengths and weaknesses

- There are very good links with parents who fully support the work of the school
- There are good links with other schools and colleges.
- The school is a very welcoming place in the local community.

Commentary

33. The school has very good links with parents and the local community. As with the last inspection, learning links with the community are very strong. The school values highly the contact with parents and the community. The school provides a regular community newsletter about its life and work and, with agency support, has developed a very good range of learning opportunities for adults, including classes in ICT, English and mathematics. Family sessions have been held in numeracy. The very close relationship with Family Learning and Children's Fund allows a very good range of activities for adults and the development of extra-curricular activities for pupils.
34. Parents receive very good information about the life and work of the pupils; a series of half-termly meetings with parents is well attended, allowing the school to develop ideas such as seeking parental support for improvements to attendance and healthy life styles. Annual reports give good information of the progress of pupils including an attendance record. Parents are interested in supporting the school and holding it to account; a high number of parents attended the annual meeting of the governing body and the meeting held to seek their views prior to the inspection. Parents want their children to succeed; in this, the school prepares pupils very well. The head teacher and deputy are always at the school gates in the mornings and parents greatly value the personal contact.
35. There is a wide range of faiths represented in the school and so it maintains very effective contacts in the community. Pupils have attended services at Coventry Cathedral and visited local mosques and temples. Curricular and pastoral links with the local secondary school have been well maintained since the last inspection. The very strong community provision ensures that good contact is maintained with other schools, particularly through the Family Learning and Community Development links and the school's hosting of an event for Coventry Area Co-ordination Committee of Community Associations. The school has welcomed overseas teachers from Warwick University.

36. The valuable part the school plays in the life of the local community makes a very good contribution to pupils' learning and their fuller understanding of community faiths and customs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership provided by the head teacher and other staff with management responsibilities is **very good**. The school is managed **very well**. The governing body carries out its duties **well**.

Main strengths and weaknesses

- The head teacher has a clear vision for the school and provides very effective leadership
- The deputy head and other staff with responsibilities manage their areas very well.
- Governors have a very good understanding of the strengths and weaknesses of the school and provide a good level of critical challenge.
- There are very good procedures for the induction of new staff and for staff development.
- The school manages its finances and seeks best value for its pupils well.

Commentary

37. The head teacher provides very good leadership. This is a view shared by the majority of the parents. He inspires a team that shares a commitment to raising standards. In the two years that he has led the school the head teacher has been very successful in gaining the confidence of parents, pupils, staff and governors. As a result, all involved in the school are united in working towards the school's agreed aims. These are set out clearly in its mission statement, with its commitment to inclusion, achieving high standards and developing good relationships. The school has involved itself successfully in local and national developments to raise pupils' achievement, such as the Intensive Support Programme. It also uses a programme of 'R' time, where pupils work as a class or in pairs to develop further the very good relationships within the school.
38. The deputy head teacher has a clear role as 'Quality Standards Manager', which she carries out very effectively. She co-ordinates the Intensive Support Programme, in liaison with the local education authority to raise attainment, very well and plays an important part in monitoring its effectiveness. There are good channels of communication through subject co-ordinators and phase leaders. The management of the Foundation Stage is very good, as is that of mathematics and of English as an additional language. Other subject co-ordinators carry out their management roles well, using release time to monitor standards in their subjects by reviewing planning and pupils' work.
39. The management of provision for pupils with special educational needs is good. Identification procedures are sensitive and secure and teaching arrangements are carefully planned and carried out. The co-ordinator is enthusiastic and very well informed and works closely with colleagues to ensure timely, matched provision. The school's strongly inclusive ethos enables pupils with special educational needs to experience pleasure in learning and a real sense of achievement.
40. The head teacher, deputy, the literacy and numeracy co-ordinators, and, in particular the English as an additional language co-ordinator, manage the provision for pupils with English as an additional language very effectively. The school is committed to the inclusion and integration of these pupils in all school activities. The co-ordinator has attended many courses to enhance her practice and keep abreast of current developments. Training is provided for the rest of the teaching staff as well as the supporting specialist staff in order to equip class teachers to provide specific support in the class. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' backgrounds and their linguistic competencies in English as well as their other languages. This information

is recorded on profiles, which identify very well, apart from pertinent background information, pupils' levels of competency in English skills such as speaking and listening, reading and writing.

41. The school's improvement plan sets out the priorities for development, and these are shared by staff and governors. The plan is a result of consultation with all the staff, in which governors also share, and progress towards its targets is reviewed regularly both by the school's senior management and by the governors. This process works well and helps bring about improvement.
42. The school's governing body ensures that the school meets all its legal obligations. Governors work well through their two committees and individual governors are linked to each curriculum subject. The governors have a very good understanding of the strengths and weaknesses of the school, and are prepared to challenge the head teacher and senior management when necessary, for instance over the school's provision for its gifted and talented pupils.
43. The school manages its finances well. Subject co-ordinators are involved well in planning the budget and the school maintains a reasonable contingency. Financial expenditure is monitored carefully both by the school's administration and by the governing body. A recent audit report indicated that the school's financial procedures are controlled well, and the school is dealing with the few shortcomings that were identified. The school seeks best value well, both in ensuring that quotes for goods and services are competitive but also in the way it reviews its staffing structure each year to see that the best interests of pupils are served.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,620,929
Total expenditure	1,524,514
Expenditure per pupil	2,932

Balances (£)	
Balance from previous year	38,811
Balance carried forward to the next	57,604

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

44. Provision in the nursery and reception classes is very good, enabling children to make a good start to their learning in a stimulating environment. Standards on entry to the nursery are very low, linguistically, physically, socially and emotionally. Most children speak little or no English and development in their home language is often delayed. The level of care is very good and all children make very good progress through the Foundation Stage, and achieve very well in the six areas of learning. Accommodation in the nursery and the outdoor area is very good, and despite the very small reception classrooms the breadth of the curriculum is good. Standards at the end of the Foundation Stage match those expected for children of their age in personal, social and emotional development and in physical development. Thirty per cent of children achieve the early learning goals in all six areas of learning. Seventy per cent of children are below the expected standards in mathematical development, knowledge and understanding of the world and creative development and well below in communication, language and literacy, but make very good progress against their prior attainment. This represents good improvement since the last inspection.
45. Leadership and management of the Foundation Stage are very good. The phase leaders demonstrate a very good sense of purpose and clarity of vision. They provide very good examples for staff and children and have created a very effective staff team. Teachers work very hard to overcome the shortcomings in the reception class accommodation and teaching is good and leads to good learning. Strengths of teaching are very good planning, the encouragement and engagement of children, insistence on high standards of behaviour, promotion of equality of opportunity and the very good contribution of the education assistants. Thorough assessment procedures enable staff to respond to children's individual needs. As a result, children are prepared very well for entry to Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very effective induction procedures help children to adapt to new routines.
- Children's level of independence and social development is very low, on entry.

Commentary

46. The very good teaching and learning in this area of development are based on adults' very high expectations of politeness and good behaviour that are constantly reinforced. Children's independence progresses very well, as does their ability to work and play alongside others. Personal, social and emotional development is a planned element of all areas of the nursery curriculum. Children are encouraged to dress and undress independently and to manage their own hygiene. They are taught to listen carefully, and take part in group discussions and activities. Freedom of choice within carefully prepared and selected tasks encourages independence and social development. Very good teamwork between all staff makes a valuable contribution to the quality of learning.
47. Children in the reception classes respond well to what is provided and, with direction and support, become independent users of the classroom and the outdoor area. The strong emphasis on inclusion ensures equality of access to the curriculum, for all children. Staff use

the limited accommodation imaginatively. Good resources are readily accessible and encourage independence. Children's good attitudes and very good behaviour and relationships contribute significantly to their good learning. Their concern for their own needs begins to incorporate sensitivity towards others. They develop an understanding of the difference between right and wrong and recognise the need for a common code of behaviour. By the time they transfer to Year 1 most pupils reach the standards expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The very good bilingual support is vital in enabling children to access information.
- Family literacy projects help parents to support their children's learning.
- Most children are not able to recognise or record their names, on entry.

Commentary

48. A strength of the very good teaching lies in the way staff constantly talk to the children and expect them to listen carefully. The high level of adult support, including bilingual support, ensures that children in the nursery are given every opportunity to develop their language skills. They develop positive attitudes towards books, and confidence in telling stories. Parents are encouraged to read with their children at home. Direct teaching is followed by focused activities that support what has been learnt. Sessions are structured to provide time for adult-directed activities and individual choice. Children's language is developed through role-play, for example in the 'medical centre', where they make appointments and see the 'doctor' who writes a prescription, with adult support.
49. Children's language development continues in the reception classes, as they interact with others and explore the meanings and sounds of new words. Most children listen carefully, extend their vocabulary and use a widening range of words to express their ideas. They develop their reading skills through the practice of letter sounds, listening to stories, sharing books with adults and joining in familiar refrains. They re-tell familiar stories, such as 'The Giant's Stew', using 'time' words, such as 'first', 'next', 'then', 'after that' and 'at the end'. Good letter formation is developed through practical experience, and children have many opportunities to apply their writing skills. The National Literacy Strategy is introduced gradually. Classrooms are rich in displayed vocabulary and annotated displays of children's work. Despite their very good progress and achievement most pupils will not have reached the standards expected for their age by the time they transfer to Year 1.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A range of practical activities helps to develop mathematical skills.
- Few children have had any counting experience, prior to entry.

Commentary

50. Although the teaching is very good and teachers develop children's understanding of number well, most will not achieve the expected standards for their age by the time enter Year 1. Children in the nursery develop mathematical concepts and language through focused play. Oral work, each lesson, is reinforced through practical activities. With adult support, children

explore the properties of sand, soil and water. Adults use appropriate language to encourage children to describe their activities, such as 'full', 'half-full', and 'empty' in relation to capacity. In this way, children gradually gain an understanding of their meaning. The vocabulary used and the questions asked are adjusted according to individual understanding.

51. The National Numeracy Strategy is introduced gradually into the reception classes. Most children recognise numerals to ten and count to 20 accurately. They find one more or one less than a number from one to ten. Children compare two groups of objects saying whether they have the same number, 'more than' or 'less than'. Their understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'. They sequence objects in order of size, using vocabulary such as 'shorter' and 'taller', and develop positional language, such as 'next to', 'in front of', and 'behind'. Most children are able to name and describe some of the properties of flat and solid shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of stimulating activities develops children's understanding and use of the senses.
- Children enter the nursery with a limited general knowledge.

Commentary

52. The very good teaching in this area of learning means children take part in many first hand experiences that widen their knowledge and understanding of the world. Children in the nursery become familiar with the local environment, as they walk to the park, the shops and the canal. People, such as the school nurse, the secretary and the caretaker, visit the class and talk about their work. Children investigate objects and materials by using all their senses, as appropriate. For example, in preparation for making vegetable soup, they examined a variety of raw and cooked vegetables and responded to smell and taste. They develop mouse control on the computer and independently access programs that are linked to the six areas of learning.
53. Reception children show interest in why things happen and how things work. They go on listening walks, identify types of buildings and look for shapes in the environment. Their care for living creatures develops as they explore the school grounds. Children in the reception classes begin to look more closely at similarities, differences, patterns and change. Their knowledge of the past develops as they think about events in their own lives and those of their families. They visit the post office and a pizza restaurant and develop awareness of the world around them. Computer skills are developed progressively. Children competently use a range of software to support the development of reading, letter sounds, writing, number, sorting and matching. They begin to understand a little about their own cultures and beliefs and those of other people, as they learn about special times, places and people. Most children will not have achieved the early learning goals set for them by the time they enter Year 1.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given good opportunities to respond to rhythm and music.
- Physical skills and the use of tools in the classroom are taught very well.

- Children enter the nursery with very low physical skills.

Commentary

54. Teaching is very good in this area of learning and this ensures that children make very good progress and their achievement is very good and many reach expected levels for their age by Year 1. Children in the nursery learn to respond to rhythm, music and stories through movement. They negotiate space, in the outdoor area, adjusting the speed of their vehicles and changing direction to avoid obstacles. Their ability to move with confidence, imagination and control gradually develops. They use climbing and balancing equipment safely. With support, children engage in activities requiring hand/eye co-ordination and use one-handed tools and equipment safely.
55. Children in the reception classes move with confidence, imagination, control and co-ordination, with an awareness of others, in the hall and outside. They use a range of body parts to travel along, under and over equipment. Children recognise the importance of exercise and the changes that happen to their bodies when they are active. Physical skills in the classroom are taught well. Children show increasing skill and control in handling tools, objects and malleable materials safely.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There are many opportunities for children to explore a variety of media in art, make and listen to music and use their imagination.
- The level of children's creative experience is very low, on entry.

Commentary

56. Children develop their skills well and make good progress. The very good teaching ensures that children have a good understanding of their learning but they do not reach expected standards by Year 1. Children's creativity in the nursery is developed within stimulating learning areas that are well organised and resourced. With guidance and support, they learn to use primary colours and to differentiate and mix colours. Their ability to cut and join a variety of materials develops through practical experiences. As adults work alongside children, they encourage them to talk about their work, using appropriate vocabulary.
57. Children in the reception classes develop their ability to draw and paint, as they produce portraits of themselves and others. Classroom displays demonstrate clear progress over time, in the use of colour and in pencil and brush work. Children enjoy music. They make and change high and low sounds with their hands, voices and instruments, create music and listen to music from other cultures. Adults encourage them to use their imaginations and communicate ideas through music, dance and role-play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below national levels by the end of Year 6 but most pupils make good progress as they move through the school.
- Pupils are given good opportunities to develop speaking and listening skills.
- Handwriting and spelling are not given enough emphasis.
- Teaching and learning are at least sound in Years 1 and 2 and mostly good in Years 3 to 6.
- The subject is well led, and there are good plans for its continued development.
- The setting of targets in reading and writing is helping to raise standards.
- Literacy skills are being increasingly promoted through other subjects.

Commentary

58. In the 2003 national tests for seven year olds, the school's results in reading and writing were well below the national average. However, in writing, pupils performed broadly in line with those of similar schools. The school's results for eleven year olds in English were below average in comparison to schools nationally, but were above average when compared to similar schools. Inspection evidence confirms that speaking and listening, reading and writing are below national levels by the time pupils leave school. However, pupils' achievements are good in relation to their very low attainment on entry, and to the linguistic and other barriers to learning that so many pupils must overcome before they can read, write and speak at levels expected nationally. Most pupils make good progress because they receive help from teachers and support staff that allows them to improve steadily as they move through the school.
59. One of the most important reasons why standards are rising is that there are many planned opportunities for pupils to speak and, in doing so, to improve their overall language skills. For example, the 'talking partners' initiative is used extensively and consistently in all classes and in all subjects. As a result many pupils are confident speakers by the time they leave the school even though the range and quality of the spoken language they use are still below national requirements. However, other strategies for developing speaking skills are not used widely enough. For example, there are too few opportunities for discussion, role-play situations and drama activities to increase the rate at which pupils, especially the more able, are making progress.
60. Pupils write for an increasingly wide range of purposes including letters, instructions, poems, stories, diaries and newspaper reports. For example, Year 2 pupils write simple recipes while Year 6 pupils write a balanced report about homework and compare this with a persuasive argument. However, pupils too rarely draft stories to help improve their quality, such as through the use of ICT. Teachers give too little attention to the development of pupils' handwriting. This results in standards of presentation that are unacceptably varied. Some pupils are taught to join letters together before they know how to shape and position them correctly. Some do not hold their writing implements properly, which makes it difficult for them to write fluently, neatly and speedily. Spelling is not taught as part of an agreed carefully structured approach, which slows progress. Teachers sometimes miss opportunities to help pupils with their spelling, for instance by encouraging the use of dictionaries, thesauruses, and pupils' own vocabulary books.
61. Teaching and learning are at least satisfactory in Years 1 and 2 and are often good in Years 3 to 6. Very good teaching was observed in a few lessons in most year groups. In the best

lessons, the teachers' subject knowledge was secure, the lessons' content was challenging for pupils of all abilities and teachers' probing questioning and use of 'talking partners' helped to develop pupils' understanding. In most lessons the teachers' enthusiasm ensured that pupils' attitudes to learning were good. Colourful classroom displays help to extend pupils' vocabulary and stimulate interest and involvement. Well-taught guided reading sessions were helping pupils over time to read with increasing fluency, accuracy and understanding. Some pupils, mostly the more able, were not always challenged enough, which prevented them from making the best possible progress.

62. The subject is well led and managed. This is because the co-ordinator is proactive in planning and leading the implementation of needed developments. For example, data from national tests is analysed to help identify and overcome weaknesses. The information gained is used to help provide useful targets for pupils in reading and writing. Targets are helping many pupils achieve well because they have greater involvement in their learning. The co-ordinator is effective because she regularly observes lessons and scrutinises pupils' work, which enables her to identify what is working well and what still needs doing.

Language and literacy across the curriculum

63. Teachers provide increasing opportunities for pupils to speak, listen, read and write as part of their work in other subjects. For example, Year 2 pupils in science write instructions of how to set up a fair test and Year 5 pupils in history write about being an evacuee during World War II. The approach to developing literacy skills across the curriculum is not yet systematic enough to ensure that pupils have the best possible opportunities to increase their vocabulary and improve their language skills through the full range of National Curriculum subjects. However, it is a current focus, which will help to raise its profile and ensure a consistent approach for the benefit of pupils.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards continue to rise because teaching is good.
- The National Numeracy Strategy is planned for well and followed closely.
- There is very good leadership and management in the subject.
- Assessments are very thorough and helpful to pupils. They know what they have to do and their progress is tracked.
- Classroom organisation and support assistants help pupils of all abilities.
- More could still be done in problem solving, the use of ICT and the better use of some everyday resources.

Commentary

64. Standards in mathematics are below those expected of Year 2 pupils nationally. Pupils do better by Year 6 and reach the expected national standard. This is because pupils gain in confidence and competence over time and so more reach the higher National Curriculum levels identified for their age by the time they leave the school. This represents good improvement since the last inspection.
65. In class lessons pupils in Years 1 and 2 make good progress in straightforward mathematics tasks such as learning number facts to ten, identifying regular shapes such as circles or squares and recognising what the length of a centimetre looks like. However, when simple problems are introduced, involving more language, they become uncertain of what to do. Consequently few pupils reach the highest level because of this language delay. By the time pupils reach Year 6 the majority are able to reason and argue using mathematical language

with certainty. Although more pupils reach the highest level identified for their age by Year 6, a significant minority still find 'problems' difficult.

66. Pupils begin school with low levels of mathematical development and many pupils are not fluent in English. All pupils make good progress from these low starting points and achieve well. This is as a result of the very good leadership, good teaching and the high quality support pupils receive from teaching assistants. Pupils with special educational needs and those whose home language is not English benefit greatly from this extra help. Furthermore the National Numeracy Strategy is planned very effectively in all classrooms so that pupils are taught the right things at the right time for their age and experience.
67. The assessment procedures are very good; targets for further improvement are set so teachers know what pupils are expected to achieve by the end of the year. Teachers and assistants check carefully pupils' progress in lessons to make sure they are reaching their expected levels. If pupils are falling behind they are given extra help. As a result almost all pupils reach their targets by the end of the year.
68. Classroom organisation is very good because work is set for three different levels of ability in every class, whatever the pupil's age. In Years 3, 4, 5 and 6 pupils change classrooms to work with pupils of similar ability. Younger pupils need extra help with language. For example in a lively Year 1 lesson a group of above average ability boys had to be helped by a Punjabi speaking assistant to learn number facts to ten. In an excellent Year 5 above average ability 'set' all pupils discussed and agreed rules that determine sequences fluently and quickly. However, some pupils in the lower ability groups still have not mastered mathematical language sufficiently to tackle 'problems' by the time they leave.
69. The quality of teaching is good because it is always rooted firmly in the National Numeracy Strategy. All lessons begin with a lively oral session at the beginning and the weekly plans make sure learning is built systematically. Teachers are adept at questioning pupils to challenge their thinking. They give clear, detailed explanations to make sure pupils know what to do and how to do it. Pupils settle confidently to work as a result. A particularly strong feature is the very harmonious, hard-working atmosphere because relationships between everyone are so very good. All classrooms have plenty of good resources; these could be better used on some occasions to aid learning.
70. The school recognises that more needs to be done in the use of ICT in learning and in the development of specific language skills to help pupils solve mathematical problems both in numeracy lessons and in other subjects. They have begun to tackle these but both are in the very early stages of development.
71. The co-ordinator and deputy head teacher work together closely, leading and managing the subject very effectively. The many issues for improvement identified in the last report have been addressed, most particularly since 2001. Their action plan shows they know what needs to be done next. Their enthusiastic involvement with local and national initiatives continues to be a productive partnership.

Mathematics across the curriculum

72. Pupils use their mathematical skills in some subjects such as geography or science. They use ICT to represent their mathematical findings on some occasions. This is an area which needs development so that pupils have every opportunity to use their mathematical knowledge as often as possible.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- Standards are well below average in Year 2 and below average in Year 6.
- Teaching and learning are good throughout the school.
- The school needs to extend the opportunities for pupils to develop enquiry skills and for more able pupils to devise their own methods of recording their findings.
- Pupils do not make sufficient use of ICT in science.

Commentary

73. In the national tests in 2003 pupils in Year 6 achieved standards that were well below the average for schools nationally. They were also below average when compared with pupils with similar attainment at the end of Year 2. Too few pupils achieved the higher levels. The results in 2003 were an improvement on the previous year. Standards in the current Year 6 are below average but still improving.
74. In the 2003 teacher assessments for pupils in Year 2, results were well below average and standards in the current Year 2 are similar. However, this is largely due to the high numbers of pupils for whom English is an additional language and for whom language skills are still weak; it still represents good achievement since their entry to the school. Pupils in Year 2 understand such topics as pushes and pulls or which things require electricity. They know that some materials can be changed. However, their ability to record their findings is limited, and much work is on worksheets prepared by the teacher. In a Year 2 lesson observed during the inspection, the teacher worked very well with the specialist language support teacher to ensure that pupils understood the basic scientific vocabulary that was being used.
75. Pupils in Year 6 have carried out investigations into topics such as what green plants need in order to survive or which kind of soil absorbs most water. They show a good awareness of what constitutes a fair test, but they have few opportunities to devise their own investigations or methods of recording, although in a lesson observed in Year 5 during the inspection they had begun to do this. Their written work shows that they have not always understood the vocabulary used, for instance when they confuse key words such as 'observe' and 'absorb'. Pupils' work is also sometimes untidy. However, in view of the progress they have made since Year 2, pupils' achievement is good.
76. The overall quality of teaching is good. Teachers develop pupils' thinking ability by the use of 'talking partners' with whom they can discuss their ideas. This worked well, for example, in a lesson in Year 3, where pupils recalled their earlier learning about magnetic forces, and in a lesson in Year 4, when they discussed which material would provide the best insulation. Occasionally, however, this part of the lesson can be too protracted, and this slows the pace of learning. Generally teachers reinforce the specific scientific vocabulary pupils need well, both in the classroom and in displays. The school also makes good use of visits, such as to the Transport Museum, where pupils learn about the use of electricity. However, there are too few opportunities for pupils to use computers or other communication technology in their work, for instance in measuring or recording findings.
77. Although the subject co-ordinator has been absent, planning for the development of the subject is good, with issues for development, such as the use of assessment by teachers, clearly identified. The leadership of the subject is good. There has been good improvement since the last inspection, in teaching, learning and monitoring of the provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a computer suite that is used well by all staff.
- Each class has time each week in the computer suite, which helps develop their skills.
- There is a lack of resources to support modelling and control technology.

Commentary

78. The improvement since the last inspection has been sound. However, the standards pupils achieve are below expectations for their age by the time they leave. Pupils make satisfactory progress in word-processing and the use of databases. However, the school lacks enough resources to enable pupils to improve their skills in modelling and control technology and the standards achieved in these aspects are unsatisfactory. The school recognises this and is taking steps to improve this position.
79. Pupils' confidence and certain ICT skills progress satisfactorily because they are taught well and they enjoy using the computers. The teaching of ICT as a discrete subject has improved since the last inspection and is now satisfactory. The confidence of the teachers in using computers has improved through good quality training and support. Teaching was good overall in lessons seen in the computer suite. Effective use was made of available resources. Pupils show great interest in the subject and their enthusiasm is a contributory reason why good learning takes place. For example, pupils in Year 4 were learning to enter labels, numbers and formulae into a spreadsheet. Their developing confidence in using their skills and knowledge was seen as the lesson progressed. The two teachers, in Years 1 and 5, who have interactive whiteboards in their classrooms use them very confidently and very well. This use gives all pupils access to the curriculum and ensures their very close attention. The use also enhanced the teaching of basic skills. Pupils were very keen and enthusiastic to use the boards themselves and have already developed great ICT skill. The more able pupils helped their less confident classmates and this developed a sense of responsibility. It is a challenge to the head teacher and co-ordinator to extend this use so that all pupils have the same opportunities.
80. Subject leadership and management are good. The co-ordinator is very knowledgeable and has worked hard to implement use of the suite and this has had a positive impact on standards in the areas being covered.

Information and communication technology across the curriculum

81. The co-ordinator has identified the use of ICT in other subjects, particularly in English, mathematics and science, to improve the impact the subject has on pupils' learning, as a development for the subject. However, the current use is very limited. Where it is used, for example when designing a poster, pupils used their understanding and knowledge gained in a history lesson and this developed their ICT skills well.

HUMANITIES

GEOGRAPHY and HISTORY

During the inspection it was possible to observe three history lessons, all in Years 5 and 6, and only two geography lessons. It is not therefore possible to make an overall judgement on provision in either subject. However, there was sufficient evidence in pupils' written work to make a judgement on standards in history in Year 6 and in geography in Year 2.

Commentary

82. In **history**, pupils in Year 2 know about a range of famous people, such as Queen Elizabeth I, Louis Braille, George Stephenson and Alexander Graham Bell, but the amount of their recorded work is limited, and it was not possible to make a judgement about standards. By the time they reach Year 6, higher attaining pupils write more extensively, for instance when they describe what they learned about World War II on a visit to an art gallery. Pupils use timelines to establish the chronology of a period, and most pupils show a secure understanding of the difference between primary and secondary sources when evaluating historical evidence. In a lesson observed in Year 6, pupils carried out a range of tasks, matched to their differing ability, to show what they could learn about the Aztecs from their art and writing. In another Year 6 lesson the teacher drew good parallels with English society to help pupils understand the social structure of the Aztecs. This was reinforced well by giving pupils opportunities to talk in pairs about it. The standards achieved by pupils in Year 6 are as expected for their age. The teaching of history is enriched by visits to places of interest, such as the Lunt Roman Fort and Warwick Castle. The co-ordinator leads the subject well and has identified the need to develop the assessment of pupils' work to help teachers in their planning. Pupils make some use of computers to discover information for themselves, but this is also an area that needs developing.
83. In **geography**, pupils in Year 2 understand some of the differences between living on an island and living in Coventry. In particular they know about St Lucia, and in a lesson observed during the inspection they showed that they appreciate some of the effects of climate upon life there, for instance in a tropical storm. The teacher placed a very good emphasis on the use of appropriate vocabulary, to develop pupils' literacy skills. She made good use of photographs and the pupils' own art work to help them learn more effectively. As a result pupils in Year 2 achieve the standards expected for their age. In a lesson in Year 4 the teacher also used photographs, as well as a video recording that pupils had seen earlier, to draw out some of the contrasts between Pakistan and Coventry. There was no opportunity to observe lessons in Year 6, and little recorded work to analyse, as geography had not been a focus in the previous term, and so it was not possible to make a judgement on standards in Year 6. However, there is little evidence of ICT being used to support learning in geography; this is an area the co-ordinator has identified for development.

RELIGIOUS EDUCATION

The provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good; planning is a strong feature.
- Support for pupils whose home language is not English is very good.
- The head teacher and subject co-ordinator lead and manage the subject effectively.
- Pupils respect each other and the major faiths highly.
- Sometimes the good resources could be used more imaginatively.
- Assessments have begun but they are limited.

Commentary

84. The school uses the local guidelines very effectively to make sure pupils reach the expected standards for their age at seven and eleven.
85. Many pupils begin school with very low communication skills and a very limited experience of the world beyond their home and family. Good first hand experiences and good teaching help them overcome these difficulties and pupils make good progress as a result. An important

feature of this is the very good support that pupils receive whose home language is not English.

86. Planning is well organised and sharply focused and as a result the major faiths within the local community are covered in detail each year. Pupils in Year 2 know about Diwali, Eid and Christmas, linked by the theme of light. They know details from these religions such as Rangoli patterns, the importance of fasting and of the visitors to Jesus after his birth. Year 6 pupils know about the Gurus of Sikhism. In their displays and writings they include artefacts such as a Sikh turban, a Muslim prayer mat and the symbol of the cross, illustrating the school's thoughtful and sensitive approach. 'Exploring Faiths' is particularly well done as a result, contributing to the harmonious relationships in the school.
87. The quality of teaching is good. Pupils are committed, well-behaved learners because the relationships are of a high quality. All adults have an empathetic approach, insisting on a respect for each other's ideas and beliefs from all pupils. As a result pupils listen carefully to the teacher and each other, respond to questions eagerly and record their work neatly. Work is organised carefully at different ability levels so pupils are challenged individually but supported where necessary by classroom assistants. All pupils benefit from this extra help, but in particular those with special or language needs.
88. Visits to local places of worship are an important part of the first hand experience, which pupils need to help them understand more deeply. These are organised and successful. Good quality books and resources are readily available. They made a very important contribution to a very good Year 3 lesson when pupils looked at and handled a number of well-chosen Bibles and talked about these and the Qur'an as 'special books. "What will happen if I drop the Bible?" asked a worried Muslim boy. However, sometimes the good quality resources are not used so effectively to create understanding and awe.
89. The head teacher and subject leader have worked together closely and successfully to overcome the shortcomings in planning, resources and the monitoring of teaching and learning found in the last report. Their leadership and management are very good. It is recognised and respected by the local community. The next step they have rightly identified is to look in more depth at assessment for the subject to further enhance pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils enjoy art and this contributes to their good achievement.
- Skills are developed progressively.

Commentary

90. Standards are above those expected of pupils in Year 2 and Year 6. Pupils make good progress and achieve well. The use of visual images helps to overcome learning difficulties for pupils with special educational needs, or with English as an additional language. Sketch-books are used well to gather information and test particular techniques, such as shading.
91. By Year 2, pupils mix colours skilfully to achieve different shades and tones. They explore line, pattern, colour, tone and shape. They design and make a sculpture, using various methods and materials, and use drawing and collage to record the environment. They make links with geography as they paint pictures of St Lucia and make flower garlands out of tissue paper and birds using feathers and paint. They communicate their ideas through weaving,

developing their language skills as they talk about looms, fabric, texture, weft and warp. By Year 6, pupils have had good experience of using printing and patterns to record journeys and dreams, and have drawn and painted the human body to show relationships. They apply well the techniques of making pots out of clay and create models of the environment. They effectively develop their skills in shading as they design and create 'containers' found in nature. It is clear from pupils' sketchbooks, and the high quality displays, that pupils' drawing, painting, collage and sculpture skills are good. There is evidence of good progression as pupils move through the school.

92. Teaching is good, and often very good, and leads to good learning. The strengths of teaching are teachers' good planning, their ability to harness pupils' enthusiasm, and their commitment to equality of opportunity. Teaching assistants give valuable support, where needed. Pupils are encouraged to evaluate their work and suggest ways in which it can be improved. Resources are good. The curriculum is enriched by additional experiences for pupils, for example lunchtime clubs, which often focus on arts and crafts, a computer club which provides access to painting programs, and sessions taken by visiting artists on Indian creative art and silk painting. Leadership and management are very good. The subject is led by an experienced co-ordinator, who has been instrumental in enriching the basic curriculum. Improvement since the last inspection, namely in standards, progress, and leadership and management, is good.

DESIGN AND TECHNOLOGY

It is not possible to make an overall judgement on provision, as only one lesson was observed.

Main strengths and weaknesses

- There is good emphasis on the development of pupils' skills.
- There is a consistent approach to planning, designing, making and evaluating products.

Commentary

93. It is not possible to make a judgement about standards or achievement in Year 2 and Year 6, as no lessons were observed. Standards in the one lesson observed in Year 1 matched national expectations. Pupils showed interest and enthusiasm in designing and making moving pictures and achieved well. Teachers' planning, pupils' design and technology planning books, examples of pupils' work throughout the school and discussion with the co-ordinator show that the subject is taught regularly and skills are developed progressively. Resources are good and are used well. Pupils' planning books demonstrate that they undertake a broad range of designing and making activities. Their annotated designs, planning and evaluations are of good quality and they use their literacy and mathematical skills well. Work on display around the school, including winding-up mechanisms and moving vehicles in Year 2, money containers in Year 4, musical instruments in Year 5 and shelters in Year 6, are of a good, sometimes very good, standard. Examples of work suggest that food technology is taught well, particularly in Years 1 and 3. Leadership and management are very good. The curriculum is enriched by clubs and visiting experts. Examples of pupils' work demonstrate progression and a strong emphasis on high standards and the development of techniques and skills.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- In the lessons taken by visiting teachers, the teaching and learning are good.

- Pupils are highly motivated and keen to learn.
- The curriculum is enriched by opportunities to perform.
- Opportunities to compose on the computer are not yet developed.

Commentary

94. Standards in music are below those expected of pupils in Year 2 but in line with expectations in Year 6. However, all pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a sound standard. The active participation of pupils is encouraged, as in a lesson in Year 3 led by a visiting teacher when pupils practised 'rap' sentences linked with a spaceship poem. Pupils in a Year 5 lesson performed vocal exercises well, and then went on to learn new rhythm patterns in a new song.
95. The teaching of music observed on the inspection by teachers from the Centre for Performing Arts was good and led to good learning for all pupils. The strengths of the teaching were the teachers' very good subject knowledge, their ability to engage and challenge pupils, and their high expectations of work and behaviour. These skills are now being acquired by the class teachers in a well-organised development programme.
96. The quality and range of learning opportunities are sound, and improving. Strengths of learning are the planning for the progressive development of pupils' knowledge, skills and understanding. Pupils learn to listen attentively and recall sounds well. They learn to combine pitch, dynamics, duration, tempo, texture and silence simply. The curriculum is enriched through extra-curricular activities, such as the opportunities for performance that are now a part of school life and worship. Leadership is good. The co-ordinator provides a good role model for other staff and pupils.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- The co-ordinator arranges a good range of activities – including competitions against other schools that contribute to good achievement.
- Teaching is good, particularly the acquisition of skills through teachers' careful planning.
- Good use is made of outside expert help for games.

Commentary

97. Standards in physical education are in line with expectations for their age by the time pupils leave the school. There is no difference in standards between boys and girls. The school, and especially the co-ordinator, has done all they can to improve the range of outdoor work since the time of the last inspection. The effect has been an improvement in the pupils' knowledge, skills and understanding in games activities, particularly in Years 3 to 6.
98. The teaching observed on the inspection was good. Teachers' expectations are high. In a gymnastics/problem-solving lesson pupils were encouraged well to consider how to 'travel' on a bench. They showed good control and considerable poise, and tried hard to improve. All the pupils concentrated very well and used the lesson time to the full. By skilfully using demonstration, and structuring the lesson so that pupils faced increasing challenges, the teaching ensured that pupils were taken to the limit of their capabilities and, therefore, made good progress.
99. Leadership and management are good. The co-ordinator organises the subject well and it is due to her hard work that the range of additional activities, mainly after school, is making an effective difference to the pupils' levels of achievement. For instance, the use of a

professional basketball coach has inspired many pupils to significantly improve their overall performance in games. Her support of her colleagues is good, and due to the very good relationships throughout the school she is able to rely on their reports to monitor the progress pupils are making.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a very good policy that is consistently very well applied throughout the school.

Commentary

100. There is a very good school programme to enable pupils to develop confidence and responsibility and to make the most of their abilities. They are taught to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. They do this by producing personal diaries and portfolios of achievements, and by having opportunities to show what they can do and how much responsibility they can take. Opportunities in discussions, known as circle time, enable pupils to develop good relationships and respect the differences between people, to learn that their actions affect themselves and others, and to care about other people's feelings and to try to see things from their points of view.
101. Pupils are also taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action, for example, for planning and looking after the school environment, or acting as a playground helper for younger pupils or for looking after animals properly
102. The school is careful to make pupils realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities and to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Pupils are also enabled to develop a healthy, safer life style and understand the school rules about health and safety, basic emergency aid procedures and where to get help.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
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	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the head teacher	2
The leadership of other key staff	2
The effectiveness of management	2

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