

INSPECTION REPORT

LEIGH C OF E PRIMARY SCHOOL

Tile Hill, Coventry

LEA area: Coventry

Unique reference number: 103705

Headteacher: Mr K McHale

Lead inspector: Joan Walker

Dates of inspection: 24th – 27th November 2003

Inspection number: 256724

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; | 190 |
| School address: | Plants Hill Crescent Tile Hill Coventry West Midlands |
| Postcode: | CV4 9RQ |
| Telephone number: | 024 7646 4475 |
| Fax number: | 024 7646 8878 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Rev. Dr Richard Cooke |
| Date of previous inspection: | 21 / 6 / 1999 |

CHARACTERISTICS OF THE SCHOOL

Leigh Church of England Primary School is of average size and takes boys and girls between the ages of four and 11 years. It has 190 pupils organised into seven classes. It is situated in Tile Hill on the outskirts of the city of Coventry, and the pupils live not only in the local area, but also come from much further afield. The school now serves families from a wide range of social circumstances, so the need to change and adapt has been significant. The percentage of pupils whose mother tongue is not English is low in comparison with the national average, and an average proportion of pupils are known to be eligible for free school meals. Overall, children's attainment is at the expected level when children start school. There is a wide range of ability within each age group and this varies from year to year. Fifty-six pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, and four have statements to outline particularly challenging needs. The number of pupils who join and leave the school at various times throughout the year is broadly average with that normally found.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 25461 | Joan Walker | Lead inspector | Mathematics Science Art and design Design and technology |
| 1329 | Kevern Oliver | Lay inspector | |
| 22434 | Sandra Bradshaw | Team inspector | Foundation stage ¹ Special educational needs English as an additional language History Geography Physical education |
| 29424 | Vivienne Stone | Team inspector | English Information and communication technology Music |

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¹ The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 17 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 26 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory quality of education**, although standards in English, mathematics and science are not high enough by the end of Year 2. More able pupils are frequently insufficiently challenged as a result of weaknesses in assessment and teachers' planning. The leadership and management of the school are **satisfactory** overall. The school provides **satisfactory value for the money** it receives.

The school's main strengths and weaknesses are:

- Standards and achievement in English, mathematics and science by the end of Year 2 are not high enough.
- Insufficient rigour and frequency with which the senior management team check the quality of teaching and learning in order to raise standards.
- The school takes good care of its pupils and links with parents are very good.
- Provision for pupils' development in social, moral, spiritual and culture development is good.
- Insufficient time is allocated to the teaching of many of the national curriculum subjects.
- Pupils' attitudes, behaviour and relationship with other pupils and staff are good.
- Provision for personal, social and health education and citizenship is good.
- Attendance is unsatisfactory because too many pupils take time off school in term time.

Changes in effectiveness since the last inspection

The school has made **satisfactory** improvement since the last inspection.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall. Achievement for children in the reception class is **satisfactory** in all the learning goals² that children are expected to reach by the end of reception year. Standards in English, mathematics and science are **average** at the end of Year 6 and **below average** by the end of Year 2. They **meet expectations** in all other subjects at the end of Years 2 and 6 except in information and communication technology at the end of Year 2 where there was insufficient evidence to make a judgement. Pupils with special educational needs achieve **satisfactorily** throughout the school. There are no significant differences in the achievements of any group of pupils at the school except some more able pupils do not make the progress they should. The results of national tests in 2003 for pupils aged 11 years show significant improvement in English and

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

mathematics and good improvement in science on previous years. However, science is below average in comparison with similar schools.

Pupils' personal development is **good**. Provision for pupils' social, moral, spiritual and cultural development is **good**. Pupils have **good** attitudes to learning and **behave well**. Attendance is **unsatisfactory** but punctuality is **good**.

QUALITY OF EDUCATION

The quality of education is **satisfactory overall**. Teaching and learning are **satisfactory overall**, with a few good lessons observed, especially in Years 4, 5 and 6. It is better in mathematics than in other subjects overall. In good lessons, teaching is interesting and ensures pupils make good progress. Teachers' planning, too frequently, shows little evidence of carefully planned tasks to cater for the different levels of ability, especially the more able.

The teaching of pupils with special educational needs is satisfactory. Younger pupils benefit from the support of teaching assistants but generally there is insufficient additional support for many pupils with special educational needs, which slows their rate of learning.

The **curriculum is unsatisfactory overall** because insufficient time is allocated to many subjects, for example, the time allowed for history and geography in Years 3 and 6 is particularly low and teachers struggle to cover the content of the subject. The education provided by the school is generally fully inclusive but does not always meet the needs of the more able pupils. Child protection procedures are **effective** and pupils are **well cared** for. The school is **good** at taking pupils' views and ideas into consideration. The school has **very good links** with the parents and **satisfactory** links with the community.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory. The headteacher has established a culture of support and care which reflects the Christian foundation of the school. However, the absence of a deputy headteacher has increased the responsibilities of the headteacher and as a result planned improvements to teaching, learning and the curriculum have not been implemented. The governors have a good understanding of what is going on in the school and are pro-active in promoting its aims and values. They are clear that continuing to raise pupil attainment is a priority.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive about the school. They feel very much part of the school and value the sense of community that has been built there. When they are able to attend, they enjoy the 'open house' time, which is held regularly after school.

The vast majority of pupils enjoy coming to school and are proud of it. They feel very much part of decisions made in the school through the school council, which all members take very seriously. A small minority of pupils thought they were not always trusted to do things on their own.

IMPROVEMENTS NEEDED

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

- Raise standards and achievement in English, mathematics and science by the end of Year 2.
- Review the allocation of teaching time given to many subjects.

- Ensure sufficient rigour and frequency is given by the senior management team to check the quality of teaching and learning in order to raise standards.
- Continue to take all steps possible to improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Overall, standards and achievement meet national expectations.

Main strengths and weaknesses

- Results in the 2003 national tests for pupils aged 11 have considerably improved in English, mathematics and science. However, science is below average in comparison with similar schools.
- Currently, standards in English, mathematics and science are below average by the end of Year 2.
- Results in the 2003 national tests for pupils aged seven in reading and writing were well below average and in mathematics very low.
- Results in the 2003 national tests when compared with similar schools, remain well below average in reading and writing and poor in mathematics for pupils aged seven. Results for pupils aged 11 are well above average in English and mathematics when compared with similar schools.
- Pupils' achievement in English, mathematics and science at the end of Year 6 is good.

Commentary

1. The school's Year 2 national test results over the period 2001-2003 have generally been well below the national average in reading, writing and mathematics. However, in 2001 in mathematics, results were above the national average but dipped again in 2003 to very low in comparison with the national average. Results in 2003 show, when compared with the national average and similar schools, results in reading and writing were well below average and very low in mathematics. However, in the class that took the 2003 tests, 40 per cent of pupils were recorded as having special educational needs.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 13.5 (14.8) | 15.7(15.8) |
| Writing | 11.6 (12.2) | 14.6(14.4) |
| Mathematics | 13.3 (15.3) | 16.3(16.5) |

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. Currently, standards in English, mathematics and science are below the national average for pupils aged seven and they are not making the progress they should. The more able pupils are not challenged enough and this impedes their achievement. The work they are set is often not demanding enough and the below average standards gained reflect this situation. The school carefully analyses its results and has much information about the relative performance of different groups of pupils. However, it has not used this information well enough to raise standards for these pupils.
3. The school's Year 6 national test results over the period 2000-2002 have been variable and at no time met the national average in English, mathematics or science. For all three subjects in 2002 results were well below the national average and in comparison with similar school results were below average in English and well below in mathematics and science. However, results have shown a considerable improvement in all subjects in the 2003 results and especially so in comparison with similar schools for English and mathematics. The school has placed a significant focus on raising standards in all three subjects and has introduced several new initiatives, which have been very successful in raising standards and pupils' achievement.

The results of national and school tests have been very carefully analysed and used well to inform teachers' planning. Currently, by the end of Year 6 pupils' achievement in all three subjects is good compared with their prior attainment.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.4(25.2) | 26.8(27.0) |
| Mathematics | 27.8(24.2) | 26.8(26.7) |
| Science | 28.2(26.3) | 28.6(28.3) |

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

4. Standards **meet expectations** in all other subjects at the end of Year 2 and 6 except in information and communication technology at the end of Year 2 where there was insufficient evidence to make a judgement.
5. In the previous report standards were above the national average in mathematics for pupils aged seven and 11 years. They are now below average for pupils aged seven but meet the national average for pupils aged 11 years. Standards have declined in English and science for pupils aged seven. In all other subjects standards and achievement are generally the same as in the previous report, except for information and communication technology where there was insufficient evidence to make a judgement on standards and achievement for pupils aged seven.
6. Pupils with special educational needs regularly meet their targets because of the sound planning and support they receive during lessons. They receive appropriate feedback about their learning. Throughout the school there is no bias in respect of pupils' gender, ethnicity, disability, social background or capacity to learn. Pupils have equal access to the curriculum.
7. Pupils are given good opportunities to use speaking and listening in other subjects. Opportunities for using reading and writing are insufficient because links between subjects have not been made.
8. The use of numeracy across the curriculum is **satisfactory**. There are examples of these skills being used in science and design and technology. However, from the scrutiny of past and present work there are indications that limited use has been made of ICT to promote skills in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' **attitudes, values and personal development** are **good**. Their **spiritual, moral social and cultural development** is **good**. The school has concentrated on creating a climate where the social and moral development is flourishing and where pupils have the opportunity to explore values and beliefs and the way they impact on people's lives. **Attendance** is **unsatisfactory** and **punctuality** is **good**.

Main strengths and weaknesses

- The school's behaviour system works well and ensures that the majority of pupils have good attitudes.
- The behaviour of a minority of pupils does not match the good standards of behaviour of most pupils.

- Provision for spirituality has improved through ‘Circle Time’³ and the curriculum.
- Children in the foundation stage achieve well in their personal, social and emotional development.
- The school council enables pupils to begin taking responsibility and make decisions.
- The school’s very good arrangements for ensuring that pupils attend school and arrive on time every day.
- The negative impact which in-term holidays are having on the school’s overall attendance figures.
- The failure of a small number of parents to ensure that their children come to school.
- Pupils’ good punctuality.

Exclusions and ethnic background of pupils

| 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 | 186 | 5 | 0 |

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

Commentary

9. Pupils value their school and develop good personal qualities. Pupils in Year 6 say they are proud of their school because it is an attractive, welcoming and happy place. In lessons most pupils listen carefully to others, work well in two’s and three’s and share resources appropriately. Most pupils are keen to be awarded ‘Lennies’ (a token) for good effort and behaviour. When pupils are interested in their work and when teachers expect high standards, pupils behave well and relationships between pupils and between pupils and staff are good and pupils make better progress. However, there is a small minority of pupils who can disturb others whilst they work and display behaviour that does not match the good standards of behaviour seen throughout the school. The school provides sensitive support for pupils who have special educational needs so that these pupils learn how to integrate effectively with their peers. The school’s aims and values systems ensure that pupils with special educational needs are respected and supported by the whole school community and as a result they are able to feel secure in their development.
10. Improved provision for the development of spirituality is evident since the last inspection, particularly in ‘Circle Time’, religious education and during collective worship. Pupils in Year 1 were given good opportunities to reflect and discuss their views on what makes a good present. They used ‘thinking masks’ appropriately to express their thoughts. During collective worship the local priest created a particularly calm atmosphere for pupils to contemplate the advent of Christmas. Pupils develop their understanding of other cultures and beliefs mainly through religious education lessons. However, the school does not enhance pupils’ understanding of other beliefs by using local resources sufficiently. Cultural education is enriched through experiences such as those provided during a recent ‘arts week’ when pupils had the opportunity to play African drums and find out about countries such as Sierra Leone.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils’ views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

11. Young children make good progress in their personal, social and emotional development. Significant attention is paid to establishing routines so that children can understand what is expected behaviour in school. Children establish good relationships with the adults who work with them in this secure environment.
12. The school council, which is an elected group, is confident that it has had a hand in decision-making and is proud of its efforts in improving the provision of equipment used during playtimes. Many pupils attend the range of clubs provided out of school and pupils participate in residential and educational excursions. Older pupils take on the role of ‘buddies’ and support pupils who are feeling lonely or unhappy.
13. The school has good systems for encouraging pupils to come to school every day but overall attendance levels are unsatisfactory. Some absences are due to a small number of parents who do not ensure that their children attend school and others, understandably, are due to illness. A significant proportion however, sufficient to make the difference between satisfactory and unsatisfactory overall, are due to absences for in-term holidays. Pupils arrive in good time for the start of the school day. Lessons start and finish on time.
14. The results of the parents’ questionnaires show a large majority feel that behaviour in the school is good and the inspectors support their view. In the review of pupils’ questionnaires they recorded that other pupils did not always behave well.

| Authorised absence | |
|--------------------|------|
| School data | 6.5% |
| National data | 5.8% |

| Unauthorised absence | |
|----------------------|------|
| School data | 0.3% |
| 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

Teaching and learning

Overall, the quality of teaching and learning is **satisfactory**. There are numerous strengths in teaching that enable pupils to learn well in lessons.

Main strengths and weaknesses

- Teachers’ and teaching assistants have high expectations of behaviour and this nurtures pupils’ good attitudes and capacity to work.
- Assessment information is not always used well to match work to individual abilities in group work.
- Too often teachers’ expectation of what pupils can achieve are too low, especially for the more able.
- A few good lessons were observed in Years 1, 4, 5 and 6.

Commentary

15. Teachers and teaching assistants manage the pupils well in lessons and their expectations of behaviour are high. A few pupils show very challenging behaviour but teachers and support staff cope with these pupils well. They are kind but firm when supporting these pupils. All staff have established a positive rapport with the pupils and this results in a good atmosphere for

learning across the school. Most pupils respond positively to this and, as a result, behaviour in lessons is good overall.

16. A few teachers use assessment information well to plan suitable group work and this was more evident in classes for older pupils. However, in some classes, assessment information about what pupils already know and understand is not used well enough to plan suitably matched work. Too frequently pupils are set work they find easy and have already learnt. Throughout the school, too frequently teachers' expectations of what pupils can achieve in lessons are not high enough and restrict pupils' achievement. The learning objectives are often too easy and lack challenge, especially for the more able pupils. In some lessons expectations are high. For example, in a Year 6 lesson in mathematics, the teacher gave timed targets to each ability group during the mental and whole class session. The pupils were kept 'on their toes' for the whole lesson and the pupils learnt well.
17. Good teaching was observed in most classes. In these lessons, teaching stimulates, enthuses and encourages pupils to have positive attitudes, concentrate and work hard. Pupils will try anything because the teachers make it clear 'it's all right to make mistakes and that is one way in which we learn'. The overall teaching of literacy is satisfactory but is generally better in mathematics throughout the school.

Summary of teaching observed during the inspection in 29 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 0 | 10 | 19 | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

18. Teaching for children in the reception is satisfactory where children are consistently encouraged and given praise for their efforts. Teaching for pupils in Years 1 and 2 is satisfactory overall. Strengths in these lessons is the subject knowledge of the teachers, their insistence of good behaviour from all pupils and that all pupils are included in the activities presented. This is true of the lessons observed in Years 3, 4, 5 and 6. In less effective lessons, although satisfactory, planning showed little evidence of good different tasks to match pupils' ability, a lack of high expectations and challenge and teaching methods were less effective. During the inspection teachers took on board the development points from previous lessons and their teaching improved in many aspects in consequent observations.
19. The teaching of pupils with special educational needs is satisfactory. Younger pupils benefit from the support of teaching assistants but generally there is insufficient additional support for many pupils with special educational needs, which slows their rate of learning.
20. There are satisfactory procedures for monitoring the standards of teaching and learning, which seek to identify strengths and weaknesses. However, there is too little follow-up to ensure that weaknesses are eradicated so that standards rise throughout the school.

The curriculum

The curriculum is **unsatisfactory overall**. It is broad but lacks balance.

Main strengths and weaknesses

- The curriculum is not balanced, as many subjects are allocated too little time for pupils to make as much progress as they could.
- The provision for the personal and social development of pupils is good.

Commentary

21. The school has allocated a high proportion of time to the teaching of English in order to raise standards. Although this has been effective in raising the results of national tests at the end of Year 6 in 2003, it does not allow enough time for pupils to study all subjects in enough depth. The time allowed for history and geography in Years 3 to 6 is particularly low and teachers struggle to cover the content of the subject. This results in the use of too many published worksheets and reduces the opportunities provided for pupils to use and practise the skills they have developed in English and mathematics in other subjects. Achievement in other subjects is therefore not as high as that in English, mathematics and science by the end of Year 6. The school has not identified how and when links can be made between subjects in order to ensure that all subjects have adequate time whilst maintaining the school priority of raising standards in English and mathematics. The school recognises that this is an area for development.
22. The school places considerable emphasis on the development of pupils' personal and social development and is well reflected in the curriculum. As a result of the personal and social education provided for the pupils they relate well both to adults and to their classmates. Pupils like and trust their teachers and are confident to ask teachers for help when needed. Boys and girls of all ages and ethnic backgrounds work and play together. Older pupils are proud of being 'Buddies' and helping to care for younger pupils.
23. The provision for pupils with special educational needs is satisfactory. Individual education plans are regularly reviewed, having specifically targeted activities that will help pupils to achieve. The methods and support needed to meet targets is not always made clear. All pupils are provided with a broad curriculum and teachers plan to ensure that pupils are able to work at their own level in most lessons. The school policy meets the expectations of the code of practice.
24. There is a satisfactory range of activities arranged by the school to enrich the curriculum. Teachers make good use of the local area and visits are arranged which particularly support the pupils' learning in history. A residential visit is arranged early in Year 6, which is planned to encourage the personal and social education of the pupils and help to prepare them for the next stage of their education. Clubs are arranged for pupils, which meet both at lunchtimes and after school.
25. There are sufficient teachers with a range of experience and expertise but the number of teaching assistants is below that found normally. Whilst they make a sound contribution to supporting the learning of pupils with special educational needs there is not enough support to help in raising standards in Years 1 and 2.
26. Resources in the school have improved since the school was last inspected and are now at least satisfactory in all subjects. They are good in geography, history, physical education and design and technology. The accommodation is satisfactory overall. The classrooms are of a good size and the school has a spacious hall in which the whole school can meet comfortably. There is no separate room for the computer suite, which is located in a classroom. This reduces the access that pupils have to use computers as frequently as they otherwise could and also results in disruption for the pupils in this class. The school is mostly well cared for but areas of it are not as clean as they could be.

Care, guidance and support

Overall, the care that the school takes of pupils is good.

The school has **good** arrangements for pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The good arrangements for ensuring that pupils spend their days in a safe, secure and healthy environment.
- The very good arrangements for child protection.
- The variety of good ways in which the school gathers and responds to pupils' ideas and views and the good relationships between pupils and staff.
- The good procedures for bringing new pupils into school.

Commentary

27. The headteacher is in charge of the very good child protection arrangements. All members of staff have received training and the school is properly prepared to deal with any issues, which might arise. There are good links with the relevant local agencies. Health, safety and security arrangements are good. There are regular inspections of the whole site. A best practice, risk assessment system, which covers trips and in-school activities, is in place. Unusually and innovatively, pupils make valuable contributions to these procedures. First aid arrangements are good with two fully qualified first-aiders on the staff. Other members of staff have had basic safety training. Pupils are well supervised at break times, and at the beginning and end of the school day. Everything possible is done to ensure all pupils and staff work in a safe and hazard-free environment. The school is tidy but cleanliness could be improved.
28. Pupils, in their pre-inspection questionnaires and conversations with inspectors, confirmed that their views and ideas on how to get the best out of school and improve the school environment were 'taken on board' by the headteacher and staff. The overwhelming majority felt that there was always an adult who they could go to if they were upset or worried about anything. The recently established school council has a very high profile and is having a positive impact on class and school life. Its elected members take their role very seriously and they already have their own, in-school, website.
29. The school has established good relationships with outside agencies that provide support for pupils with special educational needs. The school has identified funds to provide an appropriate range of support.
30. The school's systems for welcoming new children and parents into school are good. The reception teacher visits all the 'feeder' nurseries and there is a programme of visits and activities in the term and summer holiday, which precedes the start of school. For the first few weeks, children attend on a part time basis to help them adjust to school life. Parents and pupils, of whatever age, who arrive during the school year, are given the 'welcome mat'. Tours and meetings with the headteacher and future class teacher are followed up by a 'buddy' system, which means an older pupil looks after a new child and helps them to 'learn the ropes'. The headteacher keeps a close, caring eye on the new children as they settle into school.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Its links with the community and other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The very good information that parents receive about their children's progress and achievements and what is going on in the school.
- The school's very good arrangements for dealing with parents concerns and seeking out their ideas and views about school.
- Parents' good support for all aspects of school life.

Commentary

31. Leigh's parents are very satisfied with the information, which they receive from the school. Their children's end of year reports are comprehensive, describing, not only what pupils know and can do, but also, what needs to be done next. There are attractive regular newsletters, a web-site and a good informative prospectus. Information about what pupils are learning is sent home. However, at the parents' meeting a few parents felt they would like information about what their children were learning in more detail in order that they could give better support to them.
32. Around 80 per cent of parents attend the termly formal meetings, which provide them with an opportunity for one-to-one conversations with teachers about their children's progress and targets. The school 'catches up' with parents who, for whatever reason, are unable to attend.
33. The school welcomes parents who, in turn, feel that the school really values their ideas, views and contributions. Twice per week, at the end of the school day, there is 'open house' for parents and carers, who wish to talk to any of the teachers, see what their children are doing, meet each other and just look around the school. The headteacher operates an 'open door' system and teachers are always approachable at the beginning and end of each school day. The school is always seeking new ways of keeping parents in touch and therefore was disappointed when this term's 'Keeping up with the Children' programme was cancelled because of lack of support.
34. Leigh's parents give good support to their school. They help out with trips and help their children with homework. A group of volunteers regularly come into school to help out and hear children read. Weekly parents' assemblies are well attended and the tea and coffee, which usually follows, provides a valuable opportunity to socialise and chat to the headteacher. Parents of pupils with special educational needs are fully involved in the review of individual education plans.
35. Leigh's Friends' Association is good. Its members not only organise social events such as the family trip to London but also raise large sums of money for the school. Recently, for example, through paying for the playground's new adventure trail, they have added a valuable new dimension to pupils' playtimes.
36. The school has close links with the church, with the vicar coming into school to take assemblies. There are sound links with other schools, for example, sporting links in one and language in another. Pupils have the opportunity to visit 'feeder' secondary schools. There also exchange visits with inner city schools, which helps pupils to understand more clearly about life in a multi-cultural society. Liaison with pre-school groups in the area before children join the school is effective.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory** overall.

Main strengths and weaknesses

- The headteacher has high aspirations for the school and has worked hard to establish a culture of support and care.
- The school stops short of taking effective action as the result of its self-evaluation and as a result standards by the end of Year 2 have not improved.
- Instability in the management team has reduced opportunities for improvements to the curriculum and teaching.
- The governors have a good understanding of the strengths and weaknesses of the school.
- There are good opportunities for the professional development of staff.

Commentary

37. The headteacher is committed to raising standards and the school development plan has this as its first priority. This is successfully reflected in Years 3 to 6. However, until recently, a few teachers have blamed external factors for the standards achieved by pupils and the headteacher has had to work hard to encourage all staff to look within the school for improvements. Targets for improvement by the end of Year 2 have not been rigorously identified and are not easily measurable. Test papers are analysed by the assessment co-ordinator and strategies are put in place as a result of this to address areas of weakness.
38. There are satisfactory procedures for monitoring the standards of teaching, which seek to identify strengths and weaknesses. However, there is too little follow-up to ensure that weaknesses are eradicated so that standards rise throughout the school. Performance management has contributed well to beginning to develop the roles of subject leaders but has been less successful in setting measurable objectives for pupil progress in each class. There has been little evaluation of how performance management is impacting on standards. Teachers have good opportunities for professional development, which is closely linked with the school development plan and their performance management objectives, but the impact of this training has not been evaluated.
39. The co-ordinator for special educational needs is well trained and committed to her personal professional development. It is clear that all teachers are alert to the criteria for identification of all areas in which specific support may be required. Teaching assistants receive training and have built up good experience over time. The governor with responsibility for special educational needs maintains both formal and informal contact and, with the co-ordinator ensures, that all governors are kept up to date with developments and the provision made for pupils with special educational needs.
40. The governors have a good understanding of what is going on in the school and are pro-active in promoting its aims and values. They are clear that continuing to raise pupil attainment is a priority. They understand the need to challenge managers in the school about decisions and standards that the pupils are achieving. The governors have recognised the potential problems associated with reducing pupil numbers and are actively introducing strategies to maintain the number on role. The governors are realistic, but very positive, about their roles in the challenges that lie ahead. The governors and leaders of the school are totally committed to inclusion and equality, and show a good level of concern for the needs of all pupils. Financial constraints have limited the number of teaching assistants, which has reduced the support available for less able pupils.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 581,559 |
| Total expenditure | 575,606 |
| Expenditure per pupil | 2,822 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 27,099 |
| Balance carried forward to the next | 5,953 |

41. The day-to-day financial administration in the school is sound, and the governors are always mindful of best value principles when making their spending decisions.
42. The school in recent years has not found recruitment of staff easy. Just before the start of this inspection, two members of staff were taken ill and replacing these teachers temporarily has proved to be very taxing.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the foundation stage is **satisfactory** and remains broadly similar to the previous inspection.

Main strengths and weaknesses

- The curriculum planning is thorough, which means that a wide range of activities are provided.
- Good use is made of the accommodation and ample resources to arrange stimulating and challenging activities for the children.
- The leadership is effective and involves both members of staff.
- There is no secure outside area designed for reception children.

Commentary

- 43 Teaching in the reception class is satisfactory overall, which ensures children's achievement is sound. The teacher's thorough planning provides children with a good balance between adult focused activities and activities chosen by the children. Planning involves both the teacher and the teaching assistant. The daily routines are well structured and ensure the children receive a good level of support and guidance from the adults. Clearly, children are very well cared for in a stimulating environment and the plentiful resources are used appropriately. The teaching assistant leads group activities effectively but is often underused during whole class activities. Children in the reception class have full use of the playground used by Year 1 and Year 2 during the day but there is no secure outside area with appropriate markings and fixed apparatus specifically designed for this age group. The outside area lacks the stimulation and imaginative planning that is evident in the classroom, and does not stimulate pupils' learning as well as it could. The majority of children have attended some form of pre-school provision. Attainment on entry to the school is in line with expectations for children of a similar age and inspection evidence indicates that by the end of the reception year most children will achieve the early learning goals in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and most will reach higher standards than expected by the end of the year.
- Well-established routines help children to learn about acceptable behaviour.
- The caring and stimulating atmosphere enable children to establish good relationships.

Commentary

44. A few children have underdeveloped social skills, and find it hard to conform to the high expectations set by staff. At this early stage in the reception class, the clear boundaries and the consistent role models set by the adults ensure that the children know what is expected of them and they quickly learn the correct way to behave. Children already know the routines well, settle down to the activities and behave sensibly. The majority of children are eager to attempt all the activities provided and show great interest in what they are doing. Most of them concentrate well for short periods of time and are eager to learn.

45. Children are constantly encouraged to feel confident and proud of their achievements. They are friendly and pleased to share their efforts with others. Most children have learned to consider others and put up their hand until it is their turn. When children do not conform they are dealt with firmly and fairly. Children are expected to clear up after themselves and most try to do this without much prompting. The children's personal and social development is well promoted by the teacher and teaching assistant who are kind and caring, infinitely patient and work well together.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are developing their understanding of letter sounds and their names well through regular opportunities to practice reading and writing them.
- There are good opportunities for children to communicate.
- More able children are not always provided with extra challenges to ensure that they achieve as well as they should.

Commentary

46. Children are given many opportunities to develop their knowledge of letter sounds and their names. They discuss pictures, play games and practice sounds. This contributes well to their reading skills, which are supported by a successful home-reading arrangement for sharing books. Many opportunities are provided for children to practice their handwriting skills. They can choose to 'write' at the writing table, decorate cards with writing patterns and make the shapes of letters using play-dough.
47. Staff take many opportunities to encourage children to communicate. For instance, at the beginning of the day children are invited to talk to the rest of the class about things that particularly interest them or describe where they have been. The role-play area is particularly stimulating and children chat readily to each other as they tell the story of the *Three Bears*. Most children have the confidence to speak to visitors and involve them in their activities. Work is carefully planned to cater for different levels of ability but those who are capable of more are not always challenged sufficiently and their progress slows.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a wide range of activities, which ensure the majority of children will achieve the goals that they are expected to reach by the end of the year.
- Adults use many opportunities to encourage children to count.

Commentary

48. Children are learning to count and already the majority of children can count to 10 and many are able to count beyond this. They are familiar with number games and rhymes and as part of a group use their fingers to add on one to a given number. Teachers challenge children in their

use of language. For example, when children made snakes they were able to compare different lengths by using 'longer than' and 'shorter than' correctly. Children enjoy a range of activities to find out about measurement. They build towers of bricks, measure objects in the classroom with different lengths of wool and use construction materials to make beds of differing lengths for the three bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good opportunities are provided for children to express their feelings.
- A range of interesting activities are planned to promote learning in this area.
- Children have too few opportunities to use computers.

Commentary

49. Children are encouraged to express their feelings. They are encouraged to understand how others might feel especially if they have hurt themselves or lack confidence. The teacher created a particularly sensitive atmosphere when she invited children to create their own prayers. Many children confidently offered prayers asking God to take care of special people in their lives. The teacher ably supported one child who bravely asked God to take care of her granny who had died.
50. Most children are working at levels expected for their age. An acceptable range of activities are planned to stimulate children's curiosity and enhance their understanding. Children were involved in making a jelly for the class bear's birthday party. After it had been in the refrigerator they noticed the changes that had taken place. Most children enjoy using the computer and use the mouse to move things around the screen in connection with their literacy and numeracy lessons. However, during the time of the inspection children did not use the computer suite and opportunities for the development of information technology skills were limited.

PHYSICAL AND CREATIVE DEVELOPMENT

Provision for physical and creative development is **satisfactory**.

Main strengths and weaknesses

- Children's physical control is developing well.
- Children's attitudes are good in both areas.
- Children use their imagination to explore materials and tools.
- Lack of a secure fenced off play area specifically for this age group.

Commentary

51. Standards in both areas meet expectations for children of this age. They use a variety of tools and equipment such as pens, pencils, scissors and glue sticks sensibly and with confidence. Most children form letters and numbers well when they use pens and pencils. Most children can put on their coats and do them up independently. Children have access to the large playground used by Year 1 and Year 2 children and they have many opportunities to use large wheeled toys and other outdoor play equipment. However, there is no secure area with fixed apparatus and markings specifically designed for this age group that would enhance and stimulate their physical development. Children put on their own aprons often without being reminded before they paint. They make sensible choices when selecting a variety of materials and tools to make party hats. They enjoy gluing, painting and drawing. Teachers provide interesting opportunities for children to use their imagination in the home corner.

ENGLISH

Provision in English is **satisfactory**. Four lessons were observed during this inspection.

Main strengths and weaknesses

- Standards are improving in Years 3 to 6 and by Year 6 pupils achieve well.
- Standards by the end of Year 2 are not high enough and pupils do not achieve as well as they should, especially the more able pupils.
- Ways of raising attainment in Years 1 and 2 have not been clearly identified.
- The opportunities provided for speaking and listening are good.
- Marking does not always give pupils a clear idea of how well they are doing or what they need to do to improve.
- The presentation of older pupils' work has improved and is now good.

Commentary

52. Standards in English are rising in Years 3 to 6 because of the school's focus on improvement in this subject. This is evident in the national test results in 2003, although standards in writing remain below those in reading. Standards by the end of Year 2 have not shown the same improvement. In Years 3 to 6, the progress that pupils make is carefully tracked so that teachers know the standards that individual pupils should reach. This is based on predictions made from the use of assessments. In Years 1 and 2, the system is not yet fully implemented so that while pupils enter the school with average attainment, by the end of Year 2, their attainment in English is below that expected.
53. Overall, standards in speaking and listening are average. Most pupils speak confidently and are able to express their point of view. This is helped by the planned opportunities provided for pupils to work in pairs both in English and in other subjects to talk about their work and to use drama to help them to communicate confidently.
54. Pupils achieve well in reading in Years 3 to 6 developing both their knowledge about books and their reading skills and, standards are average in Year 6. The emphasis placed on encouraging pupils to understand what they read is proving successful. Standards in reading are below average in Years 1 and 2. Although there is a structured reading programme, pupils take their books home weekly and not daily. This reduces their opportunities to practise their reading at home each day. The school recognises that arrangements for teaching reading need to be agreed throughout the school so that all pupils take part in group reading with the teacher on a regular basis. The school library, although recently reorganised, does not provide enough guidance to enable younger pupils to develop their library skills and some reference books are outdated.
55. Staff have worked hard to raise standards in writing and have been successful in Years 3 to 6 where standards in work seen are now average. Expectations of handwriting and presentation in Year 6 are now high. Standards in Years 1 and 2 are below average because pupils do not use the rules about punctuation that they have learnt in their literacy lessons and they complete too many worksheets, which reduces their opportunities for independent writing. The more able pupils in Years 1 and 2 are not challenged sufficiently and they do not make as much progress as they could.
56. In the lessons seen teaching was satisfactory overall. There was no unsatisfactory teaching. Teachers make good links between reading and writing activities and ensure that pupils are clear about what they are learning. Pupils' targets for improvement are not used consistently in

marking so that pupils are not always clear what they have to do to improve. Teachers do not always assess what pupils have learnt at the end of the lesson and use this information when planning the next lesson.

57. Some minor issues within English remain from the previous inspection. For example, writing remains the weakest aspect of the subject. In the previous report standards met the national average for pupils aged seven and 11 years. In this inspection, while standards remain at the national average for pupils aged 11 they have fallen below for pupils aged seven.

Language and literacy across the curriculum

58. Pupils are given good opportunities to use speaking and listening in other subjects. Opportunities for using reading and writing are insufficient because links between subjects have not been made. There are good links with ICT.

MATHEMATICS

Provision in mathematics is **satisfactory**. Five lessons were observed during this inspection.

Main strengths and areas for improvement

- Results in the 2003 national tests for pupils aged 11 have improved significantly from the previous year.
- Currently, standards are below the national average in Years 1 and 2.
- More able pupils are not always sufficiently challenged.
- Teachers' marking does not contain many indicators of how pupils can improve their learning.

Commentary

59. In the 2003 national test for 11-year-olds, results have risen significantly from being well below the national average in 2002 to being above average in 2003. A school review identified mathematics as a particular focus, following standards that were well below in 2001 and 2002. A detailed analysis of answers to questions in the national tests has led to good assessment procedures and individual target setting. The school has also taken part in the Coventry Project to raise standards. The impact of these initiatives, together with booster and springboard classes, has been very successful in raising the standards in national tests. Pupils' achievement is now good by the end of Year 6.
60. Standards in the previous report were judged to be above the national average for pupils aged seven and 11 years. Currently, standards meet the national average at the end of Year 6. However, standards at the end of Year 2 are below the national average. Teachers' expectations of what pupils can do and achieve are too low, especially for the more able pupils, and therefore impedes their progress. Assessment procedures are less secure in Year 1 and 2 classes than in the rest of the school and, therefore do not fully inform the teachers of what needs to be taught next in order for pupils to make better progress. Children enter the school with average attainment, by the end of Year 2 their attainment in mathematics is below the national average.
61. In most classes more able pupils are insufficiently challenged. Tasks set are too easy and progress slows. Too often teachers' planning for lessons does not include more challenge for

the higher-attaining pupils. All pupils do very similar tasks, and this restricts opportunities for these pupils to achieve even better.

62. The quality of teaching and learning is good overall, with good teaching in Years 4, 5 and 6. There were no unsatisfactory lessons observed during this inspection. In the previous report teaching was judged to be good in a half of lessons, satisfactory in a quarter and unsatisfactory in the remaining quarter. The key factors contributing to good teaching and learning in this inspection are:
- High expectations, mostly in Years 4 to 6, as to what pupils should achieve in lessons, with most pupils suitably challenged.
 - Good behaviour management, with high expectations that pupils can and should work independently.
 - Encouragement and praise given to pupils throughout the lesson.
 - Teachers' questioning is well used to check pupils' understanding and advance their thinking and speaking skills.
 - Good emphasis on the correct use of mathematical vocabulary.
- 63 The marking of pupils' work is inconsistent, where insufficient attention is given to pupils as to how to improve their work. Homework is not used consistently to support pupils' learning.

There have been improvements since the last inspection. These include:

- Results of national tests in 2003 for pupils aged eleven 11 have risen significantly.
 - Results of national tests in 2003 for pupils aged 11 when compared with similar schools have risen dramatically.
 - Assessment procedures in Year 3 to 6 are used well to track individual pupils' progress.
 - Regular monitoring of teaching and learning.
64. Resources are sufficient for current needs and have been improved since the last inspection. The subject leader has been successful in raising standards in Years 3 to 6 but has not put in place strategies to raise standards in Year 1 and 2.

Mathematics across the curriculum

65. The use of numeracy across the curriculum is **satisfactory**. There are examples of these skills being used in science and design and technology. However, from the scrutiny of past and present work, indications are that limited use has been made of ICT to promote mathematical skills such as data handling.

SCIENCE

Provision in science is **satisfactory**. Two lessons were observed during this inspection.

Main strengths and weaknesses

- Standards are below the national average by the end of Year 2.
- Results in 2003 national tests for pupils aged 11 have improved, although below average in with comparison with similar schools.
- There is good emphasis on the use of specific technical language.
- Pupils do not have enough opportunities to devise and carry out their own experiments.
- Too little use is made of ICT to support science.

Commentary

66. Currently, standards are below the national average by the end of Year 2. In the previous report standards met the national average. Teachers' expectations of what pupils can do and achieve are too low, especially for the more able pupils, and therefore pupils' progress slows. Procedures for assessing pupils' attainment are satisfactory overall. However, the information is not used effectively to track progress and give pupils guidance on how they can improve their work. The results in the 2003 national tests for pupils aged 11 have improved but they are still below the national average in comparison with similar schools. Pupils' achievement is good by the end of Year 6 from their prior attainment.
67. There is good emphasis in all lessons observed on the correct use of specific vocabulary, which ensures that pupils fully know and understand scientific terms. For example, one pupil in Year 2 knew the word dehydration and could explain in simple terms what it meant.
68. Although pupils are given opportunities to carry out experiments, these are highly structured, with limited opportunities for pupils to devise their own experiments, or to formulate and test their own theories. Pupils are able to describe what happens in an experiment, but do not always have the opportunity to be active participants in conducting them. As a result, pupils can explain what happens, but are not always clear about how or why. While most pupils can make predictions on the outcome of experiments, the more complex skills of making inferences and evaluating evidence are less well developed. From the analysis of work, pupils have insufficient opportunities to plan and carry out their own investigations. There is an over reliance on the completion of work sheets which limits the use of pupils' literacy and creative skills. Homework is not used consistently, and insufficient use is made of information and communication technology to support pupils' learning.
69. The quality of teaching and learning is satisfactory. In the previous report teaching ranged from unsatisfactory to good. In the good lesson observed, the teacher had good subject knowledge, planning showed a clear focus, pupils made better progress and showed interest and sustained concentration throughout the lesson.

There have been improvements since the last inspection. These include:

- The teaching of specific scientific vocabulary.
 - The schemes of work are now fully embedded and are a useful tool in aiding teachers to understand what needs to be taught for each level in the national curriculum.
 - The expectations of the amount of work pupils record.
70. There remain a few areas for further improvement. There is still an over-reliance in a few classes on the use of worksheets and pupils are not getting sufficient hands-on experience.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**. Only two lessons were observed during this inspection.

Main strengths and weaknesses

- Skills in ICT are well linked to learning in other subjects.
- Having the computer suite in a classroom reduces the opportunities for pupils to use computers as often as they could.

Commentary

71. Evidence from the work seen during the inspection and from talking to pupils indicates that standards meet expectations by the end of Year 6 and pupils' achievement is satisfactory. There was insufficient evidence to make a judgement about standards and achievement in Year 2. Pupils enjoy their ICT lessons and in Years 3 to 6 they are acquiring the skills that are appropriate for their age. The scheme of work ensures that pupils cover all aspects of the subject, although control is less developed than communication and data handling. Good use is made of the Internet to find information to support pupils' work in other subjects.
72. The new computer suite is making a sound contribution to pupils' attainment in ICT. However, because it is in a classroom, pupils from this class have to change rooms when it is timetabled for use. This causes disruption for these pupils and also prevents pupils from accessing the suite for much of the time, which means that the computer facilities are underused.
73. The quality of teaching and learning was good in one lesson and satisfactory in the other. In both lessons pupils made progress in developing their ICT skills through supporting their work in other subjects. Teachers assess the work of pupils during the lesson and at the end of a unit of work, but this information is not used to plan appropriate work for different ability groups in the class.
74. The management of ICT has recently suffered from the long-term absence of the subject leader. This has reduced progress in monitoring and evaluating the quality of teaching and learning. Resources are adequate to meet the needs of teaching the ICT curriculum.

HUMANITIES

75. In humanities, work was sampled in history and geography, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. As a result of work sampling and talking to pupils, evidence indicates that **standards in geography are satisfactory** at the end of **Year 2**. Emphasis has been placed on the teaching of history this term and there was insufficient work available to form a judgement on the standards attained in geography for older pupils. However, in the geography lesson observed **teaching was satisfactory**. Resources for geography are good and this is an improvement since the previous inspection. There is an over reliance on the completion of work sheets in both subjects which limits the use of pupils' literacy and creative skills.
76. Evidence from talking to pupils and work sampling indicates that **standards in history are satisfactory** at the end of **Year 2** and **Year 6**. From the one lesson observed **teaching was good**. There are some examples of how literacy is used as a vehicle for history but too few opportunities are provided for pupils to develop their literacy skills when they record historical facts and write accounts of past events. History makes a valuable contribution to pupils' personal development and some exciting excursions provide good cultural and social development. Time allocations vary considerably and the length of time for younger pupils in particular is inappropriate. Resources are good and used well to make the subject more interesting for pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Inspectors observed one lesson in design and technology; two in music and physical education and none in art and design. No firm judgement was made about standards or the quality of teaching and learning and leadership and management in these subjects.
78. No lessons were observed in **art and design** therefore no judgement was made about the provision, quality of teaching and learning and the leadership and management of this subject. However, from the analysis of pupils' work standards appear to be at the expected level by the end of Years 2 and 6. Discussions with pupils took place and the pupils were asked about what they had learnt and could recall and, an analysis of pupils' past work and the portfolio of pupils' moderated work was also completed. Good use is made of sketchbooks to try out pupils' ideas before completing their finished project. Pupils had tried using pencil in different ways to show how to achieve texture in their drawings. There was evidence of pupils' painting around the school and links with other subjects. For example, in literacy by creating a poster to illustrate the work of Ted Hughes' *Iron Man* and in history in the Year 3 class pupils had painted Roman shields as part of their history topic. The co-ordinator has produced a portfolio of work in which pupils draw the same objects each year and this demonstrates pupils' achievement over time.
79. Only one lesson was seen in **design and technology**. It is not therefore possible to make a firm judgement about provision, quality of teaching and learning and leadership of this subject. In addition to observing this lesson, the inspector had discussions with pupils about what they had learnt and could recall and where available looked at pupils' past work. In the one lesson observed teaching was good because the teacher had set a project that interested the pupils. Pupils designed and made gloves using a variety of materials. They used sewing machines to make the glove and also hand sewed decorations onto them. There were good links with mathematics during this lesson. There was photographic evidence that older pupils had designed and made chairs in the previous term. From the evidence of pupils' work and their knowledge of the subject, standards meet expectations by the end of Year 2 and 6.
80. In **music**, pupils were only observed in Years 3 and 5, although the whole school was heard singing in assemblies. Pupils sing tunefully and obviously enjoy singing. In both the lessons observed pupils were confident to sing unaccompanied both individually and in groups. They know a number of musical terms and by Year 5 they are able to record their musical compositions competently using graphic scores. This is an improvement since the previous inspection when composition was judged to be unsatisfactory in Years 3 to 6. Discussion with pupils in Year 6 indicates that they have not used information and communication technology for composition. Pupils can name some significant composers such as Beethoven but they are less sure about to which styles and traditions they belong. The African arts week made a good contribution to the pupils' enjoyment of music. From the evidence available, standards in Years 3 to 6 are average overall with strengths in performing and creating music. The quality of teaching in the two lessons seen was satisfactory in one and good in the other. In the good lesson the teacher challenged pupils to improve their performance and develop critical thinking.
81. The two **physical education** lessons observed during the inspection indicate that provision is **satisfactory** overall. Standards are in line with those expected for pupils of this age. No judgement was made on the overall quality of teaching and learning. However, in those lessons observed **teaching** was **satisfactory**. Good resources and good accommodation support the subject well. Games, gymnastics and dance take place regularly. A satisfactory range of sporting clubs held after school enriches the subject. Good use is made of outside providers to give specialist training, for instance in tag rugby. The residential experience enjoyed by pupils in Year 6 extends the range of physical education taught in school and makes a contribution to pupils' personal development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Personal and social education has contributed to good relationships and standards of behaviour.

Commentary

82. The school places a great emphasis on the personal, social and health education of the pupils. This results in lessons, which are well focused and provide pupils with strategies for dealing with relationships. Pupils in Year 5 use drama effectively to learn how to express a point of view without causing offence. This makes a good contribution to developing their understanding of living in a democracy. The school council also makes a positive contribution to this. Younger pupils in the school are beginning to understand the need for co-operation and in lessons teachers provide many opportunities for them to work together. Older pupils understand that undesirable actions can be caused by feelings such as jealousy and are encouraged to explore their motives. The school is also committed to encouraging healthy living. As part of this, the school is currently involved in working towards the Healthy Schools Award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 4 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 5 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 5 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 4 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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