

INSPECTION REPORT

LIMBRICK WOOD PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 133475

Headteacher: Mr N Read

Lead inspector: Mr A Portlock

Dates of inspection: 20 - 23 October 2003

Inspection number: 256735

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	189
School address:	Bush Close Tile Hill Coventry
Postcode:	CV4 9QT
Telephone number:	024 7646 6744
Fax number:	024 7642 1180
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Clifford

CHARACTERISTICS OF THE SCHOOL

Limbrick Wood serves a housing estate with a high degree of deprivation in the Tile Hill area of Coventry. There are 189 pupils on roll, including 26 nursery age children. As part of the local authority's policy of reducing surplus places, the school has just undergone a very significant change. The site has been halved and the school is now accommodated in what was the junior department. From September, the Foundation Stage children and the infants have been in newly built classrooms. The school has now been designated as **a new school and therefore this will be its first inspection**. Before this reorganisation, the previous school was much larger with 349 pupils in 1998. However, following an inspection in 1999 it was judged to need special measures and the pupil numbers fell rapidly. The school was removed from special measures in May 2001.

Overall, the children's attainment on entry is below average: it varies considerably from year to year from well below average to average. This range is evident between the present Year 2 and Year 1. Fifty-seven per cent of the pupils have been identified as having special educational needs, which is very high. The number of pupils with statements of special educational need has remained at about one per cent (below average). About five per cent of the pupils are from ethnic minority families: all speak English, except for one pupil, who is at the school for a short period only. Thirty-three per cent of pupils receive free school meals (above average).

The school provides registered out-of-school care for up to 24 pupils for two hours in an after-school club. It also has a breakfast club. It also has a designated special educational needs room (Nurture) for 16 pupils. The school has considerable community provision: in the form of adult education courses, family learning programmes, drop-in facilities and a pre-school group. It works closely with a wide range of partners, including Sure Start, the Child and Adolescent Mental Health Service, the Primary Care Trust and the University of Warwick. It was awarded a School's Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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23566	John Iles	Team inspector	English, history, geography religious education, special educational needs and English as an additional language.

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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	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
SUPPORTING PUPILS' LEARNING	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school** with a very caring and positive ethos. Standards in core subjects improved significantly in the last year. Underachievement in previous years has been overcome and pupils throughout the school are now achieving well, largely because of the good teaching and very good leadership. The school provides good value for money.

The school's main strengths and weaknesses are as follows:

- Pupils' achievement is good in English, mathematics, science and ICT and standards are improving in these subjects
- Standards in speaking and listening need to be raised further.
- Teaching and learning are consistently good and very good in Years 5 and 6
- The pupils have insufficient opportunities for applying mathematical and ICT skills
- The provision and teaching in the Nurture Room are excellent.
- Community links are excellent and links with parents are very good.
- The headteacher's leadership is excellent, and he is very well supported by the senior staff.
- The provision for the pupils' personal development is very good and underpins the pupils' attitudes and behaviour, although there are limited opportunities for pupils to take initiative for their own learning and responsibility in the school and wider community.
- The school's work to ensure that the needs of all pupils are met is outstanding: the support for the pupils with special educational needs is particularly strong and relationships in the school are very good.
- The pupils are very well cared for.

Although the school has a new designation, it is very much improved over the previous one. The high level of leadership has ensured that the teaching and learning have improved significantly. The more rigorous assessment of the pupils' progress and changes to the curriculum are helping to raise standards. The issues raised at the previous inspections prior to reorganisation have been dealt with effectively.

STANDARDS ACHIEVED

The pupils are achieving well and overall standards have improved. By the end of the Foundation Stage, standards are average; most children are expected to reach the required goals and some should exceed them. The children are well taught and are achieving well. By the end of Year 2, standards are below average but the pupils have achieved well from their low attainment on entry to Year 1. Standards in Year 6 vary between subjects. In mathematics, they are well above average and the pupils achieve very well. Standards have continued to rise in science and are now above average. In English, standards are average, but the pupils have achieved well given their low starting point in language and literacy skills on entry to Year 1. Standards in speaking and listening need to be raised further. The unpublished results in the 2003 national tests show significant improvement over previous years; standards in reading are still lower than writing, but are improving. Their earlier underachievement is still affecting older pupils, but the very effective teaching they are receiving, and the very good leadership overall, are having a positive effect on the achievements of all pupils.

Standards in information and communication technology (ICT) are above average in Year 2 and in the lower juniors. The teaching is good and the pupils achieve well, but they have insufficient opportunities to use ICT as a tool for other subjects. In Year 6, standards in the work they have covered are above average and the very good teaching that they are now receiving is helping them to overcome earlier difficulties.

The pupils have good attitudes to work and school and behave well in lessons and at break times. Their **social moral, spiritual and cultural development is very good overall**. However, their rates of attendance are below average.

QUALITY OF EDUCATION

The quality of education and of teaching and learning are good overall. Teaching and learning are satisfactory in Years 3 and 4 and particularly strong in the Nurture Room and in Years 5 and 6. The assessment of the pupils' work is now good. These are very significant improvements over the last few years. The teaching of English, science and particularly mathematics is good. The teaching of handwriting and presentation needs to be improved in some subjects. The teachers manage the pupils' behaviour very well overall.

The curriculum provision is broad and interesting and supports the needs of all pupils very well. The extra-curricular provision is very good, although there are few opportunities to extend the pupils' musical interests. The provision for their personal, social and health education is very good and permeates through all lessons and subjects. The school takes very good care of the pupils' welfare, health and safety. There is excellent support for children through the Nurture team and very good induction arrangements.

The school promotes a very good partnership with parents and carers. Its links with the community are excellent, and it has good educational links with other schools. The parents receive very good information about the school and good reports on their children's progress.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is very good overall. The leadership of the headteacher is excellent: he is very strongly committed to ensuring that the pupils, their parents and the community are involved fully in the life of the school. The senior staff work as a very effective team. The headteacher, senior staff and governors have a very good understanding of the strengths and weaknesses of the school. The subject leaders are knowledgeable and effective. The leadership and management of English, mathematics, science and ICT are very good. The financial management and planning are also very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works very hard at developing effective links with the parents, though many have little involvement with it. However, those spoken with were very supportive and recognise the very good improvements being made. The pupils enjoy school and feel that they are valued and well supported. They are given good opportunities for expressing their views.

IMPROVEMENTS NEEDED

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

- Raise standards further in speaking and listening.
- Provide more opportunities for the pupils to apply their numeracy and ICT skills across the curriculum.
- Allow the pupils to take more initiative for their learning and to exercise responsibility in the school and wider community.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school, the pupils' achievement is good overall, and very good in Years 5 and 6. The children make a good start in Foundation Stage, supported by the excellent provision of the Nurture Room. In Year 6, standards are well above average in mathematics, above average in science and average in English. Standards were previously judged to be poor and the pupils were making unsatisfactory progress but over the last few years standards and the pupils' achievements have improved considerably.

Main strengths and weaknesses

- Standards are improving in all the core subjects and ICT, but the improvements in English, particularly in speaking and listening, are less significant than those made in mathematics, science and ICT.
- The very good, and sometimes excellent, teaching in Years 5 and 6 has led to good achievement overall.
- The pupils with special educational needs make good progress and achieve well against their prior attainment.

Commentary

1. The children in the Foundation Stage achieve well and in most areas of learning they are on track to achieve the Early Learning Goals. The effective provision and teaching and the excellent support from the Nurture Room enable the children make very good progress in their personal, social and emotional development. They are also making good progress in their communication, language and literacy development, but nevertheless some children will still not reach the expected levels.
2. Standards in English and mathematics are below average for the present pupils in Year 2, although they are making good progress and achieving well in comparison to their very low standards on entry to the nursery low standards and on transfer to Year 1. In Year 6, the average standards in English are an improvement over previous years. Standards in mathematics at the end of Year 6 have improved significantly over the last two years and pupils of all abilities achieve well in most lessons. Good overall provision, effective staff training, considerable ICT input and good teaching overall are significant factors in these very good improvements. The pupils use mathematical vocabulary accurately, but their speaking skills are not as good as their mathematical understanding and therefore some find it difficult to explain their thinking.
3. In English, the subject leader has tackled the identified earlier weaknesses and has taken action to overcome them. For example, the attainment in reading is lower than that in writing and additional support is provided for particular groups of pupils to raise their standards. Amongst other measures taken to raise standards the school has extended the range of reading materials and the pupils' progress is even more carefully monitored and evaluated. Evidence that these actions are having beneficial effect were seen in the progress pupils are making in school and the more positive attitudes that they are developing.
4. In the infants and lower juniors, the pupils' speaking and listening skills are below average and this hinders their progress in developing their literacy skills. The school has a variety of strategies for improving the pupils' skills and these have been most successful in Years 5 and 6 where the teachers develop the use of Standard English very effectively by building on the work of earlier years. However, the rigorous approaches used with these older pupils need to be employed in all classes. The quality of the pupils' handwriting and their presentation of work

varies and this situation also needs to be improved. There are some good examples of links developing between literacy and other subjects.

- Standards are rising in ICT. They are above average by the end of Year 2 and in Years 3 and 4. The teaching in these classes is good and the pupils achieve well. However, the performance of the older pupils is not as good as it should be because of previous underachievement. Skilful teaching is now helping to correct this deficiency, and the pupils are making very good progress. Because of this, the Year 6 pupils' standards are on course to be average by the end of the school year, but the improvements in the provision and teaching have not been in place long enough for the older pupils to attain standards similar to those of the younger pupils.

Pupils' attitudes, values and other personal qualities

The pupils demonstrate good attitudes towards their work and school life. The pupils' behaviour is good in lessons and at break times. However, their rates of attendance are below average.

Main strengths and weaknesses

- The pupils are confident and interested in the work they do and are well behaved.
- The children in the nursery and reception classes are well on course to achieve the early learning goals in personal, social and emotional development by the time they enter Year 1.
- There are good relationships throughout the school.
- The attendance rate is lower than it should be, although there are good procedures for promoting and monitoring attendance.
- Overall, the pupils with identified behavioural difficulties respond well to the school's very effective support strategies.

Commentary

- The attitudes of the pupils towards their work have improved significantly. Most children are well motivated and enjoy school activities. Encouraged by their teachers, the pupils show a sensible commitment to their work. They are confident in their dealings with others, and with visitors they are keen to talk about their life in school. They now enjoy well-structured activities at playtimes and lunchtimes and their behaviour has improved considerably. Consequently, these break times are much happier social occasions.
- The pupils have a good knowledge of right and wrong. During the inspection, there were no signs of either bullying or other aggressive behaviour and this is the result of a drive by the management to eradicate such behaviour. When aggressive behaviour does occur, it is dealt with promptly and effectively and the pupils concerned are effectively supported.
- In lessons, teachers encourage the children to learn by setting them challenging but realistic objectives. The use of personal targets enables the pupils to see their progress over time. Very good examples of this were seen in the Nurture Room where the staff set clear targets for each pupil. The good relationships between the pupils and staff are a major contribution to the pupils' learning because they create a trusting environment in the classroom. There is a general air of mutual respect and the teachers ensure that all pupils are fully included in the lessons.
- Through the personal, social and health education programme (PSHE) the pupils are given very good opportunities to learn and to acquire knowledge essential to their development. The children in the nursery and reception classes are well on course to achieve the early learning goals in their personal, social and emotional development by the time that they enter Year 1. The pupils learn to respect other people's feelings and values and develop a sense of spiritual awareness. The school develops their understanding of the responsibilities of living in a community very well. As a result, the pupils establish a sense of fairness and an ability to get on well with each other. All of the adults ensure that the pupils are given good opportunities to develop self-confidence and self-esteem, and the very effective way that the oldest pupils respond to their work shows that this has been developed well throughout the school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.0
National data	5.4	National data	0.5

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

10. Although there has been an improvement in the past year, the attendance rate is below the national average. The school has developed good procedures for promoting and monitoring attendance and is working hard to improve the attendance rate. Most parents appreciate the importance of their children attending school regularly but this is not the case in all families and the school is working actively with the parents concerned to reduce this. Most children arrive on time for the start of the school day.

Exclusions

11. The school has excluded very few children, and only uses this measure as a last resort. Two pupils account for the number of fixed period exclusions.

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	181	37	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British - Caribbean	2	0	0
Any other ethnic group	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Good teaching was seen in all classes. The curriculum provision is good overall: the additional activities that enrich the curriculum are very good. The school makes excellent efforts to meet the needs of all pupils, including the more able children, those with special educational needs and those from ethnic minorities.

Teaching and learning

The teaching and learning are good overall: they are satisfactory in Years 3 and 4, and particularly strong in the Nurture Room and in Years 5 and 6. The quality of the assessment of the pupils' work is good. These are very significant improvements over the last few years.

Main strengths and weaknesses

- The procedures for ensuring that the needs of all pupils are met are excellent.
- The teaching is good overall: it is very good, and at times excellent, in the upper juniors.
- It is excellent in the Nurture Room.

- The teaching of mathematics is particularly effective.
- The management of the pupils' behaviour is very effective overall.
- The pupils' handwriting and the presentation of their work need to be improved.

Commentary

12. The quality of teaching and learning has improved significantly over the last few years, particularly in Years 3 to 4 where the teaching was previously considered to be poor, with very low standards and unsatisfactory progress.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (9%)	10 (23%)	20 (45%)	9 (20%)	1 (2%)	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

13. In the Foundation Stage, there are very good relationships. The staff encourage the children to organise their activities, plan what they wish to do and to sustain concentration in their chosen task. The clear, well-established classroom routines help the children to become confident and relaxed. They are expected to work and play alongside each other responsibly, sharing and respecting each other's space and opinions. They are expected to discuss their activities, taught to appreciate books and stories and encouraged to share books with their families at home. The adults frequently set good examples for the children's writing, and they incorporate mathematical vocabulary and skills into all aspects of learning during the day. The resources support learning very well and the teachers make very good use of materials relating to class topics. They know the children's strengths and weaknesses very well and challenge children of all abilities so that they achieve well. The outside area provides opportunities for climbing and the development of skills in the use of balls, bats and hoops as well as wheeled vehicles and building materials. All these activities promote a sense of space and an awareness of others.
14. In Years 1 to 6, the good teaching of English, mathematics, science and ICT is a significant factor in raising standards and achievement in these subjects. There is very good, and at times excellent, English, mathematics and science teaching in Years 5 and 6. The teachers' very secure knowledge of the subjects that they are teaching is demonstrated in the high quality of the questions they employ to develop the pupils' thinking skills and extend their understanding. They provide very good support and guidance and have high expectations of what their pupils can achieve. However, some teachers have lower expectations than others and the work they set does not always challenge the pupils sufficiently. This is noticeable in Years 3 and 4, and on occasions in some teaching in the infant classes. In contrast, the teaching of mathematics is particularly strong throughout the school. Combined with the very effective leadership of the subject, this is bringing about the very good improvements in the pupils' achievements.
15. There are some good examples of links developing between literacy and other subjects, but the use of other subjects to develop mathematical concepts is insufficient. The pupils need more opportunities to apply their skills outside the mathematics lessons to consolidate their skills and add relevance to the curriculum. The teaching of handwriting and the expectations in regard to the pupils' presentation of their work are variable and there is a need for greater consistency. More use could be made of drama in lessons to extend learning in an exciting way overall.
16. The teaching and learning in ICT are good overall and the pupils achieve well. The new ICT suite is used well by the teachers and the teaching assistants not only to teach the subject, but also to support the work in mathematics. The pupils also use computers for word-processing and to access the Internet. However, the opportunities for them to employ ICT in supporting other subjects are insufficient. In religious education, the teaching is good and the pupils achieve well overall. The teachers use the subject effectively to develop the pupils' personal, cultural and

spiritual development and to enhance their understanding of a number of different religions. They undertake a good range of visits and utilise various resources to support the pupils' learning. The visits are very well planned and very good use is made of the local community to extend the children's knowledge of the immediate area. These practical approaches also enable pupils of all ages to develop their understanding of people in the past and of other places.

17. The teaching assistants work in close partnership with the teachers and support the pupils very effectively. Very good relationships have been fostered and the pupils are confident that all adults support them well and enable them to resolve issues and anxieties.

The curriculum

The breadth of the curriculum is good and includes very good extra-curricular provision.

Main strengths and weaknesses

- The curriculum supports the needs of all pupils very well.
- The provision for the pupils' personal, social and health education is very good and permeates through all lessons and subjects.
- Support for sport and educational visits is very good.
- The preparation for the transfer of the pupils from the Foundation Stage to Year 1 and from Year 6 to secondary school is good.
- The quality of the displays around the school does not fully reflect the pupils' skills across the curriculum.

Commentary

18. The curriculum is very inclusive and meets the needs of all pupils well. Assessments of the pupils' needs form the basis for curriculum planning. Systems have been developed which ensure that the teachers' planning reflects the learning needs of different groups of pupils. The tasks are adapted to ensure that all ability groups have equal access to the curriculum. The curriculum is also designed to involve the community and to enable a wide range of organisations and groups to contribute to the teaching and learning. This is a major strength and promotes positive attitudes on the part of the pupils and encourages them to take responsibility for their learning. Local expertise is used very effectively and consequently the school receives the support and guidance it needs to respond quickly to specific circumstances and to ensure that the pupils remain engaged in their learning. Those with special educational needs receive very good support. The curriculum is adapted to meet the specific objectives in their individual education plans and this enables them to learn very effectively. The teaching assistants are involved in planning and work closely with teachers, pupils and parents to ensure there is consistency and continuity of provision. Consequently, the pupils achieve well. The small numbers of pupils who speak English as an additional language are well supported through the school's action plan. They receive additional help to refine their understanding of colloquial English.
19. The Foundation Stage curriculum is effectively planned around themes that ensure continuity in learning. The teachers plan the work together to ensure that all aspects of the curriculum are covered. They build well on the children's previous experiences to make learning relevant to their lives. Good use is made of the environment and the locality, visits and visitors. ICT skills are taught well. The reception classroom is an exciting environment, reinforcing learning by arousing the children's curiosity and encouraging experimentation. There is excellent liaison between the reception and the Nurture Room teachers so children have full access to the curriculum.
20. The teachers' planning is good in the Foundation Stage and in Years 1 to Year 6. All staff use an agreed format and there is good continuity between the different stages of learning. The plans are reviewed regularly and adapted following analysis and evaluation of their strengths and weaknesses. They take account of different styles of learning and are used flexibly to support

the children's development. The school plan identifies subject priorities and enables the teachers to develop their subjects and fulfil their roles as co-ordinators. There are good procedures to prepare the pupils for transfer to the Year 1 curriculum and to secondary school at the age of age eleven. The pupils visit their new schools, and close co-operation between the teachers enables smooth transfer arrangements.

21. The quality of the extra-curricular activities is very good. Numerous clubs catering for a wide range of interests take place at lunchtime and after school, but there are few musical opportunities. These activities are well attended. The school had noted that there were problems between pupils at lunchtime and following discussions with pupils and parents they introduced activities that overcame these concerns very effectively. For example, the play leader organises interesting activities for infant pupils. Similarly, the midday supervisory staff provide the junior pupils with equipment for playing a range of games, and they organise group activities for all who want to join in. Most infant and junior pupils take advantage of this very good provision and remain engaged. There is a good range of educational visits to extend the pupils' experiences within and beyond their community.

Care, guidance and support

The school takes **very good care** of the pupils' welfare, health and safety. The teachers and the support staff keep themselves very well informed about the pupils' progress in their work and their personal development. They provide outstanding levels of carefully targeted support and advice. Pupils are given good opportunities for expressing their views.

Main strengths and weaknesses

- There are very good arrangements for safety of pupils.
- The children enjoy a warm and trusting relationships with staff.
- Excellent levels of individual support are provided for all pupils, including those in the Nurture Room.
- The pupils think very highly of the school and their views are listened to.
- The induction arrangements are very good.

Commentary

22. The school takes very good care of its pupils' welfare and safety, for example through its risk assessments in curriculum areas and recorded site inspections, including independent advice and audits of practice over fire safety and catering. The child protection arrangements are managed very successfully and liaison with the social services is very effective. All members of staff are regularly kept up to date on the child protection procedures and there are good levels of first-aid expertise. There are also very good arrangements for the safe use of the Internet.
23. The school is very sensitive to the pupils' individual needs through the reporting and recording procedures carried out by members of staff. They lead to very high degree of focussed and timely levels of support, which include extremely effective practice within the nurture group environment and outstanding support with play from lunchtime supervisors. There is also excellent early intervention in conjunction with the school education service to support the children with either language or emotional difficulties in the nursery and reception classes. The general levels of guidance throughout the school are soundly based on very effective assessments of the pupils' work and knowledge of their personal development.
24. The parents are extremely pleased with the very good induction arrangements. The nursery staff visit the children at home before they attend for the first time. The parents then work alongside their children until they feel secure. There are also very effective arrangements for pupils joining from other schools and for the transfer between the nursery and the main school.
25. As part of its overall strategy for inclusion, the school responds very well to its annual surveys of the pupils' views. The results echo the pupils' very high views of the school expressed during the

inspection. The primary concern was identified as name-calling and some bullying. In response, the school organised workshops for both pupils and parents. Lunchtimes were identified as a problem periods and the school has successfully introduced clubs in which all pupils are improving their social skills and developing friendships.

Partnership with parents, other schools and the community

The school promotes a very good partnership with parents and carers. The links with the community are excellent and good with other schools.

Main strengths and weaknesses

- There is very good information about the school and good reporting to the parents about their children's progress.
- There is good consultation with the parents in regard to special educational needs provision.
- The school works increasingly successfully to lift from its present low level the parents' involvement in the work of the school but there are still some parents, who give insufficient priority to their children's education.
- The excellent links with the community enhance the pupils' learning and in return the school provides very good support for community educational initiatives.
- There are good educational links with other schools.

Commentary

26. The parents think very highly of the school and expressed no significant concerns during the pre-inspection consultations. All parents responding to the inspection questionnaire indicated that their children like school, the school is well led and managed, the staff treat their children fairly and they are comfortable approaching the school with either suggestions or concerns. The school works increasingly successfully to lift from its present low level the parents' involvement in the work of the school and to raise their aspirations for their children. There are still a number of parents, however, who give insufficient priority to the education of their children and provide little help with their child's learning. They also fail to ensure that the children attend as regularly as they should.
27. The school prospectus has very good information with interesting, essential detail about school life. The annual report of the governing body to parents is presented similarly, but the information about special educational needs provision, staff development and facilities and the arrangements to support pupils with disabilities are too brief. Curriculum information is provided each term in advance of the lessons and an Internet web site contains broad aspects of school life. The pupils' progress and their targets for improvement in the core subjects are reported in detail, but the information does not always indicate the strengths and areas for improvement in other subjects. The school actively seeks the views of all parents through an annual questionnaire and responds positively to their ideas. For example, it ran workshops to address an issue of bullying. The parents have daily access to the teachers or the headteacher and complaints are rare.
28. There are good transfer arrangements to upper schools with a comprehensive programme of visits that allows the pupils to become familiar with the staff and the procedures before they begin their time at their new school. There is joint project work in science and the school is very open to any initiatives, such as secondary school summer schools. It also co-operates very well with local special schools in the integration of their pupils into mainstream schooling.

Example of outstanding practice

The school's approach to working with the community is outstanding.

It engages as fully as possible the community through a multi-service approach: that includes adult education, health and ongoing work with parents. For example, the school co-operates with the adult education providers to put on courses for the community, such as ICT and parenting. It works closely with Sure Start in improving local services for young children. Sessions are held in literacy and numeracy to boost the help that parents can give to their children. The parents are also welcome at "breakfast mornings", when they have a chance to talk to the staff. "Community days" are held when parents and members of the community spend a day in lessons and meet the staff and the service providers over refreshments. Various agencies are involved on these days as a way of making the community aware of what services they provide and how they can be used. About 70 people attended on the most recent occasion. With the help of the Wildlife Trust the school is also beginning to establish a garden that can be used by children, the elderly in an adjacent residential home and members of the public. In these and other ways, the school is making very efficient use of the available resources, whilst becoming an increasing asset to the community itself and increasing the involvement of parents in school life. The community service providers believe that the school offers them a very effective base their work.

LEADERSHIP AND MANAGEMENT

29. The quality of leadership and management is **very good** overall. The leaders and managers work as a **very effective team** to promote the raising of standards. Over the past few years, strong leadership has overcome earlier underachievement and weaknesses in the teaching.

Main strengths and weaknesses

- The leadership of the headteacher is excellent: he is very strongly committed to ensuring that pupils, parents and the community are involved fully in the life of the school.
- The headteacher, governors and senior staff have a very good understanding of the strengths and weaknesses of the school.
- The rigorous monitoring and evaluation of the school's performance is having a positive influence on standards in all areas of its work.
- The deputy headteacher provides very good leadership in improving the teaching and the personal development of pupils.
- The leadership and management of English, mathematics and science are very good.
- The subject leaders are knowledgeable and effective.
- The financial planning is very good.

Commentary

30. The headteacher provides an extremely clear vision for the school and imbues his colleagues with a shared sense of purpose and high aspirations that are having a very positive effect on the school. The headteacher and deputy headteacher are deeply committed to the school and maintain a very visible role in its daily life. The headteacher has built very effectively on the work of the acting headteacher who led the school out of special measures by building firm foundations for improvement. Over the last few years, the headteacher has established a very effective management team. This has resulted in improving standards and much more consistent, effective teaching and learning throughout the school. The process initially took time to develop but is now clearly having a positive impact, but the school is not complacent about what still needs to be done.

31. The senior staff initiate change in the way things are done and support others in carrying out their plans. For example, the introduction of thinking time, emotional literacy and different learning styles to meet the needs of the pupils has focused the teachers' approach. This is a significant change for many teachers, and its introduction is being steadily introduced. Appropriate training and support are provided to ensure that there is a consistent approach throughout the school. In the classes where these initiatives are more developed, they are having a very beneficial effect on the pupils' achievements.

32. The role of subject leaders has improved, particularly in the core subjects and ICT and this is raising standards. The subject leaders take the lead in both staff meetings and staff training. Their monitoring of the teachers' planning and classroom practice and their scrutiny of the pupils' work is well established. They have a very clear understanding of the strengths and weaknesses in their subjects and are able to ensure there is a consistency of approach throughout the school. The teacher in charge of the Foundation Stage works well with her colleagues to promote the provision and development of the curriculum for the youngest children. The special educational needs co-ordinator manages the procedures very well and ensures that reviews and documentation are thorough and well organised.
33. The school's self-evaluation is based on thorough monitoring and analysis of the information it collects on how well the pupils are achieving. This allows the governors and senior staff to identify the effectiveness of its work and the resources that are needed to ensure that the needs of all pupils are met. The school development plan clearly shows the school's main priorities and how they are to be achieved. All staff with management responsibilities and governors are fully involved in the process of reviewing the work of the school and taking decisions about what needs to be done.
34. The school links its spending to the School Development Plan well in providing financial support for its key priorities. The governors are supportive of the work with the pupils with special educational needs, and the extra teaching and support time they provide are contributing effectively to the good progress and achievement of these pupils. For example, the high costs of maintaining the Nurture Room have been well planned for, although the school is aware that continued funding for this initiative would always have to be set against other financial demands. There are clear budgeting procedures and careful forward planning. Good financial records are kept and all the recommendations made in the last audit report from the local authority have been implemented. The governors have a very clear strategic view of the financial implications of their educational decisions and evaluate these fully. The procedures for obtaining value for money are good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	713,941
Total expenditure	761,608
Expenditure per pupil	4161

Balances (£)	
Balance from previous year	99,258
Balance carried forward to the next	51,591

SUPPORTING PUPILS' LEARNING

35. The school is very committed to ensuring that all pupils, including those who find it difficult to learn effectively within a normal classroom setting, achieve as fully as possible. To this end, it has increasingly and successfully introduced a number of initiatives over the last few years, many aimed at removing barriers to learning so that the most effective learning can take place. These initiatives include the fostering of thinking skills and emotional literacy (see paragraph 92 for an explanation); identifying how individual pupils most effectively learn and providing a "Nurture approach" in supporting the children's learning. The inspection was asked to look particularly at the school's provision for Nurture. The provision in the Nurture Room is excellent.

36. The school's approach to inclusion of all pupils in its work and life is outstanding. The Nurture team makes an important contribution to the process by providing specific support for the pupils with special educational needs or behavioural difficulties, thereby enabling them to access the whole curriculum. The impact of the Nurture Room is felt throughout the school. All teachers employ nurturing principles when dealing with pupils and this is evident in the quality of relationships within the school.
37. The key strengths of the provision are the excellent leadership of the teacher and support from the teaching assistant, the identification of precise programmes of work to enable the pupils to make very good progress, the very good personal relationships between the staff and pupils and the very good procedures for assessing the pupils' needs and supporting their integration into mainstream education.

Example of outstanding practice

The Nurture Room (called the Wren Room) is an outstanding innovation.

It is valued very highly by the parents and community. It serves young learners who, for a variety of reasons, are having serious difficulties benefiting from the normal school environment. The pupils attend normal classes for half days and the Wren Room for the other half. The Wren Room provides a very happy and calm learning atmosphere. The teacher and teaching assistant form an inspiring team whose expertise enables the pupils to enjoy and benefit from successful school experiences. The language used by staff is reassuring and helps to build the confidence and self-esteem of the pupils. The team's approach to behaviour management is outstanding and based upon care and valuing the strengths of individuals. The pupils obey the rules, which they have been involved in making, and conform to the conventions of the learning environment because they respect the structure that guides them. The activities are carefully planned to build upon the stages the children have reached and are linked to their specific targets. They include small achievable steps within the pupils' personal and social development as well as their academic progress. The ongoing, positive feedback, constructive and supportive dialogue and clarity of purpose and direction mean that pupils are consistently clear about their successes, the expectations made of them and how to improve. The excellent role modelling of language and behaviour by staff consistently reinforces the behaviour expectations and the positive outcomes that evolve from learning to avoid conflict. All issues are discussed and lead to logical conclusions. The pupils are required to reflect on the options for managing situations within and beyond school. The staff anticipates well the pupils' difficulties and draw upon a very broad range of strategies to guide them towards positive and acceptable resolutions. Pupils enjoy their learning because excellent questioning enables them to use new language and to recognise when they have achieved well. Praise is used very effectively and the pupils value these rewards. Very good assessment procedures track the progress made over short periods of time and contribute to the pupils' successful integration back into the mainstream classes. This is an excellent indicator of the success of the venture. All teachers and pupils access the Nurture Room at some time during each term and this helps promote the strong sense of inclusion that permeates the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. At the time of the inspection, there were 26 children on the nursery register. They have previously attended the nursery in either the morning or the afternoon for just three weeks. The reception class has 22 children with small groups being supported in the Nurture Room for half days.
39. There is a good curriculum based securely on the early learning goals. It is conscientiously planned to ensure that all aspects of the curriculum are covered, often through a series of topics that combine several areas of learning. There is good range of resources for both indoor and outside activities, although the space is small, particularly outside. The children enter the nursery at the beginning of the academic year in which they are three. The induction procedures are good and include visits by parents and children before starting school and home visits by the teacher. The parents and carers are very welcome in school, resulting in all concerned adults having a clear understanding of the needs of each child. The teacher and teaching assistants in both the nursery and the reception class make continuous notes on the children's progress in all aspects of learning, which they then use to plan activities to best meet the children's needs.
40. There is a calm, orderly learning environment in both classes and very good partnerships between the teachers and the teaching assistants, ensuring secure and happy classes. Good curriculum links and excellent provision in the Nurture Room prepare all children for the next stage in their education and ensure the best possible transition.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

In both classes:

- The children are expected to work and play alongside each other responsibly, by sharing and respecting each other's space and opinions.
 - There are clear, well-established classroom routines and the children are confident and relaxed.
 - The attention given to the children's personal, social and emotional development permeates all activities.
 - There are very good relationships between the teacher and the children and the children's efforts are highly valued, promoting good self-esteem.
 - The teachers, teaching assistant and nursery nurse encourage the children to organise their activities, plan what they wish to do and sustain concentration in their chosen task.
 - The excellent support for the children with personal, social or emotional difficulties in the Nurture Room is followed up well in the reception class.
41. Several children join the nursery with little experience of other children. After three weeks in school all children greet each other cheerfully and play amicably together. They are learning the conventions of sitting in their family group and listening to their teacher or the nursery nurse, but still find it difficult in taking turns to speak. By the time the children are in the reception class, they sustain concentration for longer periods when listening to the teacher, answering questions and contributing to class discussions. They are very aware of different needs. All show great consideration, for example, for the toy hedgehog hibernating in the box that they made for him. Outside, the dolls are wrapped up tenderly against the cold when in the buggy. The topic on Diwali enables the children in both classes to begin to understand that people celebrate in different ways, and is sowing the seeds of an appreciation of the richness of cultural diversity in

Coventry. This area for learning is taught very well in both classes and the children achieve very well. They are on track to achieve the Early Learning Goals in their personal, social and emotional development by the time that they join Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- From their first few days in the nursery class, the children are taught to appreciate books and stories and are encouraged to share books with those at home.
- They are also motivated to discuss their activities with each other and to engage in role-play.
- The adults set a good example by writing frequently so the children quickly realise that words convey meaning and in both classes “write” lists, stories, letters and cards.
- Handwriting skills and letter formation are taught effectively and some children in the nursery already make a good attempt at copying their names.
- Several children join the nursery unable to speak clearly and, although the adults encourage them to extend their speech they rarely help the children to enunciate their words clearly or correct mispronounced words like “fankit” [blanket] and “kokolat” [chocolate].

Commentary

42. The children generally join the nursery with speaking and listening skills below those normally achieved by children of their age. By the time they leave the reception class, they listen attentively and respond to what they hear often by using extended sentences. However, several have difficulty enunciating their words clearly. This makes decoding words when reading and spelling more difficult. The youngest children in the nursery struggle with the concept of taking turns to speak and to listen to each other. From the time they start school, the children practice their writing skills and the identification of letter sounds, and both teachers provide interesting practical activities for the purpose. This enables the children to learn at their own level and they achieve well. There are plenty of opportunities for creative and factual writing and for the children to write as part of their play. Although they make good progress in communication, language and literacy, inaccurate speech prevents several children reaching the Early Learning Goals for communication, language and literacy by the time that they join Year 1 and their attainment is below that expected for their age.

MATHEMATICAL DEVELOPMENT

The provision for the children’s mathematical development is **good**.

Main strengths and weaknesses

- The adults incorporate mathematical vocabulary and skills into all aspects of learning during the day.
- The resources support the children’s learning very well and the teachers make very good use of materials relating to class topics to enliven the lessons.
- The teachers know the children’s strengths and weaknesses very well and provide appropriate levels of challenge so children of all abilities achieve well.
- There is excellent liaison between the reception and the Nurture Room teachers so that the children have full access to the curriculum.

Commentary

43. The children in both classes are encouraged to count at every opportunity. The youngest children, for example, know that only two children can use the computer at once and that there are just enough armbands for the number of children who can go outside to play. In the

reception class, the children know that only ten at a time are allowed outside because the space is inadequate for more. In both classes, the children regularly sing counting songs. In the nursery, they are taught the beginning of pattern making as they create Diwali patterns with dough and garlands for the celebrations. In the reception, class the children learn the names and some of the properties of two and three-dimensional shapes, for example, when they are creating conical and cylindrical shaped party hats. They compare and discuss the sizes of a pumpkin and a conker as part of their autumn studies, using correct mathematical vocabulary as they do so. Many older children already count accurately to at least 12. Mathematics is taught very well and children make good progress in the Foundation Stage. Most achieve the early learning goals for mathematical development by the time that they join Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for the development of the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The curriculum is planned around themes to ensure continuity in learning.
- The teachers plan the work to ensure that all aspects of the curriculum are covered.
- They successfully build on the children's previous experiences to make learning relevant to their lives.
- Good use is made of the environment, the locality, visits and visitors.
- Computer skills are taught well.
- The reception classroom is an exciting environment, reinforcing the children's learning by exciting their curiosity and encouraging experimentation.

Commentary

44. Many children enter school with a limited understanding of the world beyond their immediate families. The nursery teacher gently leads them towards new experiences and a greater understanding of their surroundings and life beyond Limbrick Wood. For instance, during the inspection, the children tucked into Naan bread, curry and Indian sweetmeats as they celebrated Diwali. The teacher stimulated their senses by burning incense sticks and playing a recording of Indian music. Both classes attended an assembly in which the Year 2 pupils acted out the story of Ramu and Sita. The reception children are inviting the nursery to a Diwali celebration. The autumn theme permeates the classroom with hibernating hedgehogs, autumnal glades, conkers in the water tray, displays of autumn fruits and nuts and orange lentils to simulate the sound of rain. The children also learnt about Indian fruits and vegetables. A "book of the week", enhanced by the use of the interactive whiteboard, led to the production of a class book entitled "In the autumn". The children are very eager to share their knowledge with adults and show delight in their discoveries. Most children achieve the Early Learning Goals in their knowledge and understanding of the world by the time that they join Year 1.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **good**.

Main strengths and weaknesses

- The teaching is good.
- The children are expected to cut, glue and manipulate small equipment accurately, safely and independently.
- The outside area provides good opportunities for climbing, the acquisition of skills using small equipment such as balls, bats and hoops, the control of wheeled vehicles and building materials, and the development of a sense of space and awareness of others.

Commentary

45. Almost all children have satisfactory manipulative skills, and the adults in both classes give clear instructions to help them improve further, leading towards independent and safe use of scissors and glue. Great care is taken to ensure that the children hold writing tools correctly, using additional apparatus to help their grip where necessary. The nursery children use malleable materials daily at present and are rapidly improving their rolling, shaping and stretching skills. The reception children colour and paint accurately, selecting appropriate or favourite colours. The school's healthy eating policy ensures that the children understand the value of a good diet. Even the youngest children use the computer "mouse" swiftly and accurately. Children achieve the Early Learning Goals for physical development by the time that they join Year 1.

CREATIVE DEVELOPMENT

The provision for the children's creative development is **good**.

Main strengths and weaknesses

- The children are encouraged to use their imagination across the whole curriculum.
- The adults value the children's creativity by responding sensitively to role-play and stories.
- There are plenty of materials and artefacts to stimulate the children's imagination, particularly in the reception class.
- Daily songs and rhymes extend the children's repertoire and enjoyment of performance.

Commentary

46. The good, and sometimes very good, teaching in the Foundation Stage is notable for the insistence on the children giving a response to their learning. This encourages the children to use their imagination and to extend their ideas. The adults join in the play and thereby develop the children's sense of self-worth. In one session in the nursery, for example, a child gave the teacher a shopping list and drove her to the shops on the bus. Outside, the play leader extends the play activities by joining in the children's games. The "builders" found her support invaluable when they made a structure outside. The older children create collages and paintings. They work independently in their books, drawing pictures, and often making good attempts at captions and labels. No music lessons were observed in the reception class but the outcomes of the singing sessions were very clear when children spontaneously sang number rhymes as they worked at another task. The children achieve well and are on track to achieve the Early Learning Goals for creative development by the time that they join Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good overall and very good in the two oldest junior classes**.

Main strengths and weaknesses

- The school is successfully raising standards in English and the pupils achieve well.
- The teaching is good overall, and the very good teaching in Years 5 and 6 is significantly raising the standards achieved by the older junior pupils.
- The subject co-ordinator provides good leadership and is systematically addressing weaknesses to raise standards even higher.
- There are good links between English and other subjects.
- Standards in speaking and listening need to be raised further.
- There is inconsistency in the pupils' handwriting and their presentation of work.

Commentary

47. The results in this year's national tests have improved with a significant increase in the proportion of the pupils achieving the higher grades. The inspection evidence confirms these results, particularly for older junior pupils. Standards in English are below average for Year 2 pupils but the pupils achieve well in comparison to their low attainment on entry to Year 1. Standards are average for Year 6 pupils and they achieve well.
48. The subject is very well led. The co-ordinator has evaluated the strengths and weaknesses in English and has taken extensive action to strengthen the areas causing concern. For example, the teachers' planning has been reviewed and improvements made to the plenary sessions, the library stock has been upgraded in both quantity and quality with the purchase of new reading resources and the standards of teaching and the pupils' work have been monitored. However, the achievements of the pupils are not celebrated well enough. For instance, the pupils do not have sufficient opportunities to read their writing to their friends and the range of writing is not displayed well enough to reflect the quality across the year groups and subjects. Although the pupils' work is highly valued by the teachers in lessons, a greater emphasis on display could extend and encourage self evaluation, provide models for other pupils and promote a greater sense of achievement by celebrating success.
49. The speaking and listening skills of pupils in the infants and lower junior classes are below the expected levels. The range of the pupils' vocabulary extends as they move through the school and gain confidence in expressing themselves. The teaching is very good in the upper juniors. The Year 5 and 6 pupils are expected to express themselves clearly using Standard English. If they do not, the teachers ask them to reconsider the way in which they express themselves and to speak accurately. As a result, the discussions in these classes are good. The teachers plan good opportunities for speaking and listening, but these aspects of the curriculum are not rigorously assessed and corrected in all classes and this has an adverse affect on the reading skills. of some pupils'
50. Standards in reading are below average for the Year 2 pupils and average for the Year 6 pupils. However, the pupils' achievements are good by the end of Year 6, when compared to their low starting points. The action being taken to improve standards in reading is effectively supporting development of skills and positive attitudes. The pupils are interested in books, enjoy talking about the stories they have read and can describe how characters contribute to the excitement of stories. The pupils have good word attack skills for dealing with unfamiliar text.. The school has identified a wide range of strategies to support reading. The reading materials have been extended and this prompted a high proportion of pupils to borrow books to read at home. Families are encouraged to share books with the children. All classes are timetabled to work in the library and there are good facilities for the pupils to extend their learning by using reference books and the Internet. Their progress is carefully monitored and evaluated and the needs of the boys and the more able pupils are met well. A careful analysis of strengths and weaknesses in the teaching and learning of reading has enabled the staff to develop good expertise and to understand how to structure activities to extend pupils.
51. The pupils with special educational needs achieve well. The teaching assistants work closely with the teachers and know the strengths and weaknesses of the pupils they support. The pupils' progress is monitored closely and action is taken to address difficulties as they arise. The parents are encouraged to support their children and the school operates an "open door" policy to enable them to seek advice.
52. The standards of the pupils' handwriting and their presentation of work are variable. The pupils use pencils to write because the teachers believe that they are not yet ready to use pens. Although this is true of some pupils, a significant number of the older juniors would benefit from using pens. Often the work is underlined without the use of rulers and this belies the pupils' normally positive attitudes. There is scope to improve the consistency of the quality of the pupils' handwriting and presentation.

Language and literacy across the curriculum

53. There are some good examples of links between literacy and other subjects. For example, in geography a teacher used an ascent of Everest as a source for converting direct speech into indirect speech. There was a high interest level as the pupils worked on the dialogue from base camp to the climbers. Drama was also used well in an excellent assembly led by a local church leader, but more use could be made of drama in lessons to extend learning in an exciting way.

MATHEMATICS

The provision for mathematics is **good overall and very good in the two oldest junior classes.**

Main strengths and weaknesses

- Standards in mathematics at the end of Year 6 have improved significantly over the last two years and pupils of all abilities achieve well in most lessons.
- By the end of the juniors, the pupils have very good skills of investigation and problem solving.
- The teaching is often good, and sometimes excellent. The teachers make good use of targets to encourage different groups of pupils to improve, but at times there is not enough challenge for some children in the infants.
- The subject is led and managed effectively.
- Most teachers do not expect enough in regard to the presentation of their pupils' work
- There is limited use of mathematics in other subjects.

Commentary

54. When the present pupils in Year 2 joined the infants, their mathematical development was well below average and few were achieving the early learning goals for mathematics. Although they have made good progress due to the good provision and teaching, their skills still fall short of what is expected for their age. The pupils in Year 1 have average abilities, demonstrating the wide variations between different cohorts. The teachers' knowledge of the pupils and the analysis of their progress over time through tests and observation ensure that all pupils achieve well. Those with special educational needs have clear targets and are given effective additional support. For instance, in a lesson in Year 2 a mother-tongue speaker effectively supported a pupil in the first stages of English acquisition. The differences between the achievements of boys and girls vary over time, but broadly reflect national trends. The teachers ensure that all pupils are fully included in all aspects of the lesson and work hard to generate a response from both sexes and all abilities. The excellent support given to pupils in the Nurture Room and the good use of the computer suite and teaching assistants to enable pupils to follow a structured commercial program have been very effective.

55. The pupils in the infants have a thorough grounding in all aspects of the curriculum. Strong features of the teaching are the good use of resources and the purposeful deployment of the teaching assistants to support groups of pupils of similar abilities. In a good lesson in Year 2, for example, the teaching assistant helped a group of less able pupils to explore number patterns within 10, while the teacher worked with the rest of the class on the concept of doubles and doubling. The main part of the lesson about solid shapes worked well because the adults, well briefed by the teacher, supported the different groups well, thereby enabling the pupils to learn effectively.

56. All the older junior pupils who were engaged in discussion with the inspectors rated mathematics highly and are well motivated and eager to do well. This is a tribute to the interesting curriculum that encourages the pupils to apply their knowledge to solve problems and the way the teachers match the work very effectively to the abilities of the pupils. The pupils use mathematical vocabulary accurately but their oracy skills are not as good as their mathematical understanding and some find it difficult to explain their thinking. Homework is used well as parents are informed about the work to be covered in class and provided with suggestions about how to

support learning at home. Although teachers use a good computer program to enhance numeracy and develop independence, not enough use is made of ICT, for example, to organise and interrogate information in databases or to use sensors to measure changes over time.

57. The Year 5 and 6 teachers have high expectations of their pupils and set work that is challenging but achievable. In a Year 6 lesson, for example, regular work on equivalent fractions, decimals and percentages enabled the pupils to swiftly make statements, such as $1/5=20%=0.2$. This is well above average attainment for the beginning of Year 6 and the pupils achieve very well. The pupils in Years 3 and 4 work in two groups of different ability. The teaching observed during the inspection was good in both classes and the pupils achieved well because the work was matched to their needs. However, these teachers do not expect as much of their pupils as the teachers of the older pupils and the work set is not always appropriate for the needs of all pupils. In one lesson, for example, some pupils struggled with the concept of co-ordinates and needed additional teaching.
58. The teachers work very closely with the teaching assistants. As a result, the pupils' learning is consistent. The pupils generally work hard, but the presentation of their work is inconsistent, particularly when writing word problems. The teachers rarely refer to the presentation in their marking so the pupils have no incentive to improve.
59. The subject co-ordinator provides strong leadership and the school has improved the provision, standards and achievements of the pupils over the last two years. She monitors teaching and planning to identify strengths, weaknesses and issues for development. All teachers have had extensive numeracy training and their very good dialogue ensures that the pupils' needs are met well.

Mathematics across the curriculum

60. The use of other curriculum subjects to consolidate mathematical concepts is insufficient and is not included in the teachers' planning. The school has understandably concentrated on raising standards in mathematics over the last two years and has been very successful in this. The next step is to provide more opportunities for the pupils to apply their skills outside the mathematics lessons to consolidate skills and add relevance to the curriculum.

SCIENCE

The provision for science is **good** and standards are above average. It has continued to improve and consequently standards are much higher.

Main strengths and weaknesses

- Standards have improved and the pupils achieve well.
- The pupils demonstrate positive attitudes to their work.
- The quality of the teaching and learning are good overall.
- The more able pupils are taught in a challenging and effective way.
- There are good opportunities for developing literacy skills, *but insufficient attention is given to the application numeracy and ICT skills.*
- The subject is very well led and managed.

Commentary

61. Standards have continued to improve and are now above average by the end of Year 6, largely because of the quality and consistency of the teaching in all classes. The pupils are achieving well because of this. The subject is very well led and managed and this is also having a positive effect on the quality of the provision for this subject.

62. The pupils demonstrate positive attitudes and enjoy their work. They listen well to adults and each other, for example, when Year 6 pupils were carrying out an investigation into the effects of dissolving different materials. They persevere well with completing their work and take a pride in it. This was evident in Year 4 when they were constructing models of different types of joint. There was good co-operation when working in pairs or small groups in all the lessons seen.
63. The quality of the teaching and learning are good. The teachers have high expectations, for example, in the quality of the presentation of the pupils' work and in ensuring that they complete the tasks set within a reasonable time. All teachers plan effectively and identify clear objectives for learning. These are made clear to the pupils so that they have a good understanding of the focus of the lesson. The tasks are well matched to the different abilities of the pupils and the more able pupils are increasingly challenged to make the most of their potential. The pupils' work shows a consistency in teaching throughout the school and is broad in range.
64. The pupils use their literacy skills well. The focus on speaking and listening and writing has improved the pupils' confidence in using language and they have good opportunities to practise their skills. In some lessons, the teachers very effectively introduce and reinforce the pupils' use of scientific language related to the topics they are working on. For example, when the Year 6 teacher introduced the new topic on solutions, she spent time ensuring that the pupils understood terms such as *solid*, *dissolve* and *soluble*. However, this is not the case in all lessons and more emphasis is needed in some classes to reinforce specific science vocabulary, for example, in writing, spelling correctly and discussion. Although there are some good opportunities for developing numeracy and ICT in the subject; overall the use of these skills not sufficiently planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and in the lower juniors.
- The teaching is good and the pupils achieve well.
- The pupils have insufficient opportunities to use ICT as a tool in other subjects.
- The skilled subject leader manages the subject very effectively and the pupils, governors and parents can make their views known through the website or E-mail.
- The new ICT suite is used well to teach the subject and to support mathematics.

Commentary

65. The children have access to the computers from their first days in the nursery and by the time they join the infants they are confident and accurate when using the mouse and the keyboard. They use programs to support their work in English and mathematics, draw pictures and write text. By the beginning of Year 2, the pupils create pictures in the style of the artist Piet Mondrian using a variety of different tools from the "Paint" program. Some add text to their work. In Years 3 and 4, the pupils use a publishing program to combine text and graphics, changing the position and size of the images. They are competent when accessing files from different folders and saving their work appropriately. . In Year 6, the pupils are working on multi-media presentations, combining text, animations. Sound. Improvements in the provision and teaching have not been in place long enough for the older pupils to attain the above-average standards of the rest of the school, though they achieve well in the aspects of the curriculum already covered. Throughout the school, however, the pupils' keyboard skills are underdeveloped, making their text work rather laborious. Discussions with the pupils indicates that although standards in the work they have covered are above average, aspects such as exploring simulations, the use of databases, collecting and presenting information in chart form and simple programming with the use of Logo are unfamiliar to them. The scheme of work, based on national guidance for the subject, should ensure that the missing skills are taught during the year.

66. There are very good whole-school systems to support and inform all interested parties. There is a flourishing website to which the pupils, teachers, governors and parents can contribute. Pupils are encouraged to contribute and e-mail. In an assembly, for example, the pupils were asked to find a title for a picture and put it on the website, to e-mail it or write it on paper, according to their age. The teachers have had appropriate training and all the lessons were taught well. The headteacher, as the subject leader, is on hand to give support when needed. The teaching assistants also give valuable assistance and two take groups of pupils to work in the suite using a mathematics program. Nevertheless, they enjoy the subject and work well.

Information and communication technology across the curriculum

67. The resources in the computer suite are very good and the classrooms are generally well equipped. ICT is used effectively to support mathematics in the computer suite and this is one of the factors in improving standards in that subject. However, the pupils do not have sufficient opportunity to practise, reinforce and use the skills they have learned in the suite. The pupils use the Internet regularly as an important tool for research, but they rarely use computers to display data in mathematics, science or geography, such as weather data.

HUMANITIES

68. Very little work was sampled in **history** and **geography** and only one lesson was seen in each subject. Although no firm overall judgement can be made, the available information indicates that standards are broadly average.

69. In both subjects, the quality of the pupils' work showed a good use of research skills and understanding of how people lived in the past. In discussion, the pupils make good suggestions on possible improvements to local facilities within their community. In the lessons seen, the teaching was good and the teachers focus well on the development of literacy skills, particularly speaking and listening. They encourage debate and in the upper juniors insist on the use of Standard English. The teachers make very good use of the local community resources, for example, the Year 1 pupils visited their local surgery to meet a doctor. Educational visits are very well planned and provide good opportunities for pupils to extend their knowledge. These practical approaches help pupils of all ages to develop an understanding of people in the past and of other places. The co-ordinator has good subject knowledge and provides good leadership for her colleagues. However, she has not had the chance to monitor and evaluate the quality of their teaching because the priority has been to improve the basic skills. The curriculum for history and geography is based on the national guidelines and has been adapted to meet pupils' specific needs and to bring relevance to their learning.

Religious education

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

Main strengths and weaknesses

- The teaching is good in the infants and very good in the upper juniors and the pupils achieve well overall.
- The subject is well led and managed.
- Religious education makes a positive contribution to the pupils' personal, cultural and spiritual development and to their understanding of a number of different religions.
- There is a good range of visits and resources to support their learning.

Commentary

70. The pupils achieve well because the focus on oral discussion supports their learning well. Most of the teaching is good, particularly in Years 5 and 6 because the teachers take regard of the

pupils' different learning styles. Religious education is taught regularly and makes a positive contribution to the pupils' spiritual, moral, social and cultural development. The pupils explore a range of religions such as Hinduism, Sikhism and Judaism. They recognise similarities and differences between different beliefs and cultures and show good respect for artefacts and holy books. The positive inclusion of all pupils helps to promote good attitudes, tolerance and respect for others within the local community.

71. Through assemblies, the pupils learn to compare the stories in the Bible with modern events, to reflect on emotions and feelings and to consider the impact of actions and words on others. They learn about the way in which people behave towards each other in past and present cultures. The teachers use the locally agreed syllabus and adapt the scheme of work to widen the experiences of pupils beyond their immediate community. The local priests play a supportive role in promoting Christian values and provide positive role models. One led an assembly during the inspection and the pupils look forward to his visits. He also teaches some lessons and encourages the community to celebrate its diversity and achievements. Another local minister, who is a qualified mathematics teacher, is becoming involved with teaching some groups. The pupils visit places of worship and have a good knowledge of a range of festivals. In discussion, they sometimes confuse the traditions of the various religions, but show interest in developing their understanding further. Standards are broadly in line with the expectations of the local syllabus for Year 2 and 6 pupils. The leadership of the subject is good, but the co-ordinator has not yet had the chance to monitor the quality of the teaching. There are exciting plans to improve further the quality of provision by the use of drama and art to enable the pupils to express themselves through a wider range of linked activities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No lessons were seen in **design and technology**, but one lesson in each of **music** and **art** and two lessons in **physical education** were observed. It is therefore not possible to make an overall judgement about the provision in these subjects. Only a small amount of work was available for sampling. Discussions were held with the subject co-ordinators and some pupils were spoken to about their design and technology work.
73. In the **art** lessons observed in the juniors, the teaching was good. In one lesson, the teacher provided a good range of materials, including clay, for the pupils to create a still life representation of a bowl of fruit in the style of Cézanne. She matched the task to the pupils' learning styles so they all enjoyed their work. However, there was little teaching of techniques and the pupils using chalk pastels, for example, were not aware of the ease of blending colour. In the other lesson, the teaching of technique was very good, but too much time was spent preparing the pupils for the task at the expense of the artwork.
74. The subject is well resourced and the use of national guidance for planning the curriculum ensures that all aspects are covered. The pupils benefit from visitors to support art. For example, a local artist helped pupils to design a float and an art therapist will support work in the Nurture Room. The school stresses the importance of art as a stimulus for thinking skills and the subjects makes a good contribution to the pupils' spiritual development. However, the pupils' own work is neither featured nor celebrated around the school so opportunities for them to appreciate their own work and the work of others pupils are unavailable.
75. In **design and technology**, the use of the national guidelines to support the planning gives a secure breadth to the work. A discussion with a group of junior pupils showed that they are developing a wide range of construction skills and talk with real enthusiasm about things they have made during the previous year. The pupils were less clear about the designing and evaluating aspects of their work, although not sufficient information is available to make a judgement on this aspect. The resources are satisfactory.
76. In **music**, the infant and junior hymn practices are taken by the music co-ordinator. They are of a good quality and enable the pupils to improve their performance while discussing the

messages in the hymns. The teacher very successfully alters her style to accommodate the different ages of the pupils. Her enthusiasm encourages all to participate and the lively accompaniment aids the singing. Pupils across the school sing enthusiastically and are rhythmically accurate but with occasional lapses of pitch due to the volume.

77. The pupils have opportunities to perform in concerts during the year, including the Coventry "Morning of Music". Some pupils have attended the ballet and a choir is formed when school concerts are planned. There is no instrumental tuition at present although recorder groups are planned for the future. There is a good range of resources in school including recorded music and instruments from a range of different cultures. There is an appropriate curriculum based on the national guidance for the subject.
78. In **physical education**, the work is well planned and offers the pupils a broad curriculum. The subject is very well supported by additional organised clubs and activities at lunchtime and after school. For example, before school on two mornings a week a parent organises cross-country and football during two lunchtimes. A playleader also organises physical activities involving all Year 1 and 2 pupils during the midday breaks, and the Year 3 to 6 pupils join in games, such as rounders, led by the midday supervisory staff. After school on one evening a week, the pupils can attend a Circus skills club.
79. The management of these subjects is satisfactory. The subject co-ordinators are knowledgeable and enthusiastic. They support their colleagues when it is needed but have few opportunities to monitor and evaluate standards and how well the subject is taught.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Only two lessons were seen in personal, social and health education and therefore it is not possible to make an overall judgement. However, from the available evidence and the wide range of additional aspects provided to support this subject it appears to be very good. The provision for the pupils' social development is excellent, in their moral development it is very good and in their spiritual and cultural development it is good.
81. All classes have regular lessons in personal, social and health education. The quality of the teaching and learning was very high in the lessons seen. The pupils are confident and very interested in the work they do. They are given very good opportunities to explore and think about issues that affect their personal, social and health development and they respond very well to the opportunities provided. The pupils are helped to understand the importance of respecting other people's feelings and values. This is achieved through specific personal, social and health lessons, through "Circle Time" and assemblies but most of all through the way all staff relate to the pupils and are effective role models. Excellent support is provided in the Nurture Room.
82. Emotional literacy is developed very effectively through the use of carefully chosen stories to enable the pupils to come to terms with difficult issues and feelings. This programme is timetabled and linked very effectively to literacy. This new strategy is proving very effective in allowing the pupils to come to terms with problems and to resolve conflict. Sex and drugs education is delivered using the local programme. The new personal, social and health education co-ordinator is reviewing the provision to improve the quality even further by developing a scheme of work matched precisely to local needs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
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	2
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
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	1
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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