

# INSPECTION REPORT

## **PEARL HYDE COMMUNITY PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103670

Headteacher: Mr B V Doherty

Lead inspector: Mrs A M Grainger

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> May 2004

Inspection number: 257172

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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:	254
School address:	Dorchester Way Clifford Park Coventry West Midlands
Postcode:	CV2 2NB
Telephone number:	024 7661 0165
Fax number:	024 7661 6068
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Balcombe
Date of previous inspection:	5 <sup>th</sup> – 8 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Pearl Hyde Community Primary School is situated on the northern edge of Coventry. The immediate area comprises mainly private housing, although some pupils travel from further afield to attend the school. Pupils come from a fairly broad mix of socio-economic backgrounds. The school's close proximity to Walsgrave Hospital means that many pupils have parents who are either working or training at the hospital. A significant number are from overseas and a high proportion of pupils (37 per cent) receive support because they have English as an additional language. Eight per cent of pupils are at an early stage of learning English. The main first languages of the pupils with English as an additional language are Arabic, Panjabi and Malayalam. Sixty-two per cent of pupils are white and British. Other pupils are from a wide range of minority ethnic backgrounds. The movement of pupils either in or out of the school other than at the usual times of joining or leaving is high. This is mainly because of staff at the hospital arriving from or returning overseas. Last school year there was a turnover of 25 per cent of the school's population.

With 127 boys and 127 girls on roll, the school is average in size. The percentage of pupils with special educational needs (15 per cent) is broadly average. Most pupils with special educational needs have general learning difficulties. There is also a range of other special educational needs, for instance social, emotional and behavioural difficulties. Taking the intake as a whole, children enter the Reception Year with attainment that is broadly at the level expected for their age.

The school has gained two achievement awards for improvement in the end of Year 6 National Curriculum test results, one for the three years up to 2001, and the other for the three years up to 2002. The Investors in People award was gained earlier this year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	English Art and design Music Physical education
19365	Mr G Stockley	Lay inspector	
23385	Ms S Gerred	Team inspector	Areas of learning in the Foundation Stage Science Religious education
1678	Mr D Peckett	Team inspector	Mathematics Information and communication technology Design and technology Geography History Special educational needs English as an additional language

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>19</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>22</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>35</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Pearl Hyde Community Primary School provides a satisfactory education for its pupils.** It does some significant things well. Pupils' overall achievements are satisfactory. Standards in most subjects are at the level expected nationally in Year 6, and they are above this level in mathematics. Teaching and the learning opportunities are satisfactorily matched to pupils' needs, and some specific groups of pupils' needs are met well. Leadership, management and the value for money provided by the school are all satisfactory.

The school's main strengths and weaknesses are:

- The good start given to children in the Reception Year.
- Maintenance of this good start through effective teaching in Years 1 and 2 in English and in Years 1 to 6 in mathematics.
- Very good provision for pupils with English as an additional language and good provision for pupils who have special educational needs.
- Good attention to pupils' personal development and effective care for their personal well-being resulting in good attitudes and behaviour and very good relationships.
- An insufficiently sharp focus on raising standards when priorities are set for improvement.
- Marking that is not consistent in telling pupils what they are doing well and how they can improve.
- Not enough use and development of pupils' information and communication technology (ICT) and literacy skills across the subjects.

Improvement since the school was last inspected in May 1998 is satisfactory. Adequate action has been taken to bring about improvement in all the main areas identified as needing it. Statutory requirements are now met for the teaching of all National Curriculum subjects, including ICT. Staff have had training to improve the teaching of art and design, design and technology and music, although staff changes mean that some further training is needed. Although there are better opportunities now for pupils to apply their numeracy skills across the subjects, there is still inconsistency in how well literacy and ICT skills are used. Provision for outdoor learning for children in the Reception Year has improved. There have been good improvements in the accommodation internally and externally. Strengths in attitudes and behaviour, the care for pupils, and in the links with parents and the community, have all been maintained.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory.** The school's results in the National Curriculum tests for pupils at the end of Year 6 dipped considerably in 2003. This was in part because of the natural variations in ability found in year groups of pupils and also because of the significant changes in the make-up of the year group towards the end of its time in the school. Standards in the present Year 6 are better than indicated by the 2003 test results. They are above the level expected nationally in mathematics, and at the expected level in English and science. The achievement of pupils in the present Year 6 is good in mathematics, and satisfactory in English and science.

The end of Year 2 National Curriculum test results also dipped in 2003 to well below the national average in reading and below the national average in writing and mathematics. Compared with the results achieved by other schools with pupils from similar backgrounds, pupils' performance was well below average in all three areas. Teachers assessed pupils' standards in science as below the national average. The school's analysis showed that the dip in 2003 was because pupils with potential for higher attainment were underachieving and this has been rectified. The standards now in Year 2 are above the level expected nationally in reading, writing and mathematics, and at the expected level in science. Pupils' achievement is good in reading, writing and mathematics, and satisfactory in science.

Children in the Reception Year also achieve well in their early reading, writing and mathematical development, and in their personal, social and emotional development. In these areas, almost all are on course to achieve the standards expected nationally at the end of the school year and a good proportion are likely to exceed them.

In all other subjects and areas of learning throughout the school, including ICT and religious education, pupils reach the standards expected for their age and their achievement is satisfactory. Pupils with special educational needs make good progress towards the targets set for them. Pupils learning English as an additional language make very good progress and achieve very well.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** They behave well, have good attitudes to school, and have very good relationships with each other and with the adults in school. While most pupils attend well, parents taking their children on holiday in term time reduce the school's attendance level to below the national average.

## **QUALITY OF EDUCATION**

**The overall quality of education, including the teaching provided by the school, is satisfactory.** There is good teaching in the Reception classes in personal, social and emotional development and in early reading, writing and mathematical development. Reading and writing are also taught well in Years 1 and 2, and mathematics teaching is effective throughout Years 1 to 6. As a result, pupils' learning is good in these key areas in these year groups. Other significant strengths are the very effective provision for pupils with English as an additional language and the good support for pupils with special educational needs. However, in English in Years 3 to 6, and in all other subjects, provision is no better than satisfactory, which results in the overall picture of satisfactory achievement. Although ICT skills are taught well in specific lessons, ICT standards are not lifted above the level expected nationally in Years 2 and 6 because there is not enough use of ICT to support pupils' learning in other subjects. This results in missed opportunities for the development of pupils' competence in ICT. There are also inconsistencies in how well literacy skills are used and developed across the subjects.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The headteacher and deputy work well as a team and provide the school with a satisfactory educational direction. They are good role models for other staff, particularly in the care shown for pupils as individuals. The deputy also sets a strong example in class teaching. However, there is not a sharp enough focus on how standards can be raised and pupils' achievement improved when the effectiveness of provision is evaluated and priorities for improvement are set. Governance is satisfactory but, like the professional leadership of the school, governors do not focus sharply enough on standards.

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

Pupils are happy at school and like the way that pupils from different backgrounds mix and get on well together. Parents are also pleased with the school and particularly appreciate the way staff value and care for their children as individuals.



## **IMPROVEMENTS NEEDED**

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

- Sharpen the focus on raising standards when setting priorities for improvement.
- Ensure that marking is consistent in telling pupils what they do well and how they can improve.
- Use and develop pupils' ICT and literacy skills more across other subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall. It is good in some important subjects in particular year groups, and some groups of pupils do well. Standards presently in Year 6 are at the level expected nationally, and above this in mathematics.

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

- Children achieve well in the Reception Year in their early reading, writing and mathematics, and also in their personal, social and emotional development.
- Pupils in Years 1 and 2 achieve well in all aspects of English, and standards in Year 2 are above the level expected nationally.
- Mathematics standards in Years 2 and 6 are above the nationally expected level and pupils' achievement is good.
- Pupils with English as an additional language achieve very well and make very good progress in developing their command of English.
- Pupils with special educational needs make good progress towards the targets set for them.
- Pupils do not achieve as well as they are capable of doing in using information and communication technology (ICT) and literacy skills across the subjects.

#### **Commentary**

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were close to the national average in science, but they were below the national average in mathematics and well below it in English. Compared with the performance of other schools whose pupils had similar attainment at the end of Year 2, pupils' results were below average in mathematics and science, and well below average in English. The results dipped sharply in all three subjects in 2003. They were lower than at the last inspection and also lower than in the intervening years. Even so, the trend in the school's results over the last five years has been similar to that found nationally.
2. The school's analysis of data shows that the 2003 results were adversely affected by changes in the make-up of last year's Year 6 towards the end of its time in the school. The standards of the present Year 6 are much better than indicated by the 2003 test results in English and mathematics. They are now at the level expected nationally in English and above this level in mathematics. In science, the standards are much the same as last year, and are at the nationally expected level. Pupils' achievement is good in mathematics and it is satisfactory in English and science.
3. In the National Curriculum tests at the end of Year 2 in 2003, pupils' results were well below the national average in reading and below the national average in writing and mathematics. Compared with the performance of schools with pupils from similar backgrounds, pupils' results were well below average in all three areas. The results were also lower than at the last inspection, especially in reading and mathematics, and also lower than in most intervening years. There has been significant fluctuation in the end of Year 2 results and in 2003 they dipped considerably compared with the 2002 results. The trend in the end of Year 2 results has been lower than found nationally. Teachers assessed pupils' performance in science as below average in 2003.
4. The school's analysis shows that the main reason for the dip in the Year 2 results in 2003 was that pupils with potential for higher attainment did not do well enough. Weaknesses in teaching that contributed to this situation have been identified and corrected. As a result of

good teaching now, the picture is much better in the present Year 2. Standards currently are above the level expected nationally in reading, writing and mathematics, and pupils' achievement is good in all these important areas. In science, in which teaching is satisfactory, standards are as expected nationally and pupils' achievement is satisfactory.

5. In all other subjects for which enough information was gathered to make secure judgements, including ICT and religious education, pupils reach the standards expected in Years 2 and 6 and their achievement is satisfactory. This is an improvement since the last inspection in ICT and design and technology in Years 2 and 6, and in art and design in Year 6. Not enough evidence was collected for judgements to be made in physical education and music.
6. Throughout the school, pupils apply their mathematics skills well in other subjects. In Years 1 and 2, language and literacy skills are used well and to a good standard, but the picture is much more patchy in Years 3 to 6. Pupils do not always use their reading and writing skills across the subjects at the level of which they are capable. There are some good examples of pupils using ICT skills in other subjects. However, the lack of consistent application of ICT skills in other subjects holds standards down and is the main factor that prevents them from being above the level expected nationally.
7. Pupils with special educational needs make good progress towards the targets set for them because good account is taken of their needs, including through focused support in groups and individually. Pupils learning English as an additional language develop their competence in English very well because of very effective provision, in particular by the specialist teacher. This maintains a strength found at the last inspection. The support these pupils receive also ensures that they do very well in other areas, such as in understanding texts in English and in work in mathematics. Throughout the school, boys and girls achieve equally well.
8. Children in the Reception Year get off to a good start. Effective teaching results in them achieving well and making good progress overall in relation to their attainment on entry. Almost all children are on course to reach the nationally expected goals at the end of the Reception Year in communication, language and literacy, and in mathematical, personal, social and emotional development. A good proportion of children are likely to exceed these standards. In the aspects seen in other areas of learning, children achieve satisfactorily and almost all reach the standards expected at this age. However, few exceed the expected standards. Overall standards and children's achievement in the Reception Year have improved since the last inspection.

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

Standards in:	School results	National results
reading	14.6 (17.1)	15.7 (15.8)
writing	13.7 (16.5)	14.6 (14.4)
mathematics	15.4 (17.7)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	25.0 (28.2)	26.8 (27.0)
mathematics	26.1 (28.7)	26.8 (26.7)
science	28.5 (29.9)	28.6 (28.3)

*There were 33 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' attitudes and behaviour are good, as is their personal development, including their spiritual, moral, social and cultural development. Attendance is below the national average.

### **Main strengths and weaknesses**

- The school promotes good relationships including racial harmony very effectively. As a result, pupils form very good relationships and respect the feelings, values and beliefs of others.
- Expectations of pupils' conduct and attitudes to learning are high and effective support is provided for those who need particular help in this area.
- Not enough is done to ensure that parents are aware of the importance of good attendance.

### **Commentary**

9. Throughout the school, all staff have high expectations of pupils' attitudes to learning and insist on high standards of behaviour. This is particularly evident in the Reception Year to Year 2 where strong foundations are laid for pupils' positive attitudes and good conduct. Pupils in all year groups have positive attitudes to their learning and they behave well. In a humanities lesson in one Year 5 and 6 class, for example, pupils showed very good attitudes to work as they searched for information to help them to learn more about life in the Indus Valley. Reception children worked with high levels of involvement and interest as they all role-played life on a farm in the outdoor area.
10. Behaviour is good, not only in lessons but also around the school and when pupils are at play. Although there were four fixed period exclusions in the last school year, exclusions are used only when essential and when all other steps have failed. The staff have created a school in which there is mutual respect and pupils are valued, whatever their problems might be. Those who have difficulty in meeting the school's high standards for behaviour are set targets and given additional help and support.
11. Pupils are friendly and polite. They willingly help each other and their teachers. They are kind and considerate; for example, two pupils showed kindness and sympathy to a child whose dog had died the previous day. Pupils and parents report that there is a lack of racism, bullying or any other form of harassment. Older pupils say that one of the things they like most about the school is the way in which pupils from different backgrounds and different faiths mix together. Parents are mostly happy with the standard of behaviour and the ethos of the school.
12. The school's ethos of care for individuals and the good role models provided by the staff ensure that pupils develop into mature and responsible members of the school community. They develop well socially because they are treated with respect by staff and because of the good provision made for their personal and social development. This includes good opportunities for pupils to undertake responsibilities such as being a school councillor or a 'playground friend'. The 'playground friends' look after pupils who are upset or who have no one to play with, and take their roles very seriously. The annual residential visit for older pupils also helps to develop the skills needed to get on with each other. It gives pupils an experience of living and working together in an environment different from school.
13. The curriculum for religious education and geography provides opportunities for pupils to gain a knowledge and understanding of different religions and cultures around the world, many of which are represented amongst the pupils attending the school. For example, pupils in Years 1 and 2 have learned about the similar but different ways in which various religions celebrate the arrival of a new baby. Pupils develop secure awareness of the British cultural heritage through work in subjects such as history. Work on other faiths in religious education contributes to the effective provision for pupils' spiritual development. Strengths in the provision for pupils' personal development and in the outcomes in attitudes, behaviour and relationships, have been maintained since the last inspection.

14. Attendance is below the national average and has fallen each year recently, whilst attendance rates nationally have been improving. The school monitors attendance patterns carefully and the headteacher speaks to parents of pupils whose attendance is a concern. The school contacts parents straight away if a child is absent without explanation. However, the school does not do enough to ensure that all parents are aware of the importance of good attendance and the need to avoid holidays in term time. A significant factor in the level of unauthorised absence is the number of extended holidays taken by some minority ethnic families who visit relatives overseas. There are examples of such absences adversely affecting pupils' progress. The school does not do enough to encourage parents to avoid this disruption to their children's education.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.1
National data	5.4	National data	0.4

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

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	158	2	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	39	0	0
Asian or Asian British – Pakistani	13	0	0
Asian or Asian British – any other Asian background	8	2	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	5	0	0
Chinese	3	0	0
Any other ethnic group	13	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 overall quality of education is satisfactory. Teaching and the range of learning opportunities meet pupils' needs satisfactorily overall, and there are strengths in some important subjects in particular year groups. There are also strengths in the provision for particular groups of pupils. The

care for pupils personally, and the links with parents and the community, contribute significantly to the provision of a positive climate for learning.

## Teaching and learning

Teaching, pupils' learning and assessment are satisfactory overall. There are also some good features.

### Main strengths and weaknesses

- Good teaching and learning in the Reception Year result in children achieving well in their early reading, writing and mathematics, and also in their personal, social and emotional development.
- Effective teaching promotes standards that are above the level expected nationally in English in Year 2 and in mathematics in Years 2 and 6.
- Teaching for pupils with English as an additional language is very effective.
- Teachers and support staff ensure that pupils with special educational needs make good progress towards the targets set for them.
- Teachers do not do enough to develop pupils' ICT and literacy skills in lessons in all subjects.
- Marking is inconsistent and does not tell pupils clearly enough how well they are progressing and what they need to do next to improve.

### Commentary

#### **Summary of teaching observed during the inspection in 41 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15%)	17 (41%)	15 (37%)	3 (7%)	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 overall quality of teaching and learning is satisfactory, as at the last inspection. There is good teaching and learning in some important areas in the Reception Year, in English in Years 1 and 2, and in mathematics in Years 1 to 6. Teaching meets the needs of pupils with English as an additional language very well and is also effective in supporting pupils with special educational needs. There is no subject or area of learning in which teaching and learning are unsatisfactory, which is an improvement since the last inspection. In particular, the teaching and learning in ICT, art and design, and design and technology are better now. Although three lessons were observed with unsatisfactory teaching and learning, all in different classes, the wider evidence indicates that teaching and learning are not normally unsatisfactory in these subjects and classes.
16. In the Reception Year, teachers carefully assess what children know, understand and can do to plan the next steps in their learning and develop their competence in reading, writing and mathematics in particular. A good and interesting range of activities in lessons develops children's basic skills through a balance of direct teaching and supervised free-choice activities, such as writing in role-play situations. High expectations of children's level of involvement and behaviour not only promote their personal, social and emotional development well, but also ensure that the right climate is created for learning in other areas. In physical development lessons in the hall, children's learning is effective because demonstration by adults is clear and there is realistic challenge in the activities provided.
17. Although there are many strong features to teaching in the Reception Year, which has improved since the last inspection, there are also some areas requiring improvement. Unlike the activities planned to develop early reading, writing and mathematics, those provided to promote learning in other areas do not always have a clear enough structure and purpose. Because adults do not sharply enough identify the purpose of activities that they make

available for children to select for themselves, and children have not been told clearly enough why they are doing them, there are occasions when children move aimlessly from one activity to another. It is for this reason that the physical development activities, for example, that children select for themselves outdoors are less effective in promoting learning than those in the hall. There are also occasions when teachers' questioning is not focused enough to push children to deeper levels of knowledge and understanding. These particular features of teaching are a main reason why children's achievement is satisfactory, and not better, in physical and creative development and in their knowledge and understanding of the world.

18. The effective teaching of English in Years 1 and 2, and mathematics in Years 1 to 6, is characterised by high expectations of the standards that all pupils are capable of attaining and a good focus on meeting pupils' differing needs. Usually, time is used well to maximise learning. In a Year 1 English lesson, for example, the teaching was lively and interesting and engaged the pupils. Expectations were high, not only of standards, but also of how much pupils could do in the time available. Careful explanations and skilful probing questioning move learning on at a good rate in mathematics lessons.
19. Good questioning is also a feature of the most effective teaching in other subjects, such as in a science lesson in one Year 5 and 6 class and a religious education lesson in one Year 2 class. In both these lessons, the teachers were successful in developing pupils' knowledge and understanding to a good level. ICT skills are taught effectively in lessons in the computer suite. Time is also used well in these lessons and teachers provide good and clear demonstration. Although learning is good in specific ICT lessons, standards are not better than the level expected nationally because teachers do not sufficiently develop pupils' ICT skills in lessons in other subjects. They do not make enough use of classroom computers.
20. Although satisfactory, English teaching is not as effective in Years 3 to 6 as in Years 1 and 2. This is because activities are not as finely tuned to pupils' differing needs in Years 3 to 6. Often, too much time is given to functional tasks and the creative dimension often evident in Years 1 and 2 is not built on well enough. As a result, pupils are not as well challenged and do not learn as effectively in English lessons in Years 3 to 6 as in Years 1 and 2.
21. In science and religious education, opportunities for recording and developing understanding through writing are too limited. There are plentiful opportunities in Year 1 in science but not in other classes. Time spent in lessons copying writing or completing undemanding worksheets results in missed opportunities for the further development of knowledge and understanding. This shortcoming was identified at the last inspection and it still persists. As in English in Years 3 to 6, work is not well enough matched to pupils' differing needs in most classes in science. The lack of opportunities in lessons for pupils to analyse data and pursue scientific questions results in standards in the specific area of practical and investigative science being below the level expected nationally in Year 6.
22. Teaching gives good support to pupils with special educational needs and is linked well with their individual targets. The teaching provided by the specialist teacher continues to give very good challenge to pupils with English as an additional language. This teacher has very high expectations of pupils, not only in terms of their capacity to develop command of the English language, but also of their capabilities in developing a good knowledge and understanding more generally.
23. Marking is an aspect of teaching and assessment that needs improvement. In English and mathematics, there are examples of good marking that tells pupils how well they are progressing and what they need to do to improve. However, this is not consistent across the classes. In science, for instance, marking in Year 1 is effective, but in other classes there are instances of barely acknowledged and unmarked work, and this is unsatisfactory.

## The curriculum

The quality and range of learning opportunities are satisfactory overall. Opportunities for enrichment of the curriculum are good. The accommodation and resources give good support for the curriculum.

### Main strengths and weaknesses

- Effective coverage of the mathematics curriculum in Years 1 to 6 results in pupils making good progress and reaching standards above the level expected nationally in Years 2 and 6.
- Good learning opportunities in English in Years 1 and 2 promote standards above the level expected nationally.
- The very effective provision for pupils with English as an additional language leads to them making very good progress in learning English and achieving very well.
- There is good provision for pupils with special educational needs.
- Not enough attention is given to the development of pupils' ICT and literacy skills across the subjects.
- There is good enrichment of the curriculum through extra-curricular activities, visits out of school and visitors who talk to pupils.
- Activities that Reception children undertake without direct adult involvement do not always have a clear enough purpose.

### Commentary

24. Satisfactory action has been taken to put right the weaknesses found at the last inspection in the learning opportunities for Reception children. The range of learning opportunities is now matched well to children's differing needs and aptitudes in personal, social and emotional development, communication, language and literacy and in mathematical development. As a result, and also because of good teaching, children achieve well in these areas. In the other areas of learning, the curriculum is satisfactory and results in standards and achievement that are better than at the last inspection in creative and physical development, the areas in which there were weaknesses. Although the learning opportunities are now satisfactory in these areas, there are still features needing improvement. There is not always enough structure to play activities. Some activities that children undertake without direct adult involvement do not have a clear enough purpose. As a result, they do not contribute as well as they should to children's learning.
25. The curriculum for pupils in Years 1 to 6 meets their needs well in mathematics, and also in English in Years 1 and 2. In other subjects, pupils' needs are met satisfactorily. Statutory requirements are now met for the teaching of all subjects. The learning opportunities in mathematics are based effectively on the National Numeracy Strategy. The practice of grouping pupils by their prior attainment in Years 5 and 6 for mathematics helps to ensure that pupils are given work that is matched to their particular needs and aptitudes. Effective opportunities are provided for speaking, listening, reading and writing in English and in other subjects in Years 1 and 2 that contribute to pupils making good progress in these key areas. However, there is inconsistency in how well literacy skills are promoted in Years 3 to 6, particularly through other subjects such as religious education and science. This was a weakness at the last inspection and the school has not rectified it.
26. In science, while learning opportunities are satisfactory overall, there is inconsistency in the amount of independence given to pupils in planning and conducting tests, including in posing scientific questions and recording outcomes of investigations. Consequently, pupils do not systematically develop their skills in scientific enquiry as they should. This is a main reason for the standards in Year 6 being below the nationally expected level in this particular aspect of science.



27. There are good opportunities for pupils to develop their ICT skills when working in the computer suite in specific timetabled lessons. However, not enough use is made of computers in classrooms to reinforce and extend work, and the use of ICT in other subjects is not well enough developed. This prevents better than satisfactory development of pupils' competence in ICT skills, even though there is good teaching in the lessons in the suite. It also results in missed opportunities to deepen pupils' knowledge and understanding in other subjects through ICT related tasks.
28. The provision for pupils with English as an additional language is very good. Pupils' needs are identified quickly and the very good support they are given enables them to make rapid progress in their acquisition of English language. They are also very effectively supported in the development of other features of their work in English and additionally, for instance, in mathematics. Provision for pupils with special educational needs is good and has improved since the last inspection. Individual education plans provide a clear focus for matching learning opportunities to their specific needs. Together with good support from teaching assistants, the tasks provided help them to achieve well.
29. There is good extra-curricular enrichment of the curriculum and this area has been strengthened since the last inspection. Pupils have opportunities to attend after-school and lunchtime clubs in a range of areas, including various sports, art, drama and ICT. These activities are well attended. They motivate and interest pupils and help develop positive attitudes to school and to learning. Visits to places of interest, a residential journey and visitors to the school add enrichment to the curriculum, particularly in religious education, history and geography.
30. Good improvements to the building mean that pupils are now taught in individual classrooms. Even though some classrooms are small, learning opportunities are no longer interrupted or disturbed by noise from other teaching areas. This has greatly enhanced provision. Good improvements to the external accommodation and resources for the Reception classes mean that children now have continuous access to outdoor facilities, which supports their learning satisfactorily. Resources are adequate overall and support the curriculum satisfactorily. They are good in mathematics, ICT, religious education and design and technology, with weaknesses in the resources for ICT and design and technology having been rectified.

## **Care, guidance and support**

The school makes good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance. Pupils are involved well in the work of the school.

## **Main strengths and weaknesses**

- There are good and trusting relationships between adults and pupils and pastoral care is effective.
- There are good arrangements to help pupils who join the school to settle in quickly and easily.
- The school council provides pupils with a good opportunity to take an active part in the running of the school, as well as developing their understanding of citizenship.
- Inconsistencies in teachers' marking mean that the guidance to pupils about how to improve in their school work is patchy.

## **Commentary**

31. As at the last inspection, the school places a high priority on pupils' personal well-being and ensures that they are able to work and learn in a healthy and caring environment. Good attention is paid to health and safety. There are procedures to ensure that routine checks are carried out as required and there is a termly inspection of the buildings and grounds. The playground has been resurfaced since the last inspection to better provide for pupils' safety when at play. Risk assessments are undertaken for each visit and there are good

arrangements for dealing with accidents and minor injuries to pupils. Child protection arrangements are satisfactory and there are effective links with external agencies to support pupils.

32. Children joining the Reception classes are sensitively introduced to the school and helped to settle in well. They have the opportunity to spend one or two half-day sessions in school before they start and pupils from Year 2 show them around and explain the daily routines to them. New pupils attend part-time for the first week so that staff can help to settle them in and to prevent them from getting too tired. Pupils who join the school from other schools or who have just arrived in England are well supported and this helps them to settle in quickly. They are allocated a friend to show them around and to help them to get used to the school's routines. Those whose first language is not English are helped to adjust quickly as a result of the very good provision made for their particular needs.
33. Pupils benefit from the very good relationships they have with their teachers and other adults working in the school. Pupils say that they would talk to their teacher or another adult at the school if they were worried about anything and almost all pupils enjoy being at the school. Teachers know their pupils well but, whilst they give good support and pastoral care, their advice and guidance are only satisfactory. This is because marking is inconsistent and does not give pupils enough direction about how they might improve their work. The monitoring of pupils' personal development in Years 1 to 6 is adequate but largely carried out informally.
34. All pupils have good opportunities to be involved in making some decisions about the running of their school through the work of the school council. The pupils elect two representatives from each class and they meet weekly under the guidance of the headteacher. The councillors seek the views of their classmates prior to the meetings and report back on what the council has discussed. They are pleased to be councillors and proud of their role. They feel that their views are taken seriously and that they play a meaningful part in the life and development of the school.

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

Partnerships with parents and the wider community are good. Links with other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- Parents are given very good information about the school and good information about their children's progress.
- Parents make a good contribution to their children's learning at home.
- Good community links enrich pupils' learning.
- There are very good links with parents of pupils who have special educational needs and those for whom English is not their first language.
- Not all annual written reports to parents on their children's progress make clear how well pupils are doing in relation to nationally expected standards.

### **Commentary**

35. The school has a genuine 'open door' policy that encourages all parents to get involved in their children's education. The classrooms are opened well before the start of the school day. This encourages punctuality and allows parents to settle their children well. It also lets them talk to the teachers and support staff. The headteacher and deputy are normally around at that time so that parents can talk to them. This also allows staff to have a quiet word with parents about any aspect of their children's education. During the inspection one teacher was overheard telling a parent in front of her child how well the child had performed during the previous day's dance lesson. This not only kept the parent well informed, but encouraged good relationships and raised the child's self-esteem.

36. Parents are pleased with the school and have no significant concerns. They appreciate that their children like school, and that staff expect their children to work hard and do their best and provide good attention to their personal well-being. They are happy with the quality of education and feel comfortable about approaching the school with questions, problems or complaints. The parents of pupils with special educational needs are kept well informed of their children's progress and are encouraged to be involved in reviews of the provision for them. The links with parents of pupils with English as an additional language are supportive and help in settling the pupils who enter the school other than at the normal time of joining.
37. The school encourages parents to help their children at home and there is a good response from most of them. Many parents make a significant contribution to their children's early reading by hearing them read regularly at home and sharing books with them. Good use is made of the home-school books, which contain a copy of the home-school agreement. These provide a valued two-way communication system that helps parents and teachers to keep in touch with each other. There is an opportunity each term for parents to have a formal meeting with their child's teacher to discuss work, progress and targets. Additionally, the school encourages parents to get in touch at any time if they have a concern.
38. The prospectus is an impressive and detailed document that provides parents with a wealth of useful information about the school and what their children will be learning. The governors' annual report to parents is also detailed and interesting, providing a good amount of information. The school keeps parents well informed on current issues by means of a weekly newsletter, a large-print copy of which is posted on the parents' notice board. Pupils' annual written reports are mostly of good quality and produced in language that is easy for parents to understand. However, not all reports tell parents how well their children are doing in relation to national expectations.
39. The school has a tradition of enhancing pupils' education by extending activities beyond the school. Links with the community include participation in local sporting fixtures, pupils participating in the annual 'Mornings of Music' with other local primary schools, and distribution of harvest gifts to two local elderly people's homes. Last year a team of governors, staff, parents and pupils entered the Coventry Fun Run. The school has developed good links with the local hospital and the local Arabic community. A range of community groups uses the school for meetings and other activities. All the strengths found at the last inspection in the partnerships with parents and the community have been maintained.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are satisfactory, including the leadership of the headteacher and key staff. There are some good features to the leadership and management.

### **Main strengths and weaknesses**

- The headteacher and deputy work well as a team and provide good role models for other staff in the value they give to pupils as individuals.
- There is good leadership and management of the provision for English, mathematics, Reception Year children, pupils with special educational needs, and pupils with English as an additional language.
- The checking of provision and the setting of priorities for improvement are not sharply enough focused on raising standards.

### **Commentary**

40. Overall the leadership and management of the headteacher, deputy and other key staff are satisfactory with some good features. The result is that the quality of education provided by the school and the outcomes in pupils' achievement are also satisfactory and are good in

some specific areas. The governors and professional leadership of the school have ensured that the issues arising from the last inspection have been dealt with satisfactorily.

41. The headteacher and deputy provide a satisfactory educational direction for the school. They work closely together and ensure the smooth day-to-day running of the school. They show a high level of concern for pupils as individuals and pay strong attention to the provision for pupils' personal well-being. They also promote a successful partnership with parents and the community. Both the headteacher and the deputy provide good role models for other staff in their interactions with pupils and parents and the support that they give to them. The deputy is also a good role model for staff in her own class teaching. However, the headteacher has not ensured that there is a firm enough focus on improving provision with the aim of raising standards.
42. The deputy plays a very substantial role in leading and managing specific and significant areas of the school's work. She provides good leadership and management for English, mathematics and special educational needs. Some of these considerable areas of responsibility rest with the deputy at present because of fairly recent staff changes. She is clear about the strengths in these areas and also the areas that require improvement, and is actively and successfully improving the provision. She has, for instance, worked well to involve class teachers more in identifying pupils' specific special educational needs and in deciding the actions necessary to support them. The success of the developments she has been strongly involved in can be seen in pupils' good achievement in English in Years 1 and 2 and in mathematics throughout Years 1 to 6, and in the good progress made by pupils with special educational needs.
43. There is also good leadership and management of the provision for children in the Reception Year and pupils throughout the school who have English as an additional language. Like the deputy, the two teachers responsible for these areas are long-serving members of staff who provide a good example for others. They do much to support their colleagues in meeting pupils' needs. The arrangements for leading and managing all other subjects are satisfactory.
44. There has been quite a turnover of teachers in recent years. However, procedures for helping new staff to settle in and meet pupils' needs are good. The headteacher and deputy arranged three days of training for staff at the start of the school year. There was an emphasis on numeracy training and this has contributed to the effective teaching of mathematics.
45. Although the senior staff are committed to improving the school and providing an effective education for pupils, there is a weakness in the setting of priorities for improvement. There is satisfactory checking of teaching and the curriculum by the headteacher and deputy in particular, although rigorous checking by other staff is still in process of development and is not fully established. The decisions about what needs to be done to improve the school, and how areas should be prioritised, are not sufficiently rooted in a thorough and objective evaluation of provision. There is not a sharp enough focus on the measurable raising of standards as the most important goal, even by the headteacher.
46. The governing body is supportive of the school and is increasing the extent to which it challenges as well as supports the senior staff. Governors satisfactorily help to shape the direction of the school and, like the senior staff, are keen to bring about improvement. However, like the professional leadership of the school, governors do not have a clear enough focus on improving provision with the aim of raising standards.
47. Management of the school's financial resources is satisfactory. The governors take a firm interest in obtaining value for money in purchasing supplies and services. There has been prudent budget management so as to improve the building, the resources and the school environment. However, the links between planning for school improvements and the costs of those plans are not properly established by carefully costing the expenditure for each development. Systems for financial control and monitoring expenditure are good.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	737,874
Total expenditure	746,589
Expenditure per pupil	2,905

Balances (£)	
Balance from previous year	61,207
Balance carried forward to the next	52,492

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

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

48. Reception children start school in the September preceding their fifth birthday. A good number, although not all, have had pre-school education. Although children have a wide range of needs, overall attainment on entry is close to that expected nationally at this age. Two teachers teach the 46 Reception children in a large shared classroom. The outdoor area has been developed well since the last inspection. It provides an extensive and stimulating additional space and enhances the learning opportunities available for children. Two children are identified as having special educational needs. Eleven children speak English as an additional language, seven of whom are at early stages of learning English. Overall improvement in the Reception Year provision since the last inspection is satisfactory. The strengths have been maintained and built on, and satisfactory steps have been taken to bring about improvements where weaknesses were identified.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- The welcoming and very caring atmosphere helps children to settle happily, to develop confidence and to form good relationships with others.
- Teachers' high expectations of children's involvement and behaviour result in good attitudes to learning and good behaviour.
- Some activities that children choose for themselves from a range provided are not challenging enough.

#### **Commentary**

49. Children achieve well. Almost all children are on course to reach the standards expected nationally by the end of the Reception Year and a good number are likely to exceed them. The quality of teaching and learning is good overall. Teachers and support staff ensure that children are made to feel welcome and offer very good levels of individual care and support. This care for individuals is especially beneficial to the small number of children with special educational needs and to those with English as an additional language. Care and support given successfully help to build all children's confidence and self-esteem so that they are happy in school and develop good relationships with others.
50. Teachers have high expectations of the children's behaviour. As a result, children quickly learn what is expected of them and respond well. Almost all children behave sensibly in their classroom, in the outdoor area, and when moving around the school. Children make choices confidently because they are given many opportunities to do so. A wide range of play activities provides children with opportunities for co-operation and collaborative play as well as engaging their imagination. Children are friendly with each other, share and take turns because of the opportunities for working together. Teachers expect children to develop independence and provide situations in which they can do so. For example, they are taught to clear up after themselves. This leads to them taking responsibility well for tidying up both indoors and outside.
51. Step-by-step learning intentions are clearly identified in planning for adult-led activities. However, this is not the case in some activities that children choose for themselves. The activities that take place outside with supervision but no specific adult involvement are not tightly enough structured or focused to ensure that teachers and children know what their

purpose is. As a result, not all activities are used fully to promote effective learning and there are times when children are not challenged well enough.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good teaching and learning opportunities successfully develop children's early reading and writing skills so that they achieve well and make good progress.
- Occasionally, the pace of teaching is slow and this reduces the effectiveness of children's learning.

### **Commentary**

52. Children's achievement is good overall. Almost all children are on course to reach the goals expected nationally at the end of the Reception Year and a good number are likely to exceed them. The quality of teaching and learning is good. Children with English as an additional language and those with special educational needs are given effective support so that they achieve as well as others.
53. 'Circle times' when children sit in a circle to discuss matters of interest to them, literacy lessons, and opportunities for sharing news all contribute well to the development of children's speaking and listening skills. Children enjoy these activities and respond keenly. As a result, almost all are confident about speaking to the whole class and many put forward their ideas in a series of sentences. There are occasions, however, when the pace of teaching in whole-class activities is slow and this prevents children's learning from being moved forward as briskly as it could be. At times such as these, children do not achieve as well as they should.
54. Almost all children confidently use their knowledge of letter sounds to tackle unfamiliar words when reading. This is because children's competence in linking sounds to letters and their interest in books are successfully developed by a good range of activities. Almost all children are developing effective reading skills for their age. Many average as well as higher attaining children confidently read simple texts.
55. Writing skills are developed well because teachers provide good opportunities for children to write in imaginative contexts as well as in formal situations. For example, children use their early writing skills to write appointments or notes in the role-play 'vet's surgery' or write letters, lists or little books at the writing table. They learn to form letters carefully because they are given good examples to follow. Almost all children competently write their names and other familiar words. A good number of average and higher attaining children are being helped to write one or two sentences independently.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning opportunities are effective in developing children's mathematical skills.
- Occasionally teaching does not ensure that all children are fully involved and this means that opportunities for learning are lost.

## Commentary

56. Children's achievement is good. Almost all are on track to reach the nationally expected goals by the end of the Reception Year and a high percentage of children are likely to exceed them. The quality of teaching and learning is good and is a key factor in children's good achievement. Teachers plan a good balance of practical activities that cover the full range of mathematics, including number, shapes and measures, and help children to learn effectively. Satisfactory activities are given to average and higher attaining children to develop their understanding of written addition and subtraction.
57. Work is well matched to the needs of different groups of children so that all are challenged at the right level. Teachers make effective use of good systems for checking and recording children's progress. The information from assessment is used well to guide children's next steps in learning and to assist in grouping children for different activities. Support staff are used effectively to develop children's learning and often reinforce teaching points skilfully as they participate in activities. Occasionally not all children are involved well enough in group discussions and teachers miss opportunities to engage them through direct questioning. At such times, the children who are not actively involved do not learn as well as they should.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Good teaching in lessons in the school hall develops children's awareness of space and their use of equipment effectively.
- There are missed opportunities to extend children's physical skills in outdoor activities that they choose for themselves.

## Commentary

58. Teaching and learning are better now than at the last inspection and are satisfactory overall with some good features. As a result, almost all children are on course to reach the nationally expected standards at the end of the Reception Year and a small number to exceed them. Particularly effective teaching is seen when lessons are taught in the school hall. Teachers and support staff demonstrate skills clearly and set a realistic level of challenge. As a result, children increase their awareness of space and develop good control in throwing and catching.
59. Teaching and learning are less successful, although adequate, in outdoor activities that children select for themselves. The problem is that the focus for learning is often less clear in these activities than in those in the hall that involve direct teaching of skills. There are occasions when adults interact with children to increase their awareness of space, control of movements and co-operation as, for example, when working together to manipulate a large parachute. However, when using the school playground, the space is very large and some children wander around aimlessly and do not choose to take part in physical activities. At these times, children do not achieve as well as they should.
60. The good improvements to the outdoor accommodation mean that children now have daily, continuous access to secure outside provision, which supports some aspects of physical development satisfactorily. Although children do not have daily use of climbing and balancing apparatus, the school satisfactorily compensates for this through the use of lessons in the hall. A climbing frame is planned for the next phase in the development of outdoor provision.
61. A suitable range of activities ensures that children frequently use a broad range of equipment and tools that help to develop manipulation skills and small hand movements. These tools include scissors, glue sticks and paintbrushes as well as jigsaws, construction materials, and



large and small models. All adults sensitively support and encourage children so that they work carefully and safely.

## OTHER AREAS OF LEARNING

62. Provision in **knowledge and understanding of the world** and **creative development** was sampled. Whilst not enough evidence was gathered to make secure judgements on overall provision, in the aspects for which evidence was collected it is satisfactory. Provision for creative development has improved adequately since the last inspection.
63. A satisfactory range of learning experiences is provided both indoors and outside that develop children's creativity and their knowledge and understanding of the world. Teachers make good use of topics, such as 'animals', to develop children's understanding about farms and the work of vets. Children learn, for example, that animals need food and shelter as well as people to care for them.
64. Role-play areas are set up to promote independent play and these support children in acting out imaginary situations on the farm or at the vets. A good example was seen where children's creativity and knowledge and understanding of the world were developed effectively. The whole outdoor area was set up as a farm and all the children were involved in role-playing digging up vegetables, moving bales of hay, painting the barn and fences, cooking the farmer's meal and taking the produce to market. Adult involvement throughout this session extended children's play and ensured that the level of challenge for all groups was realistic.
65. A weakness is that, as in the provision for physical development, planning does not always ensure that there is enough structure and focus to some play activities, particularly those that do not have direct adult involvement. Adults' questioning is not always well enough focused to deepen children's knowledge and understanding. This means that children do not always learn as effectively as they should.
66. Satisfactory opportunities develop children's competence in using paint and other materials to make pictures and friezes. For example, they use salt dough and fur fabric successfully to create models of animals and there are some good examples, such as of hedgehogs. ICT skills are developed satisfactorily as children use computers to play games and to support their work in communication, language, literacy, in mathematics and in art.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory** and there are some good features.

#### Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well because of good teaching. Standards are above the level expected nationally in Year 2.
- Pupils with English as an additional language achieve very well and pupils with special educational needs make good progress towards the targets set for them.
- Although marking is good in some classes, it does not always do enough to tell pupils how well they are progressing and what they need to do to improve.
- There is not enough use and development of pupils' literacy skills across the subjects.
- The co-ordinator provides a good example for others in her teaching and is firmly focused on improving provision.

## Commentary

67. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were well below the national average. They were also well below average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. These results were significantly lower than at the last inspection and also much lower than in all the intervening years. The 2003 results were adversely affected by changes within last year's Year 6 towards the end of its time in school. The standards in the present Year 6 are better than indicated by the 2003 test results, and are much the same as the standards seen in pupils' work at the last inspection. Present standards in Year 6 are at the level expected nationally in all aspects of English and pupils' achievement is satisfactory.
68. Pupils' results also dipped in the end of Year 2 National Curriculum tests in 2003. They fell to well below the national average in reading and below the national average in writing. Compared with the results achieved by other schools with pupils from similar backgrounds, pupils' performance was well below average in both reading and writing. These results were lower than at the last inspection and also lower than in most intervening years. The school's analysis identified that the results were lower in 2003 because pupils with potential for higher attainment underperformed. The underachievement was caused by an absence of adequate challenge for these pupils and this has been rectified. The standards now in Year 2 are above the level expected nationally across all aspects of English and pupils are achieving well.
69. Throughout the school, pupils with special educational needs make good progress towards the targets set for them in English. This is because their needs are met well in teaching in whole class lessons and also in small groups taken out of class. The provision for pupils with English as an additional language is very effective. The specialist teacher gives these pupils very good support in one-to-one situations. As a result, they rapidly develop their command of English language. Challenging teaching also supports pupils in developing a very good understanding, for example, of how an author uses language to create atmosphere and communicate meaning.
70. It is because teaching and learning are good in Years 1 and 2 that pupils achieve well and attain standards above the level expected nationally in speaking, listening, reading and writing. Teachers in these year groups have high expectations of pupils and focus well on meeting their differing needs. In Year 1, for example, full use is made of the time available in lessons to push pupils on in their learning. In one lesson, in which pupils rewrote sections of a story, the teacher worked productively to develop pupils' skills in reading with expression, and their awareness of story structure, handwriting, spelling and punctuation. Similarly, good use of time, high expectations, and well-organised activities were evident in a lesson in Year 2 in which pupils worked at an appropriately challenging level in exploring the features of both fiction and non-fiction texts. Teaching and learning are better now in Years 1 and 2 than at the last inspection.
71. Teaching and learning in Years 3 to 6 are satisfactory overall, as at the last inspection. Teachers provide satisfactory opportunities for pupils to write for a variety of purposes and introduce them to an adequate range of texts. They manage pupils and activities well and communicate the purpose of lessons clearly to pupils. In a Year 3 lesson, the teacher presented the use of speech marks in a clear and stimulating way. However, many of the lessons in Years 3 to 6 are not as exciting as those in Years 1 and 2. Activities are not as finely tuned to the full range of pupils' needs in Years 3 to 6 as they are in Years 1 and 2. On occasions, too much time is spent on purely functional tasks, such as highlighting main and subordinate clauses in a text, so that pupils progress at only a satisfactory rate, and the work lacks a creative dimension. Often, teachers sit with a group to supervise them but miss the opportunity to provide a group with intensive teaching matched to their needs. Whilst achievement is satisfactory in Years 3 to 6, these shortcomings in teaching prevent it from being better.

72. All teachers mark pupils' work regularly. There are examples of good marking that really helps pupils to progress, for example in one Year 2 class and in one Year 5 and 6 class. However, marking is not consistently good. In the other Year 5 and 6 class, for instance, marking sometimes provides fulsome praise when the work does not warrant it. Teachers are not consistent in referring to pupils' targets to help them to know how to improve. The use of ICT to support learning in English is underdeveloped and is also an area requiring improvement.
73. The leadership and management of English are good. The co-ordinator sets a strong example through her own class teaching. She has a secure understanding of what makes effective teaching and works with teachers in lessons to help them to improve. She is taking the necessary action to build on the present strengths in provision and to eradicate the weaknesses. The success of action taken can be seen in the improved achievement of Year 1 and 2 pupils this school year.

### **Language and literacy across the curriculum**

74. There are good opportunities for pupils in Years 1 and 2 to use and develop their language and literacy skills in other subjects. However, in Years 3 to 6, the opportunities are not as good. In Years 1 and 2, pupils write at length in religious education and history so deepening their knowledge and understanding in these subjects as well as improving their writing skills. Although there is some writing in Years 3 to 6 in geography and history, there are only minimal opportunities for writing in science and religious education. As a result, there are missed opportunities to develop pupils' literacy skills and to enhance their learning in other subjects. The more effective use of reading and writing in other subjects in Years 1 and 2 than in Years 3 to 6 is another reason why achievement is better in English in Years 1 and 2 than in Years 3 to 6.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above the level expected nationally in Years 2 and 6.
- Throughout Years 1 to 6, effective teaching ensures that learning is good and that pupils achieve well.
- Teachers have good subject knowledge and make lessons interesting and varied.
- Pupils have good attitudes to mathematics. They enjoy learning using mental calculation and, as a result, have a good grasp of mathematical facts.
- Marking does not tell pupils clearly how well they are progressing or give enough guidance to them on how to improve.
- The co-ordinator has very good knowledge of the subject and how to improve the provision.

### **Commentary**

75. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were below the national average. They were also below average when compared with the results achieved by schools with pupils who had similar attainment at the end of Year 2. These results were lower than at the last inspection and also lower than in all the intervening years. The test results dipped in 2003 because of factors relating to the composition of the year group and changes that had taken place in it towards the end of its time in the school.
76. In the end of Year 2 National Curriculum tests in 2003, the results were also below the national average. They were well below average when compared with the results achieved by schools with pupils from similar backgrounds. These results were also lower than at the last inspection and lower than in quite a few of the intervening years, although there has been significant fluctuation in the results in recent years. The school has identified that the results dipped in

2003 because pupils with potential for higher attainment were not being challenged and were underachieving. This situation has been rectified.

77. The standards in the present Years 2 and 6 are better than indicated by the 2003 test results. They are as good as the standards seen in pupils' work at the last inspection. A good proportion of pupils are working at a higher level than expected of most pupils in Years 2 and 6. Pupils are achieving well. Pupils with special educational needs make good progress towards the targets set for them; this is because of the skilled support given by teaching assistants. When they work in small groups, work is effectively matched to their needs. Pupils for whom English is an additional language make very good progress and they achieve very well. Many are capable mathematicians. The very good support they are given to help them improve their command of English also contributes very effectively to their learning in mathematics.
78. A main reason for pupils' good achievement and the standards attained is the school's successful implementation of the National Numeracy Strategy. This results in good quality teaching and learning. Teachers use the ideas in the strategy to plan lessons that will engage, motivate and often inspire the pupils. As a result, the pupils are enthusiastic, enjoy learning and make good progress. In particular, pupils are confident at calculating and manipulating numbers both mentally and in written methods. There have many good opportunities to use their knowledge and skills to solve mathematical problems.
79. Lessons are carefully structured and make good use of the time. They begin briskly and teachers make effective use of resources and different approaches to learning. Teachers explain carefully what the pupils are going to learn and use each part of the lesson well to promote learning. Lessons are carefully planned so that groups of pupils of different abilities have work that is suitably challenging. Teachers have a good knowledge of mathematics and this shows in the way they make the learning interesting. Towards the end of lessons teachers check the pupils' understanding and reinforce the planned learning. The questioning is skilful and takes on a greater depth as teachers ask supplementary questions of 'how?' or 'why?' so that pupils have to think clearly to explain their method and understanding.
80. Work is marked regularly to check the accuracy of the pupils' work and the progress they are making. The current practice usefully focuses on assessing and recording the pupils' understanding but does not give helpful feedback to the pupils. There is some good practice where the teacher's comments do help pupils to understand their progress or how to improve their work, but this is not widespread.
81. Leadership and management of mathematics are good. The co-ordinator has analysed the results of tests throughout the school, and has monitored teaching and learning and the level and quality of the resources. Her good subject knowledge and effective self-evaluation mean that plans for improvement focus on raising the standards. This is particularly important because there are some very capable mathematicians throughout the school who need to be consistently challenged. Planning now provides a better range of opportunities for all pupils to learn and enjoy mathematics, including through other subjects, than at the last inspection. Pupils now use computers very effectively as a regular part of their independent learning of mathematical skills.

### **Mathematics across the curriculum**

82. Mathematical skills are used effectively to support pupils' learning in other subjects. For example, in science, geography, and design and technology, the pupils successfully apply their mathematical knowledge and skills as they estimate, measure, and carry out mathematical calculations. This use of mathematics helps pupils with the accuracy of their work, such as when they design and make products in design and technology. Opportunities to use mathematics in other subjects also enhance pupils' mathematical understanding through the application of it to practical situations.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards in practical and investigative science are below the level expected nationally because of inconsistencies in the teaching of this area across the school.
- Marking does not do enough to help pupils to improve their work or to tell them what they are doing well.
- There are too few opportunities for the use and development of literacy and ICT skills.

### Commentary

83. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were close to the national average. However, they were below average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. The picture is not as strong as it was in 1998, when the school was last inspected, or as strong as in most of the intervening years. Teachers assessed pupils' standards at the end of Year 2 in 2003 as below the national average.
84. The standards of pupils currently in Years 2 and 6 are close to those expected nationally and achievement overall is satisfactory. Pupils have the expected depth of knowledge for their age in most aspects of science required by the National Curriculum. However, skills in scientific enquiry are below the national expectation in Year 6. Pupils have a basic understanding of a 'fair' test and record their investigations, describing methods and results. When they conduct tests, however, pupils do not demonstrate the expected accuracy in applying what they know, nor do they analyse results sufficiently, or pose scientific questions. This is because there is an inconsistency, across the school, in the amount of independence given to pupils when planning and carrying out investigations. Some tests are overly controlled by teachers so that pupils do not develop skills, as they should.
85. Teaching and the curriculum are satisfactory overall and promote satisfactory learning. The teaching now is not as good as at the last inspection. Pupils are generally sure about what they are expected to learn because teachers usually explain this clearly at the start of lessons. In Years 1 to 6, work is adequately matched to pupils' needs. Work for lower attaining pupils, those with special educational needs and those with English as an additional language is suitably adapted and pupils are supported satisfactorily. This enables them to achieve as well as other pupils.
86. Almost all teachers insist on high standards of behaviour and, as a result, pupils show good levels of concentration and have good attitudes to their work. In a lesson in a Year 5 and 6 class, in which teaching and learning were good, the level of questioning deepened pupils' understanding and moved their learning forward at a brisk pace. Good attention was paid to scientific terminology so that pupils developed understanding of key vocabulary. In Year 1, there are plentiful opportunities for pupils to write independently, which means that pupils' skills in writing are developed effectively through their learning in science. By contrast, in other classes, there is too much copied writing and an over-reliance on undemanding worksheets, which restrict the progress of scientific recording and the development of literacy skills. This weakness was also found at the last inspection and it has not been adequately dealt with. Undemanding recording activities are also inadequate in developing pupils' scientific knowledge and understanding.
87. Whilst there are adequate procedures for assessing pupils' progress, the information is not used consistently enough to provide work of differing levels of difficulty, particularly for the more capable pupils in mixed age classes. Marking is inconsistent. Where it is used well, as in Year 1, not only does it acknowledge work, but it also provides useful comments that help

pupils to know what they have done well and what they need to do to improve. However, there are instances of barely acknowledged and unmarked work. This means that pupils do not always reach the standards of which they are capable.

88. There is adequate use and development of mathematical skills, for instance as pupils record the findings of their investigations in tables and graphs. However, not enough use is made of classroom computers in lessons, which limits opportunities for recording investigations in different ways and using data.
89. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator is aware of the need to raise standards and to develop pupils' skills in scientific enquiry. There has been some recent checking of standards and pupils' progress. However, teaching is still not closely enough monitored to identify specifically how to improve the overall quality of pupils' learning, raise standards and eradicate the inconsistencies across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory** with some good features.

### **Main strengths and weaknesses**

- Teaching in specific lessons in the computer suite is consistently good and builds pupils' skills systematically.
- Pupils' ICT skills are not developed well enough at other times or used sufficiently to support their learning in other subjects.
- Pupils enjoy using computers and work well together on them.
- The co-ordinator has a secure awareness of the quality of provision and has brought about improvements to resources, teaching and learning.

### **Commentary**

90. Standards are at the level expected nationally in Years 2 and 6, and pupils' achievement is satisfactory. This is an improvement since the last inspection in standards and achievement. Basic skills in using computers are now at the level they should be. Pupils have a good understanding of the use of technology beyond school and in everyday life and the purpose it serves. Year 6 pupils, for example, talk knowledgeably about the advantages of using technology for communication such as through laptops, text messaging and e-mail. The range of learning opportunities now meets the requirements of the National Curriculum.
91. Since the last inspection, resources have improved substantially, which has contributed significantly to the better standards. There is now a computer suite, which teachers and pupils use effectively. The quality of teaching in lessons in the suite is good, although the overall quality of teaching and learning in ICT is satisfactory. Teachers know what to teach and when to teach it. They use the interactive whiteboards in the computer suite and in the classrooms well to demonstrate skills and show pupils how programs can be used to support learning. Lessons are well prepared and time is generally used well. Pupils enjoy using the computers and this encourages them to work hard. They share machines well, and working together in this way contributes effectively to their personal development. All pupils make the same good progress in lessons in the suite, regardless of their ability, gender or background because of effective support from teachers and support staff. Other equipment, such as the digital cameras and a computer-linked microscope, has added to the range of resources.
92. Although teaching and learning are effective in lessons in the suite, what reduces the overall quality of teaching and learning to a satisfactory level is the failure to use computers at other times. Not enough use is made of classroom computers to reinforce the learning of ICT skills or to support learning in other subjects. Because the main opportunities for ICT development

are only in the specific lessons once or twice each week, standards are not raised above the level expected nationally.

93. Leadership and management of ICT are satisfactory. The subject leader has worked hard to write and put in place teaching guidelines that ensure teachers build pupils' ICT skills systematically over time. This has brought about improvements, particularly in the development of basic skills. Year 6 pupils acknowledge how well the school helps them learn and understand the basic skills compared with their use of computers at home when they use the technology in quite different ways. Standards have risen, but there is not a close enough focus on developing teaching and learning to lift them to a higher level and to increase the use of the pupils' skills in other subjects.

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

94. The use of ICT to support learning in other subjects has improved since the last inspection but there is still some way to go to develop this fully. There are examples of ICT used in other subjects, particularly in mathematics, and also in geography and history where the Internet is used. There are instances of ICT being used in English and art and design. However, the skills and abilities of the pupils are not being fully used to provide challenging learning opportunities across the curriculum.

## **HUMANITIES**

95. Provision in geography and history was sampled through an analysis of pupils' work and teachers' planning, and discussions with teachers and pupils. One lesson was observed. Not enough evidence was gathered to make secure judgements on the overall provision in these subjects.

### **Geography and history**

96. Teachers' planning and pupils' work in geography and history show that there is a satisfactory curriculum with systematic coverage of the requirements of the National Curriculum over a planned two-year cycle. Standards are at the level expected nationally overall as they were at the last inspection, although some higher attaining pupils have good skills and understanding. This indicates that the activities in lessons are satisfactorily matched to the pupils' differing needs. A good range of visits and visitors to the school enriches the learning opportunities and enhances pupils' understanding of both subjects. Pupils' achievement is satisfactory.
97. Pupils enjoy their work, for example when they dress up in Victorian clothes and visit a 'mock' Victorian classroom as part of their history studies. As part of their topic about the Tudors, the pupils have visited a Tudor house to support their work on how people lived in those times. Recently, a visitor gave pupils first-hand information about the blitz on Coventry. Year 6 pupils use the Internet confidently to research and extend their studies about the Indus Valley and the ancient civilisation that thrived there. Work in geography provides satisfactory opportunities for pupils to study local and more distant environments. As a result, pupils develop a secure understanding of different climates and weather. Teachers use resources well to bring history and geography 'alive' for the pupils.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The use of visits and visitors brings religion to life and helps pupils to see how faith plays an important part in many people's lives.
- There are missed opportunities to develop pupils' skills in ICT and literacy.

## Commentary

98. Standards in Years 2 and 6 are at the level expected by the locally agreed syllabus, as at the last inspection. Pupils' achievement is satisfactory. Pupils' knowledge and understanding about the faiths they study are at the expected level and help them to understand the significance of faith. Pupils in Year 2 know, for example, how a Sikh baby's birth is celebrated and are familiar with the Muslim customs associated with prayer. This understanding is effectively reinforced through the use of visits and visitors, which bring learning to life and help pupils to see that religion plays an important part in the lives of people around them. By Year 6, pupils compare key aspects of world religions, such as belief in God and rules for living. They appreciate the opportunities to talk about their own faiths and show good respect and tolerance for the values and beliefs of others. Their learning in religious education plays a significant role in their spiritual development and in the harmonious relationships throughout the school.
99. The overall quality of teaching and the curriculum is satisfactory, which promotes satisfactory learning. There are examples of teaching and learning that are better than this. In a Year 2 lesson, in which teaching and learning were very good, the teacher very effectively challenged pupils to compare the ways in which some Christians and Muslims worship. Very good opportunities were provided for pupils to discuss their ideas in pairs and skilful questioning helped them to draw on the information gained from visits to a church and a mosque. However, an instance of unsatisfactory teaching and learning was seen in one Year 5 and 6 class. The purpose of the lesson was unclear and activities were not matched well enough to pupils' needs and aptitudes.
100. In a Year 2 class, writing following a visit to a Roman Catholic church was used very effectively to deepen pupils' knowledge and understanding of what they had learnt. It also provided a good opportunity for extending skills in English. However, across the school, there is an inconsistent approach to the recording of pupils' work. Opportunities are too often missed to develop pupils' literacy skills as well as to use writing as a means of developing pupils' knowledge and understanding of religious education. In all year groups, there is too little use of ICT, for example to draft and present work or for researching information.
101. The leadership and management are satisfactory overall with some good features. The co-ordinator is enthusiastic and has been successful in improving the provision, particularly in developing long-term plans of work and resources. She has undertaken some checking of teaching and learning in lessons. This has rightly identified that assessment is not used well enough to vary the level of difficulty in activities in order to meet pupils' different needs and capabilities more effectively. She recognises that monitoring and evaluation of the learning opportunities, particularly through lesson observation, are areas that need further development. This is essential if there is to be a sharp enough focus on identifying the most important things to do to raise standards.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. Provision in the creative, practical and aesthetic subjects was sampled through an analysis of pupils' recorded work, and discussions with teachers. Two music lessons and one physical education lesson were observed, but no lessons were seen in art and design or in design and technology. Not enough evidence was gathered to make a secure overall judgement on the quality of provision in each subject.

## Art and design

103. Standards in art and design are at the level expected nationally in Years 2 and 6, and pupils' achievement is satisfactory. This is an improvement since the last inspection in Year 6. Pupils now gain satisfactory experience in working with a range of materials as they move up through the school, including paint, pencil and textiles. This is evident in the attractive displays of



pupils' work, with examples of good work in all years. Displays celebrate pupils' successes and give the subject a higher profile than at the last inspection. The range of learning opportunities now ensures that there is adequate coverage of the areas of study required by the National Curriculum.

104. Although there has been satisfactory improvement in the provision, there continue to be areas requiring development to raise standards and improve pupils' achievement further. There is still not enough focus on the development of skills as pupils progress from year to year, for example in drawing. Use of sketchbooks is adequate, but they are not used sufficiently as a tool for investigation and exploration. Often, the work in them is left unmarked, which is unsatisfactory. Whilst ICT is used well in particular projects, such as the work in Years 3 and 4 on pattern, it does not feature strongly in all year groups. Pupils are gaining some awareness of the work of famous artists but this too is not a strong feature.
105. Leadership and management of art and design are satisfactory. The co-ordinator has ensured that the subject has developed adequately since the last inspection. She is clear about the action that is now required to move it on further. In response to issues at the last inspection, staff training took place to improve staff expertise. However, staff changes since then mean that there is a need now for further staff development. The co-ordinator recognises that staff expertise needs improvement, in particular in assessing the level of pupils' work and in using assessment to plan the next steps in their learning. This is essential in order to develop pupils' knowledge, understanding and skills systematically. Work is just starting on this, for example through the assessment of a unit of work in painting.

## **Design and technology**

106. Standards in design and technology are at the level expected nationally in Years 2 and 6 and pupils' achievement is satisfactory. This is a good improvement since the last inspection, particularly in Year 6. Pupils now have the required knowledge and understanding of designing, making and evaluating products. They enjoy design and technology, particularly the very practical approach involved. The pupils' planning folders in all age groups show they are taught in a systematic way that helps them to generate ideas successfully. Their sketches are labelled clearly to identify materials, possible modifications and how to make models. The whole process is then carefully evaluated. Teachers provide an evaluation of each unit of work and satisfactorily assess the pupils' learning. There is secure evidence that teaching and learning are better than at the last inspection and that pupils have more opportunities to use their own ideas.
107. The leadership and management are satisfactory. The co-ordinator provides enthusiasm and gives satisfactory support to staff. He has a secure understanding of what is working well in the subject and also has an adequate awareness of areas for development. He gains an overview of provision through looking at pupils' work and collecting examples to guide staff, discussing projects with teachers, and scrutinising their planning. Although he does not observe lessons, he successfully ensures that the long-term plan of work is implemented. As a result, pupils gain a satisfactory balance of experiences covering the full design process. There is now satisfactory coverage of the National Curriculum requirements for this subject.

## **Music**

108. No lessons were seen in Years 2 and 6, so it is not possible to make judgements on the standards and how well pupils achieve in these year groups. In a Year 1 lesson, pupils achieved very well and attained standards well above the level expected nationally. Very effective teaching in this lesson, with high expectations and tremendous enthusiasm on the part of the teacher, resulted in pupils showing intense interest and involvement. As they participated in a range of singing games, they successfully communicated feeling, varying the pitch, pace and volume of their sung responses. A great deal was achieved within this lesson

as the teacher very competently developed pupils' understanding of terms such as 'volume' and 'tempo'.

109. In a short Year 4 and 5 lesson pupils demonstrated an understanding of how to create mood through music at a level just acceptable at this age. They showed an awareness that dynamics can be varied to create atmosphere and most adequately created a simple accompaniment to a section of a poem using percussion instruments. In whole-school assemblies, and singing practices for pupils in Years 3 to 6, the standard of singing is satisfactory. Singing practices proceed at an adequate pace although time is lost as, for example, the teacher leading the session decides which pupils will play instruments.
110. There are no arrangements for individual pupils to learn to play an instrument, which is unusual and limits the provision for pupils who may be musically talented. However, Year 4 pupils are about to have a series of brass lessons and, as at the last inspection, all Year 3 pupils learn to play the recorder.
111. Satisfactory arrangements are in place for the leadership and management of music. The subject is presently looked after by a temporary co-ordinator because of the long-term absence of the permanent post holder. The permanent co-ordinator had started to keep an overview of provision by observing lessons and was taking adequate action to develop the quality of teaching. Since the last inspection, satisfactory action has been taken to provide teachers with guidance as a basis for lesson planning. The school is presently using national guidance for music. However, it recognises that assessment procedures need development in order to ensure that activities are always well enough matched to pupils' differing needs.

## **Physical education**

112. Insufficient evidence was gathered to make a judgment on the standards attained and the achievement of pupils in Years 2 and 6. In the one lesson observed, in a Year 5 and 6 class, standards in dance were at the level expected nationally and pupils' achievement was satisfactory. Pupils enjoyed the session and most moved in good time to the music. In this lesson, the teaching engaged the pupils, particularly the boys. The lesson was well structured with a good 'warm up' at the start and a satisfactory 'cool down' at the end. Throughout the lesson, the teacher gave clear instructions and guidance to pupils to help them to improve their work.
113. As at the last inspection, the planned curriculum for physical education covers a satisfactory range of activities across all aspects of the subject. Pupils in Years 5 and 6 have swimming lessons. There are also satisfactory sporting activities after school, such as football taken by the headteacher. Leadership and management of physical education are satisfactory.

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

114. Provision in this area was sampled. No specific lessons were seen and not enough evidence was gathered to make a secure judgement about overall provision.
115. The school sees pupils' personal development as an important part of its work. Its caring atmosphere supports pupils' personal development well. The range of the programme for personal, social and health education is satisfactory. It includes work on diet, health, sex and relationships education and the dangers of drugs, as well as personal safety. This programme helps pupils to develop a safe and healthy life-style, gain confidence and develop good relationships. It is adequately supported by contributions from outside agencies, such as the police, doctors, dentists and the school nurse. Pupils' involvement with the school council, from the very start in the Reception class, provides a good opportunity to experience democracy at first hand and helps pupils to feel valued as school citizens.

## 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	3
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>4</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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
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).*