

# INSPECTION REPORT

## **PARKGATE PRIMARY SCHOOL**

Holbrooks, Coventry

LEA area: Coventry

Unique reference number: 103688

Headteacher: Miss A Mitchell

Lead inspector: Mr M.J.Johnstone

Dates of inspection: 1<sup>st</sup> to 4<sup>th</sup> December 2003

Inspection number: 257153

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:	4-11
Gender of pupils:	Mixed
Number on roll:	678
School address:	Parkgate Road Holbrooks Coventry
Postcode:	CV6 4GF
Telephone number:	024 7663 7381
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Gough
Date of previous inspection:	18.05.98

## **CHARACTERISTICS OF THE SCHOOL**

This very large community primary school is situated in the Holbrooks area on the northern edge of the city of Coventry, an area with features of social and economic disadvantage. There are 678 pupils on roll with 299 girls and 379 boys. The number on roll includes 153 children in the Foundation Stage, with 69 children who attend part-time in the two nursery classes and 84 who attend full-time in the three Reception classes. Just over a third of the pupils (very high) are from a wide range of minority ethnic groups, although the majority is of Indian sub-continental origin. The main languages spoken are Punjabi, Urdu and Gujarati. Thirty-two pupils receive additional language support and ten children in the nursery are at the very early stage of English language acquisition.

The proportion of pupils eligible for free school meals (20 per cent) is broadly average. There are 133 pupils (21 per cent) on the register of special educational needs (about average). Most of these pupils have moderate learning difficulties and seven have a Statement of Special Need. Most children enter the school with well below average attainment.

The school has been involved in the Leadership Development Strategy in primary schools since September 2003. It received an achievement award and Investors in People award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Science
13526	Richard Barnard	Lay inspector	
21450	Daniel Kilborn	Team inspector	Special educational needs English Art and design Design and technology Music Physical education
4926	Thelma Aspin	Team inspector	Mathematics Information and communication technology
21235	Marjorie Graham	Team inspector	The Foundation Stage English as an additional language Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is providing a satisfactory education.** It is competently led and managed. Teaching and learning are largely satisfactory and often good. Pupils make reasonable progress over their time in school, although standards in some subjects are not yet high enough. The school is committed to inclusion and racial harmony is excellent. Parents are generally satisfied with what the school does for their children. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- The capacity for improvement, commitment and teamwork shown by all staff is good
- Teaching is good in the nursery and reception classes (the Foundation Stage) and some good teaching was seen in all year groups
- Standards in English, mathematics and religious education are not yet high enough
- Pupils' behaviour and attitudes to learning are good
- Systems to monitor the quality of teaching and the curriculum are not rigorous enough
- Children get a good start to school life in the Foundation Stage (FS)
- There is good provision and teaching for pupils with special educational needs (SEN) and pupils who have English as an additional language (EAL).
- In some subjects, pupils' progress is limited by weaknesses in curriculum arrangements and in the use of assessment
- Literacy, numeracy and information and communication technology skills (ICT) are not developed enough in other subjects

Since the school was inspected in 1998 the rate of **improvement has been satisfactory**, although it has been more marked over the past two years. Improvement has been best in the Foundation Stage where there have been significant developments. Work remains to be done in raising standards and pupils' achievements, curriculum development, assessment and monitoring, where progress has only been satisfactory.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools by prior attainment
	2001	2002	2003	2003
English	E	E	E	D
Mathematics	E	D	E	C
Science	E	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

Most children in the FS are likely to meet the goals expected by the time they enter Year 1. Despite their very low starting point on entry to the nursery, good teaching enables children of all abilities to achieve well. **In Years 1 and 2, overall achievement is satisfactory** and by the end of Year 2, standards are similar to the national average in reading, writing and science. Whilst below average in mathematics, standards are improving steadily. **Achievement is satisfactory overall in Years 3 to 6.** Despite a marked dip in 2003, inspection evidence indicates that the steady upward trend from 1999 has been picked up again. Standards are still below the national average in English and mathematics but are now closer to it. The work pupils were doing in science was similar to the national average. Marked improvement in the provision for children in the FS is feeding through into subsequent year groups and is a significant factor in the steadily rising standards. Standards in ICT are improving and work covered recently is close to the standard expected nationally. Standards are below average in religious education and are not high enough. In most subjects, breaks in the continuity of learning

limit overall achievement to a satisfactory level. In English and mathematics, pupils who have EAL and pupils with SEN achieve well as a result of the good quality additional support that they receive.

At all stages the pupils have good attitudes to school and behave well. They are polite, enthusiastic, motivated and eager to learn. The attendance rate at the school is improving gradually but remains below the national average. **The spiritual, moral, social and cultural development of the pupils is good**, with particularly strong provision for moral and social development.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching is satisfactory overall and is good in the FS.**

Whilst satisfactory overall in Years 1 to 6, some good teaching was seen in all year groups. In the lessons seen, teaching in literacy and numeracy was often good. Pupils who have SEN and those with EAL are well taught when withdrawn for additional help. Teachers often successfully seek to make work interesting and involve all pupils productively. Relationships are good and teachers are sensitive to the needs of all pupils. Resources are used well to stimulate pupils and classroom assistants make a very good contribution to learning. Assessment is not used as effectively as it should be to plan subsequent learning and independent activities planned for the pupils are not always sufficiently challenging.

The curriculum is good in the FS and satisfactory in Years 1 to 6. There is strong emphasis on specific literacy and numeracy lessons. However, the key skills of literacy, numeracy and ICT are not used sufficiently to support learning in other subjects. Insufficient time is devoted to some other subjects and this leads to breaks in the continuity of learning. There is a good range of extra-curricular activities. Accommodation and resources are good. Standards of care, welfare and health and safety are very good. There is a satisfactory partnership with parents.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school are satisfactory.** Governors meet their statutory requirements and are having an increasing impact on school development. Leaders are firm, competent and committed and there are clear lines of responsibility. Teamwork is effective and all pupils are valued and supported whatever their needs. The school monitors its performance but this is not sharp enough to bring about significant improvement. Financial planning and management are good. The school runs smoothly.

## **PARENTS AND PUPILS VIEWS OF THE SCHOOL**

Parents are generally satisfied with what the school offers. Pupils say they like the school and their teachers and feel safe.

## **IMPROVEMENTS NEEDED**

In order to continue to raise standards further the governors, headteacher and teachers should:

- Raise standards in English, mathematics and religious education
- Sharpen the monitoring of teaching, learning and curriculum provision
- In subjects other than English, mathematics and science, ensure that key skills are developed and assessed more effectively from year to year
- Encourage greater use of literacy, numeracy and ICT skills across the curriculum

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

In most subjects, standards are **satisfactory** throughout the school. They **should be higher in English, mathematics and religious education**. Achievement is **satisfactory** throughout the school.

#### Main strengths and weaknesses

- Despite a dip in 2003, standards in English, mathematics and science are continuing to improve steadily
- Pupils make good progress and achieve well in the nursery and reception classes
- Pupils who have English as an additional language (EAL) and pupils who have special educational needs (SEN) receive good additional support and this enables them to achieve well
- Breaks in continuity and progression of learning limit pupils' overall achievements in some subjects

#### Commentary

1 There has been good improvement in the provision for children in the nursery and reception classes (Foundation Stage) since the previous inspection. More effective organisation, teaching and assessment have resulted in marked improvement in the achievements of all children and over the past few years has ensured that children entering Year 1 have a much firmer and secure base for work in the National Curriculum. They reach satisfactory standards in all six areas of learning. Given the very low starting point on entry to the nursery this represents good achievement in all aspects of learning.

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

Standards in:	School results	National results
Reading	15.5 (16.5)	15.7 (15.8)
Writing	14.2 (16.0)	14.6 (14.4)
Mathematics	15.6 (16.5)	16.3 (16.5)

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

2 By the end of Year 2, standards in reading and writing are close to the national average. Although inspection evidence indicates some improvement, standards in mathematics are below average. Given the very low attainment of most children on entry to the nursery, pupils' overall achievement is satisfactory in these subjects. Despite some fluctuations, the trend in pupils' performance in national tests across these three subjects has been above the national trend. In the 2003 National Curriculum assessments for science, teachers assessed standards as close to the national average. The work pupils were doing during the inspection indicates average standards in the subject.

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

Standards in:	School results	National results
English	24.0 (25.6)	26.8 (27.0)
Mathematics	24.9 (26.2)	26.8 (26.7)
Science	26.8 (27.2)	28.6 (28.3)

*There were 90 pupils in the year group. Figures in brackets are for the previous year*



3 The trend in pupils' performance in English, mathematics and science is broadly in line with the steadily rising national trend. In all three subjects, standards dipped in 2003 and were well below the national average. School data shows that there was a higher than normal proportion of pupils in this group with SEN and a larger than usual percentage had social and emotional difficulties. The work pupils were doing in the inspection indicates improvement and, while standards remain below average in English and mathematics, they are closer to the national average. The previously steady rise has been picked up and the school's realistic targets are likely to be achieved for 2004 and 2005. The work pupils were doing in science indicates standards that are close to those expected nationally. The school's focus on scientific enquiry is helping raise standards in the subject, although this aspect remains a weaker element in pupils' learning.

4 In all subjects, more pupils are reaching the higher levels of the National Curriculum, although there is a wide spread of ability in all year groups. Over time, there is little significant difference in the performance of boys and girls overall, although girls tend to do better in writing. There is little significant difference in the achievement of the below average, average and above average groups of pupils. Setting arrangements for English and mathematics in Years 3 to 6 are helping teachers achieve a better match of work to different abilities, although the above average pupils could be challenged more to apply their knowledge and skills in mathematical investigations. While there are a few examples of pupils using their literacy, numeracy and ICT skills to support learning in other subjects, this aspect of their work is not sufficiently developed.

5 Standards in ICT are improving due to good leadership and management of the subject and improving teacher confidence and expertise. Standards are similar to those expected nationally by the end of Year 2 and, although some of the work covered over the past year in Years 3 to 6 meets national expectations, overall standards are not yet up to national averages. There has been insufficient improvement in religious education and standards remain below the expectations of the local agreed syllabus. The work seen in other subjects is similar to that expected for pupils' ages, with examples of good work in art and design as a result of specialist teaching. In subjects other than English, mathematics and science, breaks in the continuity of learning and a lack of any systematic assessment of pupils' progress results in some unnecessary repetition of work.

6 Analysis of pupils' performance in national tests and inspection evidence shows that pupils with EAL do as well as other pupils and in English and mathematics lessons they are well represented in the upper sets. The pupils who receive targeted additional support are taught effectively and achieve well.

7 Pupils who have SEN achieve well against the targets in their individual educational plans. They make good progress when receiving additional teaching support in English and mathematics. In general lessons they make similar progress to all other pupils and receive positive encouragement to participate in all aspects of the lessons.

### **Pupils' attitudes, values and other personal qualities**

Pupils like school and behave well. There is good provision for pupils' spiritual, moral, social and cultural development. Attendance is below average but improving. There has been good overall improvement since the previous inspection.

### **Main strengths and weaknesses:**

- Behaviour is good because of the very good moral and social provision and the consistently positive approach of staff
- Pupils like school and take part eagerly in school activities, they show good confidence and are trusted and trustworthy
- Racial harmony is excellent and relationships are very good
- Pupils respect the views of others and are confident that their views will be accepted
- Attendance is below the national average but has gradually improved over the last few years

## Commentary

8 Pupils say that they enjoy school and the vast majority of parents who replied to the questionnaire confirm this. It is evident in the very good interest the pupils have in the life of the school and their keen attitude towards the range of activities provided. Their interest and confidence is reflected well in lessons when they ask questions of their teachers to extend their learning and work well independently or in pairs and groups. This is helped by the trust shown by members of staff and the responsibility shown by the pupils in their response. This was evident in a design and technology lesson in Year 6 when the trust shown by the teacher in allowing pupils to choose individual, paired or grouped work to design slippers resulted in a high level of enjoyment and imaginative work from all pupils. On a few occasions pupils display less interest in their lessons when the work fails to gain their attention or challenge them sufficiently.

9 Pupils in the FS soon develop positive attitudes towards learning. They are keen to express themselves and offer opinions. The school builds well on these positive attitudes through the very good provision for their moral and social development. Pupils show good levels of self-esteem and maturity. Older pupils are very willing to help around school with a wide range of responsibilities, for example helping as peer supporters or monitors. Pupils understand the difference between right and wrong and how their actions can have an impact on others. Their keen participation in the school council, from as early as Year 1, helps develop very well their awareness of citizenship, representing the views of others and having a say in the life of the school.

10 Promotion of a love and appreciation of art and music is good. Relationships throughout the school are very good. Racial harmony is excellent and reflects very well the inclusive nature of the school and the effectiveness of its racial equality policy. Pupils are prepared well for living in a multicultural society. Pupils behave well in lessons and particularly well on formal occasions such as in assemblies and in the dining room. They respond well to, and appreciate, the simple school rules. The provision of the lunchtime “Nurture Group”, where pupils enjoy lunch and activities in a friendly family atmosphere but with clear fair rules has had a major impact on improving lunchtime behaviour and settling pupils for the afternoon session. Pupils and parents have no serious concerns about bullying, racist or sexist behaviour and attitudes; the school’s systems deal with any potential issues quickly and effectively.

11 Four boys were excluded on a temporary basis for a total of nine times last year. In the current year there have been no exclusions.

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	417	7	3
Asian or Asian British – Pakistani	21	2	1

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

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	7.1	School data	0.0
National data	5.8	National data	0.4

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

12 Attendance is unsatisfactory. However, procedures to record and monitor attendance are good and have resulted in a steady increase in overall attendance levels over the past few years. Systems to

follow up absences are effective and lead to very low levels of unauthorised absence. Punctuality is satisfactory and lessons start on time. Absences are usually due to a small but significant number of parents who do not send their children to school regularly. There is also a small number of pupils whose families take extended breaks abroad.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching is satisfactory and there is sound curricular provision. The school provides well for pupils with EAL and those who have SEN. Care, guidance and support for pupils are very good. There is a satisfactory partnership with parents and the community.

### Teaching and learning

The quality of teaching and learning is **satisfactory overall**.

### Main strengths and weaknesses

- Teaching is good in the FS
- Some good teaching was observed in all year groups; it was most effective in Years 4 and 6
- Additional teaching support for pupils with EAL and those who have SEN is good
- Expectations of behaviour and application to work ensure that most pupils work productively
- In some subjects assessment is not used well enough to plan subsequent learning
- In independent group activities work does not always challenge pupils sufficiently

### Commentary

13 Teaching is good in the FS (nursery and reception classes) and helps all children settle quickly into school routines and develop a desire to learn. Teaching in the FS has improved markedly since the previous inspection. This is largely the result of better management and organisation, staff changes and effective assessment systems.

14 At all stages, teachers and classroom support staff are good role models for the pupils and relationships are very good. Teachers show respect for all pupils and engender a desire to learn and the effective development of self-esteem. Class management and control are good in the very large majority of lessons. Classroom routines are well established and this ensures that pupils know what is expected of them and there is little time wasted getting down to work. Classroom support assistants are well briefed by the teachers and have good knowledge of what the pupils they are supporting are expected to learn. In the lessons observed during the inspection, there was a higher degree of consistency in the teaching in Years 4 and 6 where more good teaching was observed. This led to mostly good achievement in these year groups. In the unsatisfactory and less successful lessons across all subjects, there were weaknesses in behaviour management, teachers' knowledge and expertise and a lack of challenge in the activities provided for groups of pupils who were working independently.

### Summary of teaching observed during the inspection in 69 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	3 (4 %)	31 (45%)	33 (48 %)	2 (3%)	0 (0%)	0 (0%)

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

15 The National Literacy and Numeracy Strategies are well established and have provided a good structure to lessons across the school. In the most effective literacy lessons good links are made between reading and writing. In the more successful numeracy lessons the correct mathematical vocabulary is carefully developed

and pupils are given opportunities to explain their reasoning to others. In general, not enough attention is given to the use and application of literacy and numeracy skills in other subjects.

16 Teachers' marking is mostly good across the school and indicates to pupils how they might improve various aspects of their work. Teachers provide good feedback to pupils orally and test their understanding through good questioning that challenges them to think more deeply. There are sound systems to assess pupils' progress in English, mathematics and ICT and the information gained is used satisfactorily to plan subsequent learning. In other subjects, however, there are no whole school systems. This makes it difficult to guarantee that what pupils already know or have had difficulty understanding are addressed in future lessons.

17 The teaching and support for pupils with SEN is good overall. Teachers plan carefully to provide achievable challenge and take account of what different pupils can already do. This enables pupils to increase their knowledge skills and understanding in each lesson. Pupils with special educational needs are fully involved in lesson discussion sessions. General lesson planning takes good account of targets in pupils' individual education plans. Procedures for assessing the attainment and progress of pupils with SEN are good. Information is used effectively to plan the next stages of learning.

18 The teaching of pupils who have EAL is good and enables the pupils to achieve well. The EAL teachers, class teachers and bilingual and support assistants work well together. Although all the teaching involves language development the EAL staff have clear, focused language aims such as developing the language skills of listening, speaking, reading and writing, practising language functions or learning specific structures. They ensure that the teaching of effective spoken and written English is embedded in the teaching of the subjects and they identify how language skills are included in the learning activities. When they work with individuals or small groups they consolidate the work that has been covered in lessons and quickly identify any misunderstandings. The pupils make good progress in these sessions. All the adults are involved with monitoring the pupils' use of English in class discussions and small group work within the class. The pupils' progress is carefully tracked and all the information is used to help with the planning for the next stage of learning and to review the level of support needed by each pupil.

19 Overall, there has been satisfactory improvement in the quality of teaching and learning since the previous inspection.

## **The curriculum**

The overall quality of the curriculum is satisfactory, although some subjects do not receive enough emphasis. The curriculum is supported by good extra-curricular activities. The quality of resources and accommodation is good and supports learning well.

### **Main strengths and weaknesses**

- Provision for children in the FS is good
- There is good provision for pupils with SEN, those who have EAL and pupils with social and emotional problems
- The key skills of literacy, numeracy and ICT do not support learning well enough in other subjects
- Insufficient time devoted to some subjects results in breaks in continuity of learning
- The curriculum is enriched by a good range of activities outside lessons
- Subject leaders have good capacity to develop the curriculum further

### **Commentary**

20 The curriculum throughout the school meets statutory requirements, although there is an imbalance in the time allocated to different subjects in Years 1 to 6. This leads to some breaks in the continuity of learning.

21 In the FS there is a suitable balance between activities directed by teachers, those selected by teachers that give opportunities for exploration and those chosen by children themselves. All the required areas of learning are linked together to make good use of time. There is an appropriate emphasis on language, literacy communication and mathematics so pupils are well prepared for the next stage of their education.

22 Curriculum planning has improved, with schemes of work to support planning in all subjects. Skills that should be taught in each year, however, are not always clear, leading to some repetition without further extension of learning. Although there is some good practice, subjects are not linked together sufficiently to make the most effective use of time. Similarly, although some opportunities are identified in planning, literacy, numeracy and information and communication technology skills are not sufficiently developed through other subjects or to support other subjects. Provision for personal, social, health education and citizenship is good overall. Provision for sex education is satisfactory.

23 There are specific and effective arrangements to help pupils with social or personal problems cope with lessons, and these are much appreciated by the pupils and parents. Considerable thought is given to the most effective ways of supporting pupils who have or who are learning EAL. Pupils' individual needs are carefully assessed and the EAL teachers' plans have well defined, short term targets. The EAL teachers work in close collaboration with the class teachers to ensure that the help they provide allows the pupils to have access to the full curriculum and enables them to take a full part in lessons. This support is viewed as an integral part of the work of the school. It enables the pupils to grow in confidence and make good progress with the development of their language skills.

24 Provision for pupils who have SEN is good. The school provides a thoughtfully considered and flexible range of support to meet the needs of all pupils. Pupils have relevant individual education plans. Targets are clearly defined and the needs of pupils with statements of special educational needs are met effectively.

25 There is a wide range of extra-curricular opportunities provided with some that cater especially for those from ethnic minorities, for example lessons in Punjabi and those that cater for younger pupils. Additional opportunities are provided for pupils to work on computers in their lunch times to complete project work. Activities enable pupils to expand their learning and contribute greatly to personal and social education. Good use is made of visits and visitors in subjects such as history to make learning more exciting.

26 Accommodation, staffing and resources are good overall. The number of teachers and support staff available mean that pupils who need additional challenge or support can be given short bursts of learning in small groups. Arrangements and provision to develop teachers' and classroom assistants' skills through in-service training are very good and have a marked effect on pupils' achievements. Classroom assistants and support staff for pupils who have SEN make a good contribution to pupil's learning.

### **Care guidance and support**

The school takes very good steps to ensure pupils' care, welfare, health and safety. Good support, advice and guidance are provided for each pupil. The school involves pupils well in its work and development. Standards have been improved on the satisfactory levels described in the previous inspection.

### **Main strengths and weaknesses**

- Health and safety procedures are very good with very good child protection awareness and procedures
- A very caring staff offer very good pastoral support

- Pupils are involved well in the life of the school
- Preparation for transfer to secondary school is good

### **Commentary**

27 All members of staff provide strong pastoral care that ensures every pupil feels valued and cared for. Parents agree that the school takes good care of their children. Very good induction arrangements and continuing care and support ensure that the youngest pupils settle quickly into school and make good progress in their personal development. Children joining the school later are made very welcome and are soon settled and happy. Child protection procedures work very well and all staff are aware of what they need to do should any issues arise. There is very good evaluation of health and safety risks, very good first aid procedures and supervision of pupils at break and lunchtimes. These enable pupils to feel safe and work in confidence. Personal development is supported well as members of staff all know their pupils well.

28 Academic support is satisfactory and variable in line with assessment procedures. Good support and advice ensures that pupils are confident about their move to secondary school although many say that they do not want to leave their primary school. Pupils feel that they have a good say in the life of the school through good consultation arrangements such as the school council and also very good relationships which give pupils confidence to discuss any issues with members of staff.

### **Partnership with parents, other schools and the community**

The school has a satisfactory partnership with parents, the local community and local schools. Provision is similar to that described in the previous inspection report.

### **Main strengths and weaknesses**

- Annual reports on pupils' progress are very good
- Overall support from parents is variable and community involvement is limited
- The school could be more proactive in building up the partnership
- There are good links with the local secondary schools

### **Commentary**

29 Annual reports give very good information on pupils' standards and progress, and provide targets in relation to how they can develop further. The regular consultation sessions also help keep parents informed well about their children's achievements. Good quality newsletters inform parents well about the life of the school, homework and work to be covered by each year group each term. The school has asked for interpreters for parents who speak little or no English but information is generally only provided in English. Parents of pupils with statements of SEN are appropriately involved in annual review meetings and the school seeks the views of parents and carers for reviews of individual education plans.

30 Limited use is made of parental help in school and a very small number of parents help with organising events. Parents are keen to attend events, such as performances by their children, but are less keen to attend events informing them about the curriculum. Few are really involved with their children's learning other than hearing them read. The great majority of parents are pleased with the way members of staff deal with potential problems and issues. The school offers an open door to parents and teachers are readily accessible at the end of the school day. The use of the local community as a learning resource and the use of the school by the community are underdeveloped. An effective partnership with the local secondary school ensures pupils are well prepared for their transfer to secondary school.

## **LEADERSHIP AND MANAGEMENT**

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

### **Main strengths and weaknesses**

- The headteacher delegates effectively and teamwork is good
- Monitoring of the school's performance is not rigorous enough
- The headteacher and staff have developed very good systems of pastoral care and support for all pupils
- The senior management team are good role models for pupils and staff
- Financial management and planning are efficient and the school runs smoothly

### **Commentary**

31 There has been satisfactory improvement in the leadership, management and governance of the school since the previous inspection. The headteacher has continued to build on the amalgamation of the large infant and junior schools immediately prior to the previous inspection. Despite staffing changes and much reorganisation of the management structure, she has galvanised the school into one unit with a clear sense of direction and purpose. The headteacher and senior management team are good role models and are well respected by staff, pupils, governors and parents. The headteacher delegates effectively and has established clear lines of responsibility. She has been successful in creating very good relationships in the school and a strong sense of teamwork. Racial harmony and respect for all pupils whatever their background or needs is an underlying strength in all that the school does.

32 Curriculum leaders have a good knowledge of the strengths and weaknesses in the subjects they are responsible for and work to focused action plans linked to the school development plan. This is bringing about a steady improvement in standards and pupils' achievements in most subjects. The provision for children in the FS, for pupils with SEN and for pupils with EAL is managed well. Systems for keeping and updating paperwork are well organised and readily accessible. There is very good use of support from outside agencies to the direct benefit of pupils.

33 There has been good improvement in systems to monitor the performance of pupils in national tests. These have identified groups of pupils who need additional support, for example more able pupils in mathematics are taught in a targeted group and pupils with SEN and EAL are withdrawn for effective additional help. There are regular arrangements for the senior management team to monitor the quality and consistency of teaching but these are not focused or stringent enough to iron out general weaknesses and inconsistencies across the school.

34 Systems to monitor curriculum development are not stringent enough and some weaknesses remain in the way some subjects such as religious education, history and geography are organised. There are no whole school systems to assess pupils' progress in subjects other than English, mathematics and ICT. This was a weakness identified at the time of the previous inspection.

35 Performance Management is well established and there are appropriate whole school targets for improving teaching and learning linked to the school development plan and the individual needs of the teachers. There are good arrangements for the in-service training of teachers and support staff and this has a positive impact on pupils' achievements. Day-to-day management operates efficiently and shields many of the more routine management tasks from the teachers.

36 Governors meet their statutory duties and exercise their responsibilities well by participation in appropriate committees. They are developing their strategic role satisfactorily and have a sound understanding of the strengths and weaknesses of the school. They receive good information about the school's performance and are beginning to ask critical questions on the basis of this information. Individual governors are linked to curriculum areas and are gaining a good overview of teaching and learning in that area.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1,484,958	Balance from previous year	68,731
Total expenditure	1,532,820	Balance carried forward to the next	20,869
Expenditure per pupil	2398		

37 Financial planning and management are good. The governors and headteacher have a good grasp of finances and funding issues. The school has used a budget surplus effectively to maintain staffing levels and improve outdoor facilities over the last few years. Prudent budgeting and secure financial management based on good monitoring of expenditure and income enables the school to meet its educational priorities from a secure financial base. Principles of best value are understood and applied effectively, especially in providing cost-effective services in order to maximise funds available to be spent for the direct benefit of pupils. A good example is provision of a resources room under the management of a Resources Officer. This ensures that teachers do not spend time valuable teaching time on ordering basic supplies or photocopying. The recent auditor's report painted a good picture of the school's financial arrangements.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38 Children are admitted to the nursery on a part time basis at the beginning of the school year following their third birthday. They transfer to one of the three reception classes at the beginning of the school year in which they become five. A number of children also enter the reception classes from other pre-school settings and some children enter straight from home.

39 There is a wide range of ability but on the basis of assessments carried out soon after they start the nursery, the children's attainment is well below average. Standards amongst boys and girls are similar. All the children, including those with SEN, those who have EAL, and those who are at an early stage of learning English, make good progress. Most of them are likely to attain the Early Learning Goals in all the areas of learning by the time they transfer to Year 1. Good teaching, leadership and organisation are the reason for children's good achievements.

40 Teachers are knowledgeable about the children's stages of development, their individual needs and their styles of learning. The teachers are well supported by the nursery nurses and the teaching assistants. They are well briefed and clear about their roles and responsibilities. All the members of staff provide good support for the children and are involved with assessing their progress. There are regular meetings to ensure that the assessment information is used in the planning of activities to meet the children's needs. There is a balance of activities directed by the adults, those explored by the children and those that the children initiate for themselves. The staff have high expectations of what the children might achieve and are keen to improve aspects of their own teaching. Staff have created a stimulating and secure environment which supports the children's learning and their positive attitudes. The Foundation Stage co-ordinator, who is one of the reception teachers, checks on the quality of the teaching and the learning by looking at the children's work and the teachers' plans. She has, however, had no opportunities to observe lessons in the nursery or in the other reception classes.

41 The teachers provide work that is suitably challenging. They focus on what the children are learning and this enables them to assess what has been achieved and to plan the next steps that have to be taken. This continuous tracking of the children's progress is an improvement on the situation reported at the time of the previous inspection.

### **Personal, social and emotional development**

The provision is **good**.

### **Main strengths and weaknesses**

- The children make good progress because the teaching is good
- The teaching and support staff understand the children's needs, promote their self-esteem and develop their confidence successfully
- Staff model ways to behave well and encourage the children to be independent
- In the Reception classes some opportunities for developing independence are missed during registration and snack time

### **Commentary**

42 Teaching is good and children achieve well in all aspects of this area. The majority are likely to attain the Early Learning Goals by the time they enter Year 1. Before they start school there is a thoughtfully planned

programme of visits and talks for parents when the routines and activities are introduced and explained. This helps the children to become more confident about embarking on this very important stage of their life. They settle quickly into the carefully organised routines because they are secure and know that the staff will listen to them and support them. The children develop positive attitudes because the staff successfully creates the ethos and conditions they need to become effective learners. Initially many of the children find it hard to communicate so emphasis is placed on times when they can sit in small groups with adults. These activities cater well for children who are slowly gaining the confidence to explore or to participate. They are encouraged to voice their likes and dislikes, share and take turns. They become confident about approaching the staff because they show them that they are valued. The children respond well because the staff are consistent in their high expectations of behaviour. The children learn to work together, become aware of other children's feelings and in understanding the consequences of their actions. In the nursery, snack time is used effectively to develop the children's social skills as they have their fruit and milk, sitting at tables with an adult. This helps them to learn about the art of conversation and the need for considerate manners. The reception children eat their fruit as they play outside and this means that opportunities are missed to develop their social skills. Opportunities to develop their independence are also missed in the reception classes as there is no system of self-registration.

### **Communication, language and literacy**

The provision is **good**.

#### **Main strengths and weaknesses**

- The children achieve well because the teaching is good
- The staff encourage and develop the children's spoken language, listening and early reading and writing skills well
- Sharing and using books are linked well to the different activities
- The children are given opportunities to talk about what they have been doing but they are not always given opportunities to talk about their learning

#### **Commentary**

43 This area of learning is well managed with carefully planned and supervised activities as well as opportunities for developing independence. In the nursery many of the children play alongside their classmates rather than being involved in conversations with them but their skills of speaking and listening are developed well in adult directed activities. This is evident in discussion times when the children are encouraged to ask and answer questions about topical and personal issues. They listen carefully to the adults and the other children. During imaginative play they adapt their speech and mannerisms to the characters they are portraying. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. The staff's careful assessments ensure that the children make good progress. In both the nursery and in the reception classes the children take books home and the staff provide advice for the parents about how they can support their children. When they look at books the children handle them carefully and the reception children explain that they can get information from the words and the pictures. When they share the reading with the adults, they predict events and when they finish the story they recount it in sequence. Through the phonics sessions the reception children learn the letters of the alphabet and the sounds that they make. The more able pupils use this information when they read unfamiliar words or when they are writing and need to decide how to spell. The majority of children are likely to attain the Early Learning Goals in this aspect of their learning.

### **Mathematical development**

The provision is **good**.

## **Main strengths and weaknesses**

- The quality of teaching is good and the children achieve well
- There are good opportunities for the children to solve practical problems and to begin to calculate

### **Commentary**

44 The children achieve well and the majority are likely to attain the Early Learning Goals by the time they transfer to Year 1. Throughout the FS there is a good range of opportunities for developing mathematical skills. In the Reception classes the teachers introduce elements of the National Numeracy Strategy with daily mathematics sessions. There are numerous opportunities for the children to explain how they work things out but not always to discuss what they have learned. The children learn the correct mathematical vocabulary in stories, rhymes and games and enjoy using it as they count, match, sort and order objects according to shape, size, weight and colour. During registration some opportunities are missed for counting and calculating the differences in totals.

## **Knowledge and understanding of the world**

The provision is **good**.

## **Main strengths and weaknesses**

- The children achieve well because the teaching is good
- There are good opportunities for the children to explore, experiment, use their senses and learn about their environment

### **Commentary**

45 The children take part in a wide range of carefully planned sensory experiences. There are well thought out opportunities that give the children the confidence to investigate the grounds and the local area. They make good progress in learning about why things happen, how things are made and why changes occur. Most are likely to attain the Early Learning Goals by the time they transfer to Year 1. The current theme of self, friends and family is helping the children to understand the types of food that maintain healthy bodies. They are also developing an understanding of past and present by looking at photographs and observing the changes to appearance that occur over time. They learn about the people who work in and around the school. During the inspection, the dental nurse talked to the nursery children about a healthy diet and care of their teeth. Through taking part in events such as Christmas and Diwali the children begin to appreciate the variety of religious and cultural beliefs and celebrations. The children solve simple problems by making and modifying models. They use a variety of construction kits to make decisions about the ways of joining parts. When they create collages and models, they are sensible about the safety rules for using scissors and glue. When they use the computer, they operate the mouse and the printer and become increasingly confident in clicking on icons when using programs. The teachers are skilled at questioning and they make effective use of the children's answers to assess their understanding. They extend this effectively by giving the children the support they need to develop the confidence to think for themselves.

## **Physical development**

The provision is **good**.

## **Main strengths and weaknesses**

- The quality of teaching is good and the children achieve well

- There are good opportunities for the development and extension of the children's physical skills
- The children use tools and equipment carefully and with developing skills

### **Commentary**

46 The activities are carefully planned, the children are challenged effectively and they make good progress. By the end of the FS most of them are likely to attain the Early Learning Goals in this area of learning. The nursery and reception children have direct access to their own well equipped outdoor areas and to the school halls. The wide range of equipment is well organised for the children to gain control of their bodies. The teachers make good use of these facilities and the children learn to run, climb, push, pull, balance and slide. When they use the wheeled toys, they demonstrate control as they change speed and direction. This was evident in the nursery when the paramedics were taking their patients to the hospital set up in the playhouse in the garden. The children learn to be aware of space and of their own safety and the safety of others. They develop the skills of throwing, catching and kicking and they also use mathematical language as they talk about over, under, high and low. They use tools carefully as they dig and fill containers in the sand and water trays. They develop their manipulative skills when they use small equipment such as scissors and brushes and when they connect and assemble jigsaws and construction kits. They have the physical skills to control the computer cursor and the quality of their drawings demonstrate that they develop the hand-eye co-ordination and pencil control needed to write letters and numbers.

### **Creative development**

The provision is **good**.

### **Main strengths and weaknesses**

- The children achieve well because of the good teaching
- There are good opportunities for role-play to stimulate and develop the children's imagination
- A good range of materials is available for the children to use to explore colour, texture and shape

### **Commentary**

47 Children are provided with good opportunities to develop their observational skills through what they see, hear, smell, touch and taste. They make good progress by expressing their feelings in activities such as drawing, painting, modelling, role-play and music making. By the time they transfer to Year 1 most are likely to attain the Early Learning Goals. The activities are worthwhile and carefully planned and supervised. The teachers ensure that the children learn how to use and control the materials well and this helps them to gain an awareness of shape, pattern and colour. There is a high degree of individuality in the children's work as the adults value their imagination and creativity. They enjoy the opportunities for imaginative play and they are provided with a good range of small world equipment and costumes for the hospital, post office and hairdressing salon. When they use the small world figures they create conversations between the family members in the house. These activities are a rich source for language development and the children adopt the voices and mannerisms of the characters although in the nursery many play alongside the others rather than being involved with them. There are frequent opportunities to sing and songs are often chosen to indicate times of day such as tidy up time and to support other areas of learning such as number and action rhymes.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory overall**.

## Main strengths and weaknesses

- Standards by the end of Year 2 have risen since 1999 to be close to the national average
- Standards at the end of Year 6 are improving but are below national averages and are not yet high enough
- There is effective additional support for pupils with SEN and those with EAL
- Opportunities are missed for pupils to extend their literacy skills in work in other subjects.

### Commentary

48 Standards in reading and writing at the end of Year 2 have improved from well below average at the time of the previous inspection to close to the national average by 2003. Over the past three years, the trend in the school's results has been above the national trend. Pupils in Year 2 are achieving standards in reading and writing that are satisfactory. Since 2000, standards at the end of Year 6 have declined from in line with national averages to well below. Standards are still below when compared to similar schools but overall achievement is satisfactory when the value-added measure between Year 2 and Year 6 is considered.

49 The 2003 group of pupils contained a higher than normal proportion of pupils with SEN. The work seen during the inspection and analysis of non-statutory tests in the current Year 6 indicates an improvement in standards to a position that is still below the national average but closer to it. This is the result of more focused teaching, better planning and pupils' awareness of what they need to do to improve.

50 Standards in speaking are below average by the end of Year 6. Standards in listening, however, are good and pupils are very attentive in lessons and follow instructions well. Many pupils have poor communication and language skills when they begin school and, although they make good progress in the FS and in Years 1 and 2, many still do not join in discussions with sufficient confidence or give extended answers to questions. The school is aware of this and teachers plan a range of opportunities in drama lessons for pupils to express their own ideas and extend their vocabulary and language skills. For example, in a very good report writing lesson in Year 5 the teacher asks pupils in turn to describe aspects of school life as if reporting to an 'alien'. This encourages speaking and listening very well and pupils are challenged to improve and extend their use of adjectives.

51 Pupils make good progress in reading as they move through Years 1 and 2. By the end of Year 2 standards are average. Pupils are well supported by classroom assistants in their choice of books from the school schemes. The home-school diary enables parents to contribute and comment upon progress. Basic literacy skills such as phonics (the sounds made by letters) are taught effectively in literacy lessons and help pupils of all abilities read unfamiliar words. Progress has been less marked through Years 3 to 6 and by the end of Year 6 standards in reading have been consistently below the national average. The standards of pupils currently in Year 6 are below average but improving. They are given good encouragement and opportunities in their literacy groups to explore a variety of different texts. Pupils do not, however, have sufficient opportunities to practise the higher order reading skills of inference and deduction to extend their perception of what might happen in a more complicated story.

52 Standards in writing at the end of Year 2 are in line with the national average. Pupils have good opportunities to explore a range of different writing including poetry; for example, they make up imaginative witches' spells and write extended stories on 'a lost toy'. Firework poems show appropriate rhyming endings. Good use is made of dictionaries and a thesaurus to extend their vocabulary. Pupils make good progress in their handwriting in Year 2 and formal lessons are mixed well with their 'free' writing practice.

53 By the end of Year 6, standards in writing are below the national average. Work seen in lessons and in the work scrutiny indicates standards are improving. This is largely the result of the use of individual pupil targets and the introduction of good commercial writing books that help pupils and teachers identify areas for development. The setting of older pupils in Years 5 and 6 for English is also having a good impact on improving standards as this enables teachers to match work more easily to the needs of the pupils. Pupils have opportunities to write in a range of different styles and for different purposes. Handwriting for most is usually neat and well formed and a range of punctuation is used. Extended writing on the theme of 'Christmas' and a work based on 'James and the Giant Peach' indicates an awareness of different readers and audiences. Good use of story plans is improving writing levels and pupils are improving their ability to develop characters in their writing work by close study of character portraits as in Shakespeare's 'Macbeth'. Although some good writing in history, related to World War II evacuees, was seen, the use of writing across other subjects is not sufficiently developed.

54 Teaching was never less than satisfactory and often good in the lessons seen during the inspection. In all lessons planning is good and clearly indicates what pupils are expected to learn. This learning objective is shared with pupils at the beginning of lessons and reinforced in whole class sessions at the end. The scrutiny of work indicates that this is the normal case as pupils record these objectives in their books. Pupils are organised into ability sets in Years 5 and 6 and this helps teachers plan work that is better matched to pupils' abilities. In the most effective lessons, teachers question pupils well to ensure they gain a good understanding of the texts that they read. When pupils are working independently teachers focus support appropriately on various groups to assess and develop their learning. Pupils are set targets for improvement which they record in their books. Marking is thorough and often indicates how pupils can improve. Support staff are well used to help pupils learn and they are well informed by involvement in lesson planning. There is good additional support for pupils with SEN and EAL and this enables them to achieve well when this support is available. Overall, teachers do not use computers enough to support learning in English.

55 The recently appointed subject leaders are enthusiastic and have a good vision as to how to take the subject forward. There is careful assessment of statutory and non-statutory tests which has enabled the development of a well focused subject plan. Resources for writing have been improved and the use of the County Library Service has significantly improved the range of non-fiction books available in classrooms. Resources are good with the quality of all levels of reading material improving each year. There is a clear commitment to improvement.

### **Literacy across the curriculum**

56 Pupils do not use or develop their literacy skills enough in support of work in other subjects. There are some good examples of factual writing in science and limited examples of extended writing in history and geography. There is little evidence of sustained writing in religious education and in some subjects such as history too much work is recorded on worksheets that do little to develop pupils' writing skills.

## **MATHEMATICS**

**Provision is satisfactory** and standards are improving throughout the school.

### **Strengths and weaknesses**

- There is good potential for further improvement due to good leadership and the commitment of teachers
- Standards, although below average both in Year 2 and Year 6, are better than those achieved in national tests in 2003
- Teaching was good in about a half of the lessons observed
- Assessment procedures are good and used effectively to identify pupils for additional support

- Good use is made of classroom assistants who make a very good contribution to pupils' learning.
- Numeracy skills do not support work enough in other subjects

### **Commentary**

57 Standards are below average in Year 2 and Year 6. In the previous inspection standards were judged similar to national standards but subsequent national tests produced well below average results. Since 2000 attainment in tests in Year 2 have shown a steady but slight decline, this has been halted by changes in provision and improved teaching. Test results in Year 6 have improved at a rate faster than the national improvement rate since 2000. The exceptional year was 2003, where standards dipped due to an unusually high proportion of pupils with SEN. Although below average in Year 6, standards are still improving. In 2003 the school failed to achieve ambitious targets set for national test results in Year 6. The achievements of all pupils, including those who have EAL and those with SEN are satisfactory overall since most pupils start school with standards that are well below average.

58 Throughout the school pupils develop sound calculation strategies, although for those with lower attainment these are impeded by their inability to retain facts such as multiplication tables. Written work is well presented but drawings are often inaccurate and untidy, creating bad habits that impede further learning. For older pupils, data handling skills are weaker than other aspects of their learning. There are insufficient opportunities for pupils to use and apply their skills and investigate mathematical patterns or use computers to support learning. There are no noticeable differences between the achievements of boys and girls. There are not enough opportunities for pupils to use computers in support of their work in mathematics.

59 The quality of teaching is satisfactory overall. It was good in about a half of the lessons observed. Classroom routines are well established, leading to good behaviour and attitudes. Resources are well organised and this ensures that little time is wasted in lessons. Good use is made of classroom assistants who make a very good contribution to pupils' learning. Although all teachers follow the structure of the National Numeracy Strategy, some do not always give enough emphasis to the mental skills activity, and independent tasks are not always sufficiently matched to individual needs. In the most effective lessons vocabulary is carefully developed and pupils are given opportunities to explain their reasoning to others. Assessment procedures are good and used effectively to identify pupils for additional support. Provision for pupils with higher attainment in Years 5 and 6 is good and small group teaching is enabling these pupils to achieve well.

60 The recently appointed management team has clear vision and a good understanding of how to improve standards. The new management is judged as satisfactory as this has not had sufficient time to effect standards yet. A rigorous audit of provision has led to correct prioritisation of tasks. There is much potential for improvement due to the good quality of the management and leadership of the subject and the commitment of teachers.

### **Numeracy across the curriculum**

61 There are some good examples of pupils using their mathematical skills in other subjects, for example data-handling and measuring skills are used well in science in Years 5 and 6 and pupils' knowledge of symmetry supports work in art and design. However, planning does not clearly identify opportunities to teach numeracy skills through other subjects or show where skills can be used effectively to support learning in other subjects.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- A greater emphasis on the teaching of investigative work is improving standards
- The two new subject leaders are enthusiastic, committed to improvement and know what needs to be done
- There are not enough opportunities for pupils to design their own investigations
- Assessment is not used effectively enough to plan the next stages of learning
- Good links are made with design and technology and mathematics

### **Commentary**

62 In the 2003 National Curriculum assessments for pupils at the end of Year 2, teachers judged standards to be below the national average for pupils reaching the expected level but average for pupils reaching the higher level. Standards in the 2003 tests for pupils at the end of Year 6 were well below the national average and below those in similar schools. Standards in the present Year 2 and 6 are, however, close to the national average and show some improvement as a result of a greater focus by teachers on scientific enquiry, fewer numbers of pupils with SEN and a higher proportion of more able pupils in the current Year 6 group. In relation to pupils' prior attainment, the achievement of all groups of pupils is satisfactory.

63 Across all year groups pupils build up a satisfactory knowledge of life processes and living things, materials and their properties and physical processes. By the end of Year 2, for example, most pupils understand the importance of a balanced diet and by the end of Year 6, pupils have sound knowledge of some methods such as filtration and distillation that are used to separate simple mixtures. Pupils in Year 4 know some of the properties of materials in their investigations into thermal insulators and conductors. Pupils in Year 6 have reasonable understanding of forces such as gravity and air resistance through their investigations into the different rates of fall of various objects they have designed.

64 Teaching is satisfactory but shows improvement as a result of the greater emphasis teachers have placed on scientific enquiry over the past year. This is increasing pupils' interest in the subject and increasing their overall achievements. In a good lesson in Year 4 pupils were encouraged to design their own investigation and choose their own materials. However, in most lessons, teachers tend to direct investigations and do not encourage the pupils, particularly the more able, to suggest their own lines of enquiry, design their own investigations, choose what materials they might need and how they are to record their findings. Most teachers have secure subject knowledge and this enables them to introduce and consolidate the correct technical vocabulary and ask more searching questions of the pupils. There are good examples of teachers encouraging pupils to use their mathematical skills to help them with their work in science, for example pupils in Year 6 use their measuring and graphing skills to record the results of an investigation into the effects of air resistance. There are other meaningful links made with subjects such as design and technology; for example, pupils in Year 4 used their knowledge of electrical circuits to design and make a working bedside lamp. Computers are not used enough to give support to work in science.

65 The two relatively new subject managers are enthusiastic and committed to improving provision. They are piloting a new whole school assessment system but this is not yet impacting on standards. There are still examples of work being covered that shows too little development from work done in earlier years. This reduces the progress pupils make since they spend too much time consolidating what they know rather than extending and applying their knowledge and understanding to new learning.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision is **satisfactory** with good development over the past eighteen months.



## **Main strengths and weaknesses**

- Although recent achievements are good, standards are below average by the end of Year 6
- Regular use of the computer suites is improving pupils' skills
- The subject is well led and managed by committed and knowledgeable teachers
- The behaviour and attitudes of pupils in the computer suites are very good so that time is used well
- Computers are not used enough to develop learning in other subjects

## **Commentary**

66 The good systematic development of computer skills that has taken place over the last eighteen months is rapidly improving pupils' confidence and standards. Although standards in Year 6 are not high enough in all the required areas, in those covered recently they are at least at the level expected nationally, for example in the use of multimedia presentations. In Year 2 pupils are confident logging on to the computer, and using complex window systems to load different programs. They happily experiment with different tools and explain what they do. They are beginning to save and retrieve their own work from their own files. There is clear evidence of recent good achievement of pupils in all years and consistently good achievement in word-processing skills.

67 Pupils behave very well in the computer suites and follow routines so that little time is wasted in lessons managing behaviour. They are interested in their work, help each other and share computers sensibly. This contributes much to the learning and achievement of pupils.

68 The quality of teaching is good. Teachers have improved their subject expertise to meet the demanding requirements of the most recent national guidelines. They make good use of interactive whiteboards as teaching aids to help pupils learn new skills. Lessons are well planned and prepared to make good use of the computer suites and ensure that skills are developed from one year to the next. The assessment system is good and, although only recently begun, is enabling teachers to track pupils' progress and plan for their needs. Stand-alone computers in classrooms are not used efficiently.

69 Leadership and management are good and are raising standards. The employment of a technician to manage the two suites means that the system is well organised and securely maintained so that the leading teacher's time is used more effectively. There is clear vision and potential for further development. A good action plan outlines a sensible and clear way forward.

## **Information and communication technology across the curriculum**

70 There are some pockets of good work where computers have been used to develop skills in other subjects, but the school recognises in their development planning that, although computer skills are developing well, they are not used effectively or systematically to support other subjects. There are some instances, in mathematics for example, where specific opportunities for the use of ICT resources are identified but this aspect is unsatisfactory, and impeding the reinforcement of learned skills.

## **HUMANITIES**

### **Religious education**

Provision is **unsatisfactory**.

### **Main strengths and weaknesses**

- By the end of Year 6, standards are below those expected in the locally agreed syllabus and the most recent national guidelines
- Practical resources to support learning are good
- Leadership and management are unsatisfactory and have not improved the subject sufficiently since the previous inspection
- Pupils in Years 3 to 6 underachieve and, overall, teaching is unsatisfactory
- The time allocated to teaching is below the recommended guidelines and affects standards

### Commentary

71 In Year 2 standards are similar to those expected in the locally agreed syllabus and achievement is satisfactory. Pupils have a suitable knowledge of the different religions studied, their festivals, stories and symbols, and appreciate that these are important to people who follow these religions. In Year 6 pupils learn facts about religions, but do not remember them or make sufficient progress in learning through religions. They discuss the religions of others in their class but have insufficient understanding of what religion means to other people and how it affects their way of life. A good range of practical resources is used to support learning. Pupils see and handle these objects related to different religions and discuss different beliefs with others in their class and adults. However, too few opportunities are provided for pupils to visit places of worship of religions other than Christian.

72 Teaching is unsatisfactory overall although some satisfactory lessons were observed during the inspection. Teachers prepare the lessons well and involve pupils in discussions that contribute to the development of speaking and listening skills. In an unsatisfactory lesson, behaviour was not managed effectively and pupils wasted too much time. In another lesson, too much time was wasted drawing pictures and colouring them in although there were some exciting activities in the lesson that stimulated thinking. Reading, writing, research and ICT skills are not used sufficiently to support learning.

73 Leadership and management are unsatisfactory. Little has been done to check standards and teaching. Time allocated to religious education is below the recommended guidelines and well below for older pupils. This adversely affects pupil's achievement. Improvement since the previous inspection is unsatisfactory and standards have declined.

### History and geography

Provision in the two subjects is **satisfactory**. No geography lessons were seen during the inspection and four were observed in history. Evidence was gathered from talking to the pupils and looking at their work and talking to the teachers.

### Main strengths and weaknesses

- Both subjects contribute effectively to pupils' spiritual and cultural development and link with studies in English and art
- Visits and visitors make a valuable contribution to pupils' learning in both subjects
- The organisation of the subjects does not build skills effectively from year to year and there are no whole school systems to track pupils' progress
- Co-ordination of the subjects is underdeveloped

### Commentary

74 In both subjects the work seen was similar to that expected for pupils' ages. The quality of teaching in history is satisfactory and the teachers seek to make the lessons interesting. As with geography, the plans are linked to a recently introduced commercial scheme and this forms a good base from which teachers plan their lessons. Although an appropriate length of time is allocated to both subjects, there is no whole school policy on

the ways of allocating this time. Some year groups have history and geography lessons each term and some do not. This inconsistency means that the length of time before subjects are revisited prevents some pupils from building on previous knowledge and developing their skills as well as they might.

75 In history, all pupils learn about the lives of people in other times. Pupils in Year 2 use photographs and books to learn about holidays in the past. This is linked effectively with their geography studies of the seaside. As part of their studies of the Second World War, pupils in Year 4 learn how their own experiences of school are different to those of children living during those times. During their English lessons they write letters and accounts as if they had been observers of the Blitz. Their studies have been enriched by information from residents who lived in Coventry during the bombing. The pupils' knowledge and understanding was demonstrated effectively during discussion at the end of lesson. In the Year 5 studies of Ancient Greece, the pupils learn about the influence of Greek on the English language and the present day alphabet. Their work is also linked with English, geography and art as the pupils create brochures persuading the public about the benefits of holidays in present day Greece.

76 In geography, all the pupils learn about the local area and in Year 2 they draw plans and make maps. In Year 5, the pupils develop these studies into mathematical surveys of traffic patterns and enter into the debate about noise and air pollution connected with proposed new building developments. The older pupils learn about life in other countries and study the different landscapes and cultures. The Year 6 studies of mountains stimulated the pupils to write good poems.

77 Both subjects make good contributions to the pupils' spiritual and cultural development and link with English, mathematics, art, music and ICT. Pupils' experiences are enriched by visits to places of historical, geographical and cultural interest. In some classes the excessive use of work sheets inhibits the development of the pupils' confidence in writing their own reports and accounts.

78 The leadership and management of the subjects are being reorganised into the new roles of two development and two monitoring co-ordinators. These roles are underdeveloped. The four teachers have limited opportunities to monitor the quality of teaching and learning in these subjects. They look at the teachers' plans and the pupils' work and recognise the need for a formal assessment system.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Owing to timetable arrangements, only one lesson was seen in art and design and two in music. It is not possible therefore to make a secure judgement on provision in these two subjects.

79 Some work seen in **art and design** is of a good standard particularly work in watercolour, printing and collage. Printing work by pupils in Year 6 based on moving human figures demonstrates good drawing techniques, attention to detail and imaginative use of colour. Collage pictures by pupils in Year 5 using a variety of media are particularly creative and still life pictures in the style of Renoir and Miro demonstrate good observation of form and use of colour and shading. Year 2 work using merino wool and created during an Arts Event shows careful blending of colour to create wall coverings. A specialist teacher takes many art lessons in the school and this is having a good impact on standards. Good links are made to other subjects with vibrant prints based on 'forces' and carefully painted portraits and 'relationship' pictures linked well to work in personal and social education.

80 **In music** pupils sing well and are given opportunities to sing in class and school assemblies. They know a range of songs from memory, sing in tune and enthusiastically and accurately follow instructions to improve their performance. The aspect of composition is well covered in teachers planning and notation books and displays demonstrate appropriate knowledge by pupils. Teachers give pupils good opportunities to listen and appraise music as in a Year 4 lesson in which they recognise patterns of sounds and spaces in 2 and 3 beat form. Pupils maintain a steady beat and perform patterns

of simple parts with appropriate rhythmic control. They overlay several layers of sound for effect and co-operate well in groups, recording their compositions with simple notation. Pupils have the opportunity to play the recorder and the guitar and these extra-curricular sessions provided by teachers and a visiting guitarist impact well on the achievement of the pupils involved.

81 Visits to museums, theatres and participation in whole school art and music events led by visiting specialists enhance work in the two subjects. The lack of any systematic assessment arrangements in both subjects means that the development of key skills and knowledge cannot be guaranteed as pupils move through the school. This places some limitations on pupils' overall achievements. The subjects are led and managed satisfactorily.

### **Design and technology**

Provision is **satisfactory**.

### **Strengths and weaknesses**

- Planning is based effectively on national guidance
- There is good attention to safety in lessons
- There is good encouragement for pupils to design before they make
- There are no systems to assess pupils' progress

### **Commentary**

82 Standards are as expected for pupils ages and achievement for pupils of all abilities is satisfactory. Standards have been maintained at this level since the previous inspection. The quality of teaching overall is satisfactory and planning is well based on national requirements. There are good opportunities for pupils to design objects and make prototypes before moving on to make the finished product. This was exemplified in a good lesson for pupils in Year 6 where they made good prototypes of slippers.

83 In the most effective teaching, there is good encouragement for pupils to evaluate their work and assess how well it meets the purpose. Pupils in Year 1 have appropriate opportunities to cut, glue, fold and colour as when creating a pop-up Christmas card. Pupils in Year 2 gain good experience in designing, making and evaluating work on a wheeled vehicle to carry a 'teddy bear'. They choose from a good range of materials and measure and construct a wooden chassis to which they add wheels and axles. Pupils co-operate and share resources well and redesign and improve their work in the light of their experiences. In the lessons seen there was a good emphasis on health and safety. Teachers have a secure knowledge of the subject and develop the correct technical vocabulary. Pupils of all abilities achieve well in their knowledge and understanding of the design process. There is no whole school system to record how well pupils are doing in the subject and consequently there are occasions when work is repeated and pupils' skills and knowledge are not extended sufficiently. The subject is led and managed satisfactorily.

### **Physical Education**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Accommodation and resources have a good effect on standards
- There are no whole school assessment systems

- There are weaknesses in the subject knowledge of some teachers

### **Commentary**

84 Standards are as expected for pupils' ages and pupils of all abilities achieve satisfactorily. In the three lessons seen the quality of teaching ranged from good to unsatisfactory. In the unsatisfactory lesson, insufficient time was spent engaged upon the activity, the teacher's knowledge of the apparatus to be used was limited and pupils were given insufficient guidance as to the use of the apparatus. A good lesson was seen in Year 6 where the teacher had good subject knowledge, was well organised and gave good opportunities for pupils to develop their personal and group sequences related to a beach dance theme.

85 Planning covers all the required elements and older pupils in the school have good opportunities to participate in swimming and a good range of extra-curricular sporting activities. The majority of pupils are able to swim at least the expected 25 metres by the time they leave the school. The school has the benefit of two halls, which are used well for dance, gymnastics and movement lessons. A large outside tarmac and grassed area is used well in lessons and during break times to develop skills in a variety of games.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision is **good**.

### **Main strengths and weaknesses**

- The good achievements of children in the Foundation Stage are developed well throughout the school
- There are very good relationships and excellent racial harmony
- There is a strong sense of school community and development of citizenship

## **Commentary**

86 There is a strong caring ethos and a committed approach to pupils' personal development by all members of staff. This is successful in ensuring very strong moral and social awareness. All teachers build well on the early start made in the FS and deal sensitively with any issues that arise and any problems encountered by pupils. The very good relationships and excellent racial harmony are testament to the school's success. The recently introduced programme for personal, social and health education is good and includes appropriate work on diet, health, sex and relationships, drugs and personal safety. The use of Circle Time and specific lessons helps pupils develop a safe and healthy life style, gain confidence and interact very well with others. In a Year 5 lesson, for example, pupils were learning effectively about roles within groups based on personal strengths and weaknesses when producing a newspaper.

87 The school council, peer supporters and monitors help to provide early experiences of citizenship especially representing the views of or doing things to help others. The school Council has set up an effective "Bully Box" communication system and pupils act as chair and secretary typing minutes at home.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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