

INSPECTION REPORT

KNIGHTLOW CE (VA) PRIMARY SCHOOL

Stretton-on-Dunsmore, Rugby

LEA area: Warwickshire

Unique reference number: 130910

Headteacher: Mrs S Parry

Lead inspector: Mrs J Moore

Dates of inspection: 2nd – 4th February 2004

Inspection number: 256650

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: | Voluntary aided |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 193 |
| School address: | Hill Crescent Stretton-on-Dunsmore Rugby Warwickshire |
| Postcode: | CV23 9NF |
| Telephone number: | 024 7654 3751 |
| Fax number: | 024 7654 5801 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr Graham Robinson |
| Date of previous inspection: | 27 th April 1998 |

CHARACTERISTICS OF THE SCHOOL

Knightlow CE (VA) primary school is an average sized school, situated in the village of Stretton-on-Dunsmore, near Rugby. Pupils are from a range of backgrounds, they are all white European and all of them speak English. When children join the reception class their skills and understanding are broadly average, but this does vary from year to year. The school has an above average percentage of pupils with statements of special educational need. These are for pupils within the autistic spectrum and for pupils with physical disabilities. There is an average percentage of pupils with special needs, mostly for moderate learning difficulties. Very few pupils join or leave the school during the school year. The school received an Achievement award from the Department for Education and Skills in 2003, for improving standards.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 8710 | Julie Moore | Lead inspector | Science Information and communication technology Music Physical education Personal, social, health education |
| 9411 | Rosemary Last | Lay inspector | |
| 22182 | Fiona Robinson | Team inspector | Mathematics Geography History The Foundation Stage curriculum |
| 3751 | Trudy Cotton | Team inspector | English Art and design Design technology Special educational needs English as an additional language |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Knightlow Primary School provides a **good** education for its pupils. Standards are well above average at the end of Year 6 and pupils achieve well. Standards are above average at the end of Year 2 and achievement is satisfactory. The higher attaining pupils could do better in the infants¹. Teaching is very good in the Foundation Stage², satisfactory in the infants, and good in the juniors³. The headteacher provides very good leadership and the school is managed very well. Governors are supportive of the school and their governance is satisfactory. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average at the end of Year 6 and pupils' achievement is good.
- The very good leadership and management of the headteacher mean that she gives a very positive steer to the school.
- Governance is satisfactory overall, but the governors' systems for monitoring their own work are not rigorous enough.
- Children get a very good start in the reception class.
- Writing standards are improving but pupils' achievement in writing is not high enough in Years 1 and 2. The higher attaining pupils are capable of achieving more.
- Subject leaders monitor standards, teaching and learning in their subjects. They are now ready to take greater responsibility for working on future developments.
- The curriculum is very good. It excites and interests the pupils and they are keen to do well.
- There are very good links with parents, other schools and the wider community.

The school has made a good improvement since the last inspection. Standards, teaching and learning are stronger. All the main issues have been tackled thoroughly. The curriculum is planned effectively and pupils' progress is tracked and recorded well. The headteacher and the subject leaders monitor teaching and standards in their subjects, and there are good systems for evaluating how well pupils are doing.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is **good** overall. In the Foundation Stage, children's achievement is very good. It dips to satisfactory in Years 1 and 2, where the higher attainers could do better, especially in writing, and picks up again in Years 3 to 6 where it is good. Standards are above average in the reception class, and pupils are on course to exceed their early learning goals⁴ in all areas of learning by the end of the reception year. By the end of Year 2, standards are above average in reading, mathematics and science, with average standards in writing. Standards are well above average by the end of Year 6 in English, mathematics and science. There are no differences in the standards

¹ Infant classes are Years 1 and 2.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

³ Junior classes are Years 3 to 6.

⁴ The goals children are expected to reach by the end of reception.

reached by boys and girls, and their achievement is the same in each year group. In information and communication technology (ICT), standards are average. Religious education (RE) was not inspected as this is a church school and RE will be inspected separately by the church authorities. Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils are keen to do well, their behaviour is good, and their attendance is very good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is **good**. It is very good in the reception class, satisfactory in the infants and good, with very good features, in the juniors. Pupils with special educational needs are taught well, and their achievement is good. The curriculum is very good. It is stimulating, broad and balanced. A very good range of extra activities enrich the curriculum on offer. There is a lack of cohesion on Tuesday afternoon when too many pupils are withdrawn for music and extra support, and this detracts from their main lesson. The school cares well for its pupils during the school day. However, parents using their cars on one of the playgrounds to pick up and drop off children is a potential hazard.

LEADERSHIP AND MANAGEMENT

Leadership is **very good** and management is also **very good**. The headteacher's leadership is very good and she provides a dynamic steer to the school. Subject leaders monitor their subjects well. They are now ready to extend their role and plan future developments in their subjects. Governors are supportive of the school but their systems for monitoring their own work need tightening up. Statutory requirements are met in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value what the school provides for their children. Pupils are very supportive of the school, which they enjoy attending. They believe school is fun and they are right.

IMPROVEMENTS NEEDED

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

- Develop pupils' writing styles in Years 1 and 2, and make sure that the higher attaining pupils are challenged by their tasks.
- Tighten up the governors' systems for monitoring their own work.
- Extend and develop the role of the subject leaders to include planning future developments in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good**. Boys' and girls' achievement is very good in the reception class, satisfactory in Years 1 and 2, and good in Years 3 to 6. Standards are well above average.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6 in the main subjects of English, mathematics and science, with good achievement in Years 3 to 6.
- Higher attaining pupils in Years 1 and 2 are capable of higher achievement, especially in writing.
- Children's achievement is very good in all areas of learning in the Foundation Stage. They are on course to exceed their targets by the end of the reception year.
- Achievement is good for pupils with special educational needs. They are well catered for.
- Pupils with special gifts or talents are identified and challenged. Their achievement is good.

Commentary

1. Standards have improved since the last inspection when they were above average for the eleven-year-olds. They are now well above average in the main subjects of English, mathematics and science. Standards for the seven-year-olds are above average in speaking and listening, reading, mathematics and science. They are average in writing. Standards in ICT are average throughout the school and this is an area that is currently being developed. Religious education was not inspected during this inspection, as Knightlow is a church school. It is to be inspected by the church authorities. Pupils' achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2.
2. In the most recent national tests for seven-year-olds in 2003, standards were well above average in reading and mathematics and above average in writing. Trends are upwards and improvements are above national trends.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 18.3 (17.5) | 15.7 (15.8) |
| writing | 15.6 (15.1) | 14.6 (14.4) |
| mathematics | 17.9 (17.1) | 16.3 (16.5) |

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. The eleven-year-olds attained average standards in English and above average in mathematics and science. Trends are broadly in line with national trends. The headteacher is the driving force behind developments in teaching and learning and this has a positive impact on driving up standards. Strengths and weaknesses in learning and teaching are identified and tackled well so that the momentum for learning is not lost.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.0 (29.5) | 26.8 (27.0) |
| mathematics | 28.0 (28.7) | 26.8 (26.7) |
| science | 29.9 (29.7) | 28.6 (28.3) |

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. Lesson observations, discussions with pupils and scrutiny of their work, all show that pupils' achievement is good. There is a consistency to the work covered, and teachers' planning rightly focuses on meeting the needs of all the children in the class. This works well in ensuring that pupils' achievement is better than expected. The strong focus on pupils achieving their individual targets is a good motivator for success. Where achievement is unsatisfactory, mainly in writing in Years 1 and 2, this is because there is insufficient focus on writing longer pieces of work and the teachers are not expecting enough from their pupils.
5. Children join the Foundation Stage (reception class) with broadly average skills and understanding in all areas of their learning. Many of them are on course to exceed their targets by the end of the reception year. Their achievement is very good.
6. Pupils with special educational needs make good progress and achieve well. The school ensures they have access to the whole curriculum and there are no barriers to learning. Pupils with sensory and physical needs have regular specialist visits and equipment, which help them to achieve well. Those pupils with ongoing communication and interaction difficulties benefit from the expertise of teachers and supporting adults in class and make good progress towards the targets set for their learning. Teachers plan different levels of work in literacy and numeracy lessons and use guidance and intervention from specialists outside school to support pupils with difficulties with their reading, writing and mathematics. This enables pupils on all levels of support to achieve well.
7. Knightlow school has special strengths in identifying pupils who are especially gifted or talented. Individual programmes are set up for them, and the school draws on outside agencies and specific support to ensure that the needs of these pupils are met effectively. The school does well for them and pupils and parents are pleased.

Pupils' attitudes, values and other personal qualities

This aspect is a strength of the school and is **very good** overall. The level of attendance and the punctuality of pupils are both very good. Pupils' attitudes are also very good. Their behaviour is **good**, as is their spiritual, moral, social and cultural development overall, with the moral and social elements being the strongest and very good.

Main strengths and weaknesses

- Pupils' attendance and punctuality are very good.
- They are keen to come to school and are enthusiastic learners.
- Relationships throughout the school are very good, caring and considerate; pupils work co-operatively very well.
- The moral and social development of pupils is very good.
- Pupils' self-esteem is high; they participate well in decision making.
- Behaviour is good in lessons and around the school.
- Cultural development is generally good, although multicultural awareness is weaker.

Commentary

8. The school expects pupils to participate in all aspects of school life, valuing their contributions and giving them confidence to achieve more. The caring ethos of the school permeates the life and work of everyone. The parents are very appreciative of the Christian values the school promotes. Pupils' very positive attitudes, clearly defined values and other personal qualities impact most favourably on their achievement and the climate for learning throughout the school.
9. The pupils of Knightlow have great pride in their school and are keen to come. Pupils, including those with special educational needs, want to learn. They find most of their lessons interesting and often challenging. Many pupils told the inspectors of their love of reading and art, stressing the fun in many of their lessons. ICT facilities are popular and the pupils want to polish and extend their skills. They engage in extra-curricular activities with enthusiasm, taking advantage of the clubs, visits and visitors the school has to offer. Many of the junior pupils were brimming with excitement as they were preparing to go on a residential visit to Marle Hall. The enjoyment and pleasure pupils have in learning has a direct impact on how well they achieve and their enthusiasm rarely flags. Children in the Foundation Stage settle very quickly, understand the routines, join in all the activities very happily and want to come on Saturdays!
10. Relationships between pupils are based on mutual respect and they are caring towards each other. They usually play together amicably and socially at break and lunchtimes and no-one is left out. They work alongside each other in the classroom, co-operating and collaborating very well. Relationships are very good, mainly as a result of the very good provision the school makes for the pupils' social and moral development. The staff are very good role models demonstrating that they value each pupil's contribution.
11. Pupils respond well to the staff's high expectations of good behaviour. Any anti-social behaviour is challenged and dealt with well by using the clearly understood rules. All staff emphasise good behaviour and the pupils are well aware of the school rules displayed in their classrooms, appreciating the reasons for them. Pupils respect these rules and behave appropriately. They value the awards such as the 'star of the week' and enjoy the rewards like 'whopper stickers', which motivate them. They like the way achievement is celebrated. Neither parents nor pupils identify bullying as a worry. Nearly all the pupils identify at least one adult they could confide in if they needed help. There have been no exclusions.
12. Well planned circle time and assemblies play an important role in their personal development. School Council decisions affect the whole school and pupils take a keen interest in their discussions. Pupils have feelings of high self-esteem and these give them the confidence to persevere with their learning. Pupils' moral and social development is very good. It is helping them to be well-prepared for the next stage in their education. They have a very good understanding of right and wrong which is promoted from their entry into school. They believe strongly in fair play. The local church makes a significant contribution to their moral and spiritual awareness. Pupils treat each other, staff and visitors with respect and courtesy and act with growing sensitivity and tolerance. They are growing into responsible citizens. They are aware of the wonder of the natural world and have a growing awareness of other religions. Pupils' understanding of their own and others' culture is good. The knowledge of their own culture is nurtured well, but multi-cultural awareness is weaker, although the school is fostering links with a multi-culturally diverse school nearby to develop greater understanding of our multi-ethnic world.
13. As in the last inspection, attendance is higher than the national average. The school makes decided efforts to maintain this trend and parents respond to these very well. Attendance levels of 96.1% were achieved; well above the national average. Pupils arrive in good time for the start of the morning and afternoon sessions and settle to work quickly. The lessons start on time so no time is lost and this contributes towards the purposeful atmosphere throughout the school.

| | |
|--------------------|------|
| Authorised absence | |
| School data: | 3.9 |
| National data: | 5.4. |

| | |
|----------------------|-----|
| Unauthorised absence | |
| School data : | 0.0 |
| National data: | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**, the curriculum is rich and vibrant and is **very good**, as are the links with parents. The quality of care, guidance and support for pupils is **good**.

Teaching and learning

Teaching is **good** and learning moves forward at a good pace but there are differences across the school. Teaching is very good in the reception class, it is satisfactory with some strengths and weaknesses in Years 1 and 2, and is good with very good features in Years 3 to 6. The overall quality of learning follows the same pattern.

Main strengths and weaknesses

- In the strongest lessons tasks are challenging and exciting, lessons move forward at a cracking pace and no time is wasted. Relationships are excellent.
- The headteacher is the driving force behind improvements. She, and her team, are determined that teaching and learning will be first rate for every pupil at Knightlow.
- Where learning is less successful the pace of lessons is slow and it takes too long for pupils to settle to work. They do not concentrate well enough and their learning slows down.
- Teaching is very good in the reception class and the children get a very good start. Positive attitudes and a keenness to learn are developed rapidly.
- The higher attaining pupils in Years 1 and 2 do not achieve as well as they could in writing.
- Individual targets for pupils give them a clear steer, making sure that they improve and make progress. This has a positive impact on pushing up standards and enhancing achievement.
- Pupils with special educational needs and those that are gifted and talented are supported well, both individually and collectively.

Commentary

14. Teaching has improved since the last inspection and many of the weaknesses identified then have been ironed out. However, teaching in Years 1 and 2 remains satisfactory, as it was at the last inspection, and this should be better. Across the school lessons are well planned. Teachers assess how well the pupils are doing at regular intervals, and this information guides their plans. This is a good improvement since the last inspection. The main weakness now, at the lower end of the school, is to make sure that lessons move forward at a good pace and that all pupils are fully engaged throughout their lessons.
15. The Foundation Stage is one of the main strengths of the school. Pupils' learning is rapid and is the result of very good teaching. The teacher and her assistant have a very good grasp of the best ways to make sure that young children do very well in all aspects of their learning. There is an effective balance between those activities directed by the teacher and those initiated by the children themselves. Tasks are based on the 'stepping stones' for learning⁵ and accurate assessment of the children's progress and achievements means that tasks are pitched at the right levels for children of all capabilities. Learning is fun, and it is enjoyed. Children with special educational needs are identified right from the start and they are given good support that helps

⁵ Stepping stones is the name given to the various levels of the Foundation Stage curriculum.

them to succeed, they are not left behind. Parents are fully involved in supporting children's learning, which gives a good boost to their progress.

16. There are some strengths in the teaching in Years 1 and 2 and these need developing across both classes. In a good lesson, in Year 2, pupils were working on fiction and non-fiction texts. The teacher skilfully drew on the pupils' own ideas first, and these were extended successfully into learning new facts. Learning was productive all round. Pupils asked their own questions and started to think things out for themselves, '..... does glossary mean food? Does it tell you about items, like a list?' Pupils' responses were valued, and this encouraged them to think and respond with keenness and alacrity. One issue that needs to be tackled in this part of the school relates to the higher attaining pupils, who are not achieving as well as they could, especially in writing.
17. In Years 3 to 6 much of the teaching is brisk and interesting. There is some very good teaching at the upper end of the school, especially in English and mathematics. This is one of the reasons that standards are as high as they are. Teachers plan activities that are at different levels for pupils of different capabilities. Pupils with special talents, and those with special educational needs, are well challenged and catered for at every level. French is taught well to the older pupils, many of whom are confident speakers with good levels of understanding and good pronunciation.

Summary of teaching observed during the inspection in 36 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|---------|--------------|----------------|-------|-----------|
| 1(3%) | 9 (25%) | 17(47%) | 8 (22%) | 1(3%) | 0(0%) | 0(0%) |

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

18. Teaching is good for those pupils with special educational needs. It is particularly well focused for pupils with statements for their need and teachers set suitable learning challenges. Relationships between supporting adults and pupils are very good. A good number of pupils with statements for their needs have communication difficulties, but knowledgeable and sensitive support ensures access to all aspects of learning.
19. Teachers prepare clear individual plans for learning (IEPs) with specific targets set to meet the pupils' needs. Guidance from the special needs teacher and outside specialists adds to their good quality. Evaluation of what pupils have learned is being developed, as is pupils' involvement in their own assessment.
20. Throughout the school, teachers make good use of targets to move learning forward. Pupils know what they are expected to achieve and this motivates them by giving a clear understanding of how well they are doing. On-going assessment on a day-to-day basis enables teachers to have a clear understanding of how well their pupils are doing. This helps them to plan the next stages in learning successfully. Homework supports pupils' learning effectively and parents are happy to help. This boosts their children's achievements all round, as well as giving parents a good insight into how well their child is doing. Staff are well motivated to improve teaching even more. The headteacher steers her team well, and there is the capability to move forward speedily.

The curriculum

The school provides a **very good** curriculum for its pupils. This is an improvement since the previous inspection, when it was satisfactory.

Main strengths and weaknesses

- The school provides a rich and varied curriculum.
- Links with other subjects are good and enhance learning.
- There is very good provision in the Foundation Stage.
- The library needs refurbishment.
- The needs of higher-attaining pupils are not always met effectively.

Commentary

21. Overall, the school provides a rich, varied and balanced curriculum. Learning is enhanced by visits and visitors, who provide new experiences and specialist skills. Events such as 'Arts Week', science, and technology days, provide time for in-depth study and exploration. Children in the Foundation Stage benefit from exciting provision, which is linked to first-hand experiences. All areas of learning are covered as the children study live animals, such as parrots and ponies, in their work on living things. Links across subjects are a strength, and successfully promote knowledge and skills. Work undertaken in history, art and design and literacy, is an example, when a focus on the study of the Victorians, produces work of a high standard. The curriculum meets statutory requirements and there is additional, effective provision for French in the junior school.
22. On one occasion during the inspection, too many pupils were withdrawn from lessons for music, and extra support, and this affected the continuity and cohesion in pupils' learning for some junior classes.
23. Provision for extra-curricular activities is very good and includes residential visits to Wales and France. Work undertaken at home is well supported by parents and adds to the good progress pupils make.
24. The curriculum is inclusive of all school groups. The provision for pupils with special educational needs is good, and caters successfully for the diverse needs of pupils with statements. Boys and girls work in a similar range of ability groups, such as the higher reading groups, and there was no marked difference in their learning during the inspection. There are no pupils from minority ethnic groups in school at present. Pupils who have special gifts or talents are well provided for and their achievement is good in their specialisms.
25. In personal, social and health education (PSHE), pupils discuss and reflect on important issues, often of a personal nature. There is a satisfactory programme for sex education and pupils are made aware of drug and alcohol misuse. The School Council allows pupils to consider social issues and prepares the way forward for the development of citizenship. The school has forged good links with secondary schools to ensure successful transfer.
26. Accommodation is satisfactory and the much needed refurbishment of the school library is imminent. Pupils think there are not enough books in school, particularly for 'free readers'. The support staff are well qualified to meet the needs of the curriculum. They make a very good contribution to improving pupils' achievement.

Care, guidance and support

The school takes good care of its pupils' welfare, health and safety. The provision of support, advice and guidance is **good**, as is the involvement of pupils in the school's work and development.

Main strengths and weaknesses

- Staff know the pupils very well and build up very good relationships with them.
- Very good induction arrangements give pupils a very good start to their life at Knightlow.
- Pupils are fully involved in the life of the school and know their ideas and suggestions are valued.
- Pupils with special educational needs are well supported.
- The school maintains good communications with parents and carers over the care of their children.
- Cars in the playground are a potential hazard to pupils' safety.

Commentary

27. The welfare, support and guidance of pupils are effective and are built on the very good relationships between staff and children. Mutual respect and trust help to ensure that pupils feel secure and safe and, in this climate, bullying and racist behaviour cannot thrive. Teachers are sensitive to the needs of all pupils and ensure that they are fully involved in class activities. All teachers and teaching assistants know their pupils very well and there are very good contacts with parents and carers to make sure good welfare arrangements are in place. The headteacher has relevant training in child protection. She and her staff are observant, know the procedures and are ready to implement them when necessary.
28. There are very good flexible arrangements for pupils joining reception, which help them to settle in quickly and happily. Home visits by staff create very good links between the school and parents. For those children who come from the nursery in Knightlow Childcare, which is sited next to reception, the transfer is smooth and almost seamless. Pupils transferring from other schools later in their school life are befriended and quickly made to feel valued members of the Knightlow community.
29. The school takes very careful account of the pupils' health and dietary needs keeping good communications with parents and carers. Healthy living is promoted well as the school is working towards the Healthy Schools bronze award. Governors and staff work together to try and make the school environment as safe as possible. They are aware of possible hazards. However, a solution has yet to be found to cars transporting pupils to and from school driving onto one of the playgrounds at the rear of the building. There are half termly practice evacuations to ensure that in an emergency the whole school can be vacated swiftly and safely. The pupils are competently supervised throughout the school day, although sometimes at lunchtimes the cover is stretched.
30. Staff effectively monitor and support the personal development of pupils using such means as discussions, both formal and informal. Achievement is rewarded with praise and celebrated, which gives impetus for further learning. Teachers use assessment effectively to plan the next stage of a pupil's learning in the core subjects and across the curriculum in the reception class. However, this practice is less secure in other subjects from Year 1 onwards. In Years 1 and 2, the higher attainers are insufficiently stretched, especially in writing. Pupils with special education needs, including physical disability, are supported well and consequently achieve well throughout the school. Where necessary their individual education plans are clearly written; parents are appropriately involved in this process and, when necessary, outside agencies as well. The transition of these pupils to secondary school is handled sensitively with a programme which is already under way for this year's Year 6.
31. The school's ethos contributes to the pupils' feelings of being valued members of this happy and caring school community. Pupils enjoy being involved in the life of the school. The staff make time to listen to their comments and treat their views with respect. Most pupils put forward their suggestions responsibly and appreciate working as part of the school community. Although only in place for a year, the democratically elected School Council effectively acts as a formal channel for pupils' ideas for shaping the future of the school.

Partnership with parents, other schools and the community

The school's links with parents are **very good**, as are the links with the community and other schools. This aspect is a strength of the school.

Main strengths and weaknesses

- Parents are very supportive of Knightlow.
- Communication with parents and carers is very good.
- Annual reports give a very good picture of each pupil's progress.
- The community, including the church, contributes very well to the life and work of the school.
- The school works very fruitfully with the community and other schools.

Commentary

32. The parents, like their children, value what this popular school offers and achieves. They appreciate the caring Christian ethos and are very supportive of its values.
33. The school very effectively communicates both orally and in writing with parents and carers, formally and informally. Parents say they particularly like the close contact with the school before their children start in reception. The school carefully analyses their responses to questionnaires to which approximately 90% of families reply. Most feel the school listens to them and their views are taken into account. One example given of this was the school's provision for the higher attaining pupils since the current head took up her post. The 'open-door' policy means they have quick and easy access to the headteacher and teachers, which enhances two-way communication.
34. Written information for parents is also very good. The booklet given to parents before their children start school is found very useful. The school publishes as separate documents the school prospectus and the governors' annual report to parents, making available necessary information. The new 'jargon buster' is very helpful in ensuring understanding of terms used frequently in education. Regular weekly newsletters from the headteacher and occasional newsletters from the class teachers keep parents up-to-date with the latest news of the life of the school and outline ways in which they can support their children's learning. In the response to the pre-inspection questionnaire, some parents tended to disagree over the quality of the information regarding their children and the amount to which the school seeks their views. However, the evidence does not support these points of view.
35. Parents are pleased with the ways in which they are told of their children's progress. They appreciate the termly consultation evenings and they particularly like the annual reports, which describe their child's progress, both academically and personally and include an evaluation of the year by the child. Parents find the inclusion of targets and the teacher's summary of the way forward helpful in understanding what their child's next steps for learning are. More parents are becoming more knowledgeable about the curriculum. Curriculum events, such as the open afternoon in the autumn term and the numeracy workshop in January, help to widen families' understanding of the curriculum. All pupils have a home-school diary to give parents up-to-date knowledge of homework to be done, feedback on their children's progress and help on supporting their children more in their learning. The school greatly values the parental support given both at home and in school, which has a positive effect on pupils' achievement.
36. The church and local community take pride in its school and many people give support in various ways. A pool of parents and members of the community come into school giving their time and expertise freely to support and enrich the curriculum. For instance, Anglican clergy come into school every week and take assemblies; this makes a significant contribution to the pupils' spiritual and moral development. The school is used for a variety of community uses, such as football, keep fit, amateur dramatics and badminton and by groups like the choir and historical society. Knightlow School Association raises money to provide additional equipment

and facilities to enhance pupils' learning. The link with Coventry Cathedral is fruitful in many ways. For instance, it has contributed greatly to the pupils' understanding of war and reconciliation and it was the inspiration for Year 5's 'A recipe for a Cathedral'. The result of all this involvement is the fostering of very good links, not only with parents and prospective parents, but with the wider community.

37. The school's work with the other schools in the area, particularly in Rugby, is giving very good opportunities for the staff and pupils to take part in activities and experiences a school like Knightlow would find it difficult to offer on its own. For example, with two partner schools, one primary and one secondary, they are planning to share French and ICT teachers and facilities. Pupils will benefit from the opportunities for personal development and greater subject knowledge and expertise. The school makes a very effective contribution to the initial teacher training scheme and this also impacts favourably on the adult: child ratio. The school is pursuing all these links very well, thus enriching the curriculum and pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership is **very good**, as is management. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides a dynamic steer. Her leadership is very good and the school is managed very well.
- Governors work hard to make sure they support the school in the best possible way. Their systems need firming up to ensure there are no gaps.
- Subject leaders monitor standards, teaching and learning in their subjects. They are now ready to take greater responsibility for working on future developments in their subjects.
- The lack of a deputy headteacher creates a gap in the school's management. This means that everyone has to take on extra responsibilities to cover the school's work effectively, which they do willingly.
- The school is much better than it was at making good use of all the data about its performance. This is why standards, teaching and achievement are improving all round.

Commentary

38. The headteacher and her team are determined that every pupil will achieve the highest standard they are capable of reaching in all aspects of school life. They are well on the way to meeting this goal. The headteacher is clear about the way ahead, and the school team has the willingness and the ability to continue to improve. Much has been achieved in a relatively short time and improvement has been rapid. Standards, teaching and learning are monitored effectively, an improvement since the last inspection. Governors are fully aware that the lack of a deputy headteacher means that senior staff have more responsibilities. They are determined to overcome the financial hurdles that have prevented an appointment.
39. The school is managed very well. Very good systems are in place to monitor all aspects of the school's work. This is the result of the headteacher's leadership which has a very positive impact on this aspect of the school's work. Teachers are well trained and their targets are in place. The next stage is to include teaching assistants in this process. Individual targets are set for pupils, who work hard and successfully in order to achieve them. Pupils' progress is carefully checked at regular intervals so that any gaps can be identified and tackled straight away.
40. Pupils with special educational needs have good support from their teachers and teaching assistants and the school's systems work well in meeting the diverse needs of the group. Their achievement is good, like their classmates. One strength is the team approach to supporting these pupils, and the united effort of all staff and pupils has a positive impact on standards,

attitudes and behaviour at every level. Pupils who have special gifts and talents have additional support. They too achieve well, making good progress in developing their specialisms.

41. Governors soundly support the head and her team. They ask questions about the school's work, they monitor what is happening in school, and they feel they are doing their best for the school and the village community. However, their own systems lack rigour and these need tightening up if they are to improve their efficiency. Governors have all the information that tells them about the school's work, and they know where the strengths and weaknesses lie. This helps them to plan the way forward and to support the headteacher and staff in achieving their targets on the school improvement plan.

42. Finances are carefully monitored. Financial decisions, taken by former members of staff, have curtailed the funds available to assist in moving the school forward. Governors were not part of these decisions and they are overcoming them in a carefully structured way. Planned savings are targeted towards appointing a deputy headteacher and this will enable a redistribution of roles and responsibilities between members of the senior team. The governors have limited systems for checking out the success or otherwise of the money they spend and these need strengthening. Governors' main focus is to improve the quality of education provided at Knightlow School. With this aim in mind they do their best to ensure that pupils' personal and social development, alongside high achievement, remain their highest priority. The issues raised in the recent financial audit have been tackled. The school gives good value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 490408.75 |
| Total expenditure | 500237.55 |
| Expenditure per pupil | 2440.18 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 19543 |
| Balance carried forward to the next | 6382 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good and is one of the school's strengths. The children enter reception in the September before they are five, and at the time of the inspection there were 18 children on roll. The reception class is in the former First School separated from the main school. There is a fenced play area with large play equipment.

Main strengths and weaknesses

- Teaching is very good and children achieve very well as a result.
- Induction arrangements are very good and children settle quickly.
- The use of visits and visitors enhance the curriculum well.
- Very good leadership and management ensure children receive a very good start to their education.

Commentary

43. Admission arrangements are very effective and ensure children settle easily. Parents are very pleased with how well their children have settled and have been happy to be involved with their learning in the classroom. The teacher uses their regular assessments within lessons to plan the next activities. This ensures that the work is very well matched to the needs of individual children, so providing the right amount of challenge.
44. The new subject leader started in September. She has worked very hard and has made an incredible difference. She has effectively planned a very interesting and imaginative curriculum, which makes children keen to learn. Teaching is very good and children achieve very well as a result. This is an improvement on the previous inspection.
45. The classroom celebrates all areas of learning. It is bright, welcoming, stimulating and spacious. It is used very well to support learning. The staff make the best possible use of the existing environment. Plans exist to accommodate the reception class in the main building.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because of the very good teaching and high expectations of the staff.
- Relationships are very good with adults and other children.
- Behaviour is very good at all times.
- Every opportunity is taken to promote children's confidence and independence.

Commentary

46. Teaching is very good and as a result children make very good progress and achieve well in their social development. Most children are on course to exceed their early learning goals by the end of the reception year. This reflects the emphasis placed on developing the whole child. The class teacher has established secure routines so that children feel safe and confident. Staff have very high expectations of children's behaviour. They use every opportunity to praise children's independence and reward them. The consistent very good role models set by the adults ensure that children know clearly what is expected of them. When Oscar the parrot came into their classroom the children showed real interest and understood what it liked and disliked.

Children also showed sheer delight when the chicken came out of its box. Assessment and record keeping for this area of learning are very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- The teacher and learning support assistant take every opportunity to develop children's language skills.
- Children enjoy handling books and make good progress starting to read.

Commentary

47. Most children are on course to exceed the expectations in this area of learning. Children are achieving very well as a result of the many opportunities they are given to talk and listen. Staff take every opportunity during all activities to develop the children's vocabulary through probing questioning. For example, when the children were helping the teacher to list what Oscar the parrot liked doing they were encouraged to answer in sentences such as: 'He likes to fly around.' 'He is noisy.' Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the story of *The Pet Shop* children eagerly took a turn to sit in the 'hot' seat and re-tell the story. Most children can write their first name and are making very good progress with their writing, with very good progression evident from copywriting to writing and illustrating the sequence of the story.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Every opportunity is taken to promote children's mathematical development.
- Achievement is very good because teaching and learning are focussed on developing children's skills through a practical curriculum. As a result children achieve very well.

Commentary

48. Most children enter reception with the levels expected for their age. This area is very well taught, with a focus on first hand practical activities. Most children will exceed their early learning goals by the end of the reception year. They recognise numbers to 20 and beyond. The teacher takes every opportunity to reinforce their counting skills, both forwards and backwards. Children are encouraged to make comparisons, such as bigger and smaller. Lively displays in the classroom give children the opportunity to practise counting and compare the sizes of objects. Children's work shows that they can recognise and sort different shapes by size and colour. They have very good opportunities to use IT to support their learning. The higher attaining children are challenged very well through their practical work. The teacher's ability to engage and enthuse the children leads to a very good quality of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well because of very good teaching which is focussed on developing children's skills through a practical, imaginative curriculum.
- Very good use is made of visits in the local area and visitors.
- Children have a good understanding of the area in which they live.

Commentary

49. When the children enter reception they have good experiences to draw upon. Teaching and learning is very good and children achieve very well. Standards are good and most children are on course to exceed their early learning goals in this area of learning. There is a very good variety of appropriate activities planned to stimulate children's curiosity and enhance their understanding. For example, children have been learning about different animals and pets such as a pony, a parrot, and a former guide dog for the blind. When a visitor brought in a chicken, this developed very good observational skills. Children were given the opportunity to ask good quality questions and gain knowledge of feathers, beaks, food and where it lived. Computer skills are well taught on a daily basis and staff are very successful in building up children's confidence. As a result, they have very positive attitudes and display equally good skills. The children have learned the meaning of a prediction and know what a fair test is.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- There is access to a spacious hall for structured lessons and continuous access to an outside play area.

Commentary

50. Children's physical development exceeds expectations for their age in the activities observed. They use space well and are developing good co-ordination as they throw, catch and kick balls. They are also well co-ordinated as they use large and small apparatus. Their skills in climbing over, under and through large apparatus are good. Children also know how to use crayons and pencils carefully and accurately. Children achieve very well because activities are very well planned and full use is made of existing resources.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because they are taught very well and experience a wide range of creative activities.

Commentary

51. Children's creative development exceeds expectations for their age in those activities observed. Planning shows that imaginative role-play occurs on a regular basis. Children enjoy acting out the roles of vet and nurse in the veterinary surgery. They sing enthusiastically and tunefully, and enjoy the opportunities for this, such as in assemblies and music sessions. They were successful in their performance of their self composed version of a song entitled 'Oscar, Oscar is a little parrot.' The very good teaching by the class teacher and learning assistant gives children good chances to express themselves. They achieve well when creating brightly coloured batik designs. Good quality collages of rabbits, ponies, dogs and cats are prominently displayed in the corridor. Bright quality drawings of pets help to create a bright and purposeful environment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and FRENCH

Provision in English is **good**. Since the last inspection the overall quality of teaching has improved, and standards in reading have risen in the junior school.

Main strengths and weaknesses

- Attainment in reading is very good and pupils achieve well.
- Pupils' very good speaking skills support their learning in English and in other subjects.
- Some higher-attaining pupils are not achieving well enough in writing.
- There are good links with English and learning across other subjects.
- Pupils think there are not enough reading books, especially for 'free-choice' readers.
- The provision for French is good.

Commentary

52. Present inspection findings show that standards in speaking and listening and reading are very good throughout the school. Standards in writing vary in the infants but are average overall. By Year 6, attainment in writing is good. Pupils have a good grasp of spelling and the basic skills in all classes.
53. The school is a welcoming and inclusive community. Pupils with statements for their special needs make good progress with their learning, because of carefully targeted work and access to adult support in lessons. Boys and girls co-operate in a mature way, and in lessons attain broadly similar levels in reading and writing. In Years 1 and 2, higher-attaining writers could be challenged more, although this is starting to happen in some extended writing lessons.
54. Standards in speaking and listening are very good and support learning in English and in other subjects. For instance, enabling pupils to explore stories and to read with greater depth of meaning. Pupils use standard English well in their spoken and written work and are confident to speak and create imaginatively in drama lessons. They explain clearly and use a wider range of vocabulary than is usually found. For instance, in Year 2, words such as *permission*, *stalking*, and *disastrous* are typical in their stories. Listening skills are very good and in discussions pupils listen to and value what others have to say. This is evident in a Year 3 lesson, when pupils pose and respond to precise instructions, in order to follow a route on a map.
55. Standards in reading are well above average in all year groups and this is reflected in the pupils' good achievement in lessons and results in the national tests in reading. Pupils read for pleasure, buy books for themselves and by Year 6, read in a mature way with deeper understanding. In Years 1 and 2 progress in reading is very good and pupils read in a fluent and expressive way. Pupils are encouraged to read and they have time to do so in lessons. Older pupils enjoy exploring books and hearing what others have to say in guided reading time.
56. A whole school focus on writing is helping to improve standards. In infant classes achievement in spelling and the basic skills is good. However, the pace and length of independent writing, particularly by higher-attaining pupils, could be better in these classes. In junior classes, pupils achieve well. This is because writing is purposeful and builds onto and strengthens pupils' knowledge and skills in English and in other subjects. Further opportunities to work independently, make choices from different sorts of writing, and draft and read through written work will help pupils to attain higher standards. The following writing from Year 5 shows just how high achievement can be. Recipe for a Cathedral '*Take a pound of scrap metal and melt slowly, stir in a pinch of saddened hearts, next pour half the blood and two pinches of ashes...chop a horror of faces and add to this mixture*'.

57. In the infants, teaching is sound overall, with some strengths. In the juniors it is good overall and on occasions very good. Teachers plan good links with English and learning in other subjects and this is supporting good achievement. For instance in Year 4, links between art and poetry develop through exploring the Willow Pattern story. Work is planned at different levels in independent group time and is well matched to pupils' individual needs. In very good lessons, the expertise and enthusiasm of teachers is evident in innovative ideas, such as using music and drama to create story settings. Work is regularly marked, and provides guidance for improvement. Older pupils understand their own individual learning targets and expect to achieve well.
58. The subject leader has the commitment and expertise to take the subject forward. She manages the subject well. In-service training has improved teachers' expertise in English within the school and has provided a clear focus for improving standards. Teaching and learning are monitored and evaluated effectively. The refurbishment of the library is imminent. When complete, this will improve the library as a learning resource.

Language and literacy across the curriculum

Pupils' well above average standards in reading enable them to access the full curriculum and promotes their learning very well. Writing is fluent and well presented and pupils are adept at using their skills to support work in other subjects. Across the school pupils are encouraged to talk and to express themselves coherently. They explain their ideas very well, reflecting on their own comments as well as those of other adults and their classmates.

FRENCH

French is part of the school's regular curriculum, with pupils in Years 5 and 6 having one session each week with a specialist teacher. Pupils respond well to the brisk teaching. They have a good understanding of common vocabulary and speech patterns, and their pronunciation is good. Their teacher has high expectations of what can be achieved and she does not accept second best. Pupils rise to the challenges set for them with alacrity and enthusiasm. The residential visit to France gives pupils the opportunity to practise their spoken French as well as adding an extra dimension to the school's curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection and are well above average by the end of school.
- Pupils achieve well because of the good teaching and learning.
- There is a strong focus placed on developing pupils' numeracy skills.
- The monitoring of teaching and learning is being developed effectively.

Commentary

59. Standards in mathematics in Year 2 are above average. They are well above average by the end of Year 6. There are no differences in the standards reached by boys and girls. In the most recent national tests, pupils achieved above average standards in Year 2 and well above average standards in Year 6, compared to similar schools. Pupils with special educational needs are well supported by teachers and learning assistants. They achieve as well as their classmates. The higher ability pupils are being suitably challenged in Years 2 to 6. Work is matched well to their ability.

60. Since the last inspection the school has worked hard to raise standards in mathematics, especially in the junior phase. The proportion of pupils achieving the expected levels has steadily risen as the quality of teaching has improved. By Year 6 pupils make good use of computers to present data to solve problems.
61. The strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability. Pupils in Year 2 have a good understanding of two and three-dimensional shapes. Work in Year 6 pupils' books show many neatly presented examples of the understanding of other mathematical concepts and their use to solve practical everyday problems.
62. In most lessons seen teaching was good and in one Year 6 lesson it was very good. An unsatisfactory lesson was seen in Year 1.
63. Strengths include:
- Carefully planned lessons with clear learning objectives, which have a positive impact on pupils' learning and standards.
 - Teaching which captures pupils' interests and enthusiasm.
 - Good emphasis on the appropriate use of mathematical vocabulary.
 - Making sure that pupils fully understand how work builds on previous learning.
 - Learning support assistants are well informed and provide very good support.
 - Questioning is well used to check pupils' understanding and advance their thinking.
64. Where teaching is less successful the opportunity to check understanding and reinforce learning points was not fully exploited. Time constraints meant that the planning session was rushed and pupils lost concentration.
65. The quality of planning is good in the infant phase and very good in the junior phase. This has been recently improved and helps to ensure full coverage of the scheme of work. It also provides a useful basis for assessment. The quality of marking is good and often indicates to pupils how they can improve. The subject leader provides very clear educational direction for the subject. She has identified the need to have a more regular pattern of monitoring in order to identify and share good practice. Resources have been improved significantly and they successfully support pupils' learning across the school.

Mathematics across the curriculum

Pupils often use mathematics as part of their work in other subjects and develop an appreciation of practical uses of these skills. For example, they use graphs and tables to record data in geography and to record the most effective material for blocking out 'sound' in science. Teachers are planning systematically to use ICT and mathematics across the curriculum to support pupils' learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6 and above average at the end of Year 2.
- Pupils' achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2.
- In Years 1 and 2, pupils need to spend more time working practically on their investigations.
- In Years 3 to 6, pupils have good systems for organising their work, planning their investigations and recording their findings. Older pupils have a very good understanding about how to set up a 'fair test'.
- Teaching and learning are good in Years 3 to 6 and satisfactory in Years 1 and 2.
- The subject is led very well, with a clear view of what needs to be done to improve.

Commentary

66. There have been good improvements since the last inspection. Standards, teaching and learning are all stronger than they were. In the most recent national tests for the Year 6 pupils standards were above average. This year's group are doing very well and their standards are well above average. In the assessments for the Year 2 pupils, standards were very high but not enough pupils were reaching Level 3 – the higher level. The next stage in moving the subject forward is to boost standards for the higher attaining pupils in Years 1 and 2. There are no significant differences in the achievement of boys and girls. Pupils who have special educational needs are well catered for. They have good support and they achieve well in every class.
67. Teachers know their pupils well, and they make accurate assessments of how well pupils are doing. This helps to guide their planning so that tasks are pitched at the right level. This holds good in the juniors, but needs sharpening up in the infants to make sure that all pupils are challenged in lessons. Pupils are well motivated. They really enjoy science and are keen to learn. Teaching is good in the juniors and satisfactory in the infants.
68. Year 6 pupils are particularly well motivated. In their lesson investigating the factors that affect the speed at which solids dissolve, they worked in pairs, efficiently and speedily. The challenge was to work out the most effective ways to set up their fair test, as well as deciding the best way to record their findings. Good input from their teacher enabled the lower attaining pupils to decide how much salt they needed, whilst making sure that they had the same amount of other substances. Higher attainers worked this out straight away, speedily moving on to decide how they could measure the effectiveness of stirring, using warm water, heating or cooling. Their teacher probed and extended their thinking by using specific questions, which also enabled her to identify pupils' own understanding of 'fair testing'. Pupils of all capabilities made good gains in their learning, and their achievement was good.
69. The subject leader knows the subject well. She has a good grasp of how effective the teaching is in boosting standards and achievement all round. Her input has a positive impact on pupils' achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

Main strengths and weaknesses

- The subject leader has a very clear understanding of the strengths and weaknesses in the subject. She is successfully driving forward improvements.
- Pupils' skills are tracked and charted well. The next stage is to achieve greater consistency in the pupils' experiences.
- Standards are average overall, as is achievement, but junior pupils are more capable and competent users of ICT.
- Pupils do not make enough use of the Internet to research topics or to e-mail friends in other schools.

Commentary

70. Standards remain at the same level as they were at the last inspection. Plans are in hand for a new building to improve the facilities for ICT. Present facilities are adequate to meet the requirements of the curriculum.
71. Younger pupils, in the infants, enjoy using the computer. With help from their teacher they can program a toy to move in a particular direction. Most of them can access their programs and use their word processing skills to write their stories, or to write a description of their work.

Teaching assistants work effectively with groups of pupils, giving them extra support, which guides their learning forward at a good pace, as well as developing pupils' ICT skills successfully.

72. Year 4 pupils are competent and capable users of ICT. In this class they worked with their teaching assistant making pictures out of patterns. Pupils quickly accessed their program, choosing specific colours with great care, and using the Brush tool to enhance their work. The teaching assistant gave good support to individuals and this honed their skills successfully, as when choosing the best tools to create the shape of a cactus using big green dots. Work was saved and printed, with pupils demonstrating intense concentration and enthusiasm as they became involved in their task.
73. One of the school's strengths in this area is the way it identifies pupils who are gifted and talented when using ICT. Extra help from the local secondary school means that these pupils are well challenged by their tasks. To boost standards, and improve the overall provision for ICT, the next stage is for staff training to develop teachers' skills across the board.
74. The subject leader has a positive impact on moving the subject forward. The staff, and their leader, have the ability and the motivation to continue to improve rapidly.

Information and communication technology across the curriculum

ICT is used to support learning satisfactorily, but more could be achieved if all teachers planned specifically how they intend to use ICT to promote learning in the other subjects. Not enough use is made of the Internet, and this holds back pupils' achievement.

HUMANITIES

75. Religious education was not inspected, as this is a church school.
76. In humanities, work was sampled in **history** and **geography** and discussions were held with pupils. No lessons were seen in either subject. There is every indication from the pupils' work, that standards are broadly average in Years 1 and 2 and have been maintained since the previous inspection. By Year 6 standards are currently above average in history and geography, which is an improvement.
77. In both subjects it is clear that a very good, well-planned curriculum plays an important part in making the work interesting and relevant. In geography for example, Year 6 pupils have a good understanding about the features of a river from source to mouth. Good links are made in history with art and design, with good quality masks accompanying a display on the Ancient Greeks. From discussions with pupils in Year 5, many of them obviously enjoy history. They spoke enthusiastically about their topic on the 'Victorians' and were proud of the good quality written work and display they had produced.
78. Subject leaders monitor teachers' planning and the work of pupils. However they have had few opportunities to monitor the quality of teaching and learning. This limits the information they have about their subjects when they are planning the way forward.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Inspectors sampled pupils' work in art and design, design and technology, music and physical education. Very few lessons were observed. Inspectors spoke to pupils and staff and examined their work.
80. Pupils suggest that art and design is one of their favourite subjects, and this is evident in their lively, creative work. Displays around the school reflect a wide range of experiences and experimentation. In infant classes, pupils explore colour, mix paint and blend pastels. They

achieve well in three-dimensional work, when they create paper sculptures of birds of prey. Throughout the school, links with art and design and other subjects provide good learning experiences. In the juniors, masks derived from the study of Greek theatre, and designs reflecting the Willow Pattern story, show growing attention to accuracy and detail. Teachers make good use of the work of famous artists, such as Mondrian and Kandinsky, to stimulate interest in style and techniques. The benefit of Arts Week is evident in the quality of work produced.

81. In all year groups, pupils have good experiences in design and technology. However, written recording, related to planning and evaluation of the finished product, is patchy. Over time, pupils achieve soundly in developing their skills and understanding. Younger pupils create flying owl and dragon mobiles and experiment with split-pins to join different materials and create movement. Older pupils link their work in food technology to healthy eating, and plan, prepare and evaluate their own school menu. However, there is less evidence of work at a higher level, involving detailed step-by-step plans, modelling and evaluation.
82. Pupils have a range of quality experiences in physical education (PE). Specialist training helps pupils to hone their skills in every aspect of PE, and a good range of clubs and activities are enjoyed and well attended.
83. In each of these subjects the role of the subject leader is developing. It is further advanced in some subjects than others. Subject leaders have attended training so that their leadership skills are improved. Thus far, a sound start has been made to monitor teaching, learning and standards. Assessment arrangements are also being modified to improve their overall efficacy.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Standards in singing are good and lessons are well planned.
- Teaching is good.
- Music makes a good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

84. Music is carefully planned for within the curriculum. In lessons and in assemblies pupils sing tunefully and with real expression. Pupils are encouraged to sing with feeling and expression. For example, in a reception and Years 1 and 2 music lesson, pupils sang *Rosie* and *The Five Little Monkeys* expressively and energetically. Boys and girls fully participate in music making activities and achieve well.
85. The quality of teaching is good overall. Lessons are planned so that pupils' musical skills are developed well. Pupils in Years 3, 4, 5 and 6 achieve well in singing due to good quality teaching. In an effective lesson they demonstrated a good sense of rhythm and expression in their performance of *Down in the Jungle*. They achieve well due to clear explanation from the teacher. There is very good quality teaching for pupils in music lessons taught by visiting specialists, where their individual progress is built on effectively. There are valuable opportunities provided for pupils to play a wide range of instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There are many planned opportunities for the development of pupils' personal and social education.
- The school is participating in the 'Healthy School's' project, and this helps pupils to become more aware of a healthy lifestyle and how best to take care of their body.

Commentary

86. The school is making a determined effort to develop this aspect of its work and it is successful. Policies are in place, and the headteacher's firm steer has extended the opportunities for pupils to move forward. The School Council is a successful vehicle through which all pupils have their ideas and suggestions listened to and considered by their peers. This gives them an additional insight into democratic principles, as well as extending their personal and social development very well. Pupils learn how to take care of themselves and how to lead healthy lives. They have positive attitudes to school life generally and learning in particular. This is one of the main reasons that standards are high and pupils achieve well. The school is racially harmonious and pupils and their families are respected and valued.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Grade

Inspection judgement

| | |
|--|----------|
| 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 |

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|-----------------------------------|----------|
| Overall standards achieved | 2 |
| Pupils' achievement | 3 |

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|---|----------|
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |

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| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 2 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |

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| The leadership and management of the school | 2 |
| The governance of the school | 4 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| 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).