

INSPECTION REPORT

Shrubland Street Community Primary School

Leamington Spa

LEA area: Warwickshire

Unique reference number: 130951

Headteacher: Mrs P. Dorling

Lead inspector: Mr M. J. Johnstone

Dates of inspection: 12.01.04 – 15.01.04

Inspection number: 257471

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	182
School address:	Shrubland Street Leamington Spa
Postcode	CV31 2AR
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Fax number:	01926 332145
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. A. Hunt
Date of previous inspection:	22.06.98

CHARACTERISTICS OF THE SCHOOL

This community primary school is situated in Leamington Spa, Warwickshire in an area of local government regeneration. Socio-economic data indicates that the area served by the school is the most deprived in Leamington Spa. The school is smaller than other primary schools with 169 (73 boys and 96 girls) pupils on roll who attend full-time and 13 children who attend part-time in the morning nursery. About a quarter of the pupils (well above average) are from a wide range of minority ethnic groups, the majority of Indian sub-continental origin. Forty-six of these pupils receive additional language support and nine are at the early stages of English language acquisition. The main languages spoken are Punjabi and Hindi. Twenty-four per cent of pupils (above average) are eligible for free school meals. Most children enter the school with well below average attainment. Forty per cent of the pupils (well above average) have special educational needs and most of these have moderate learning difficulties. Five pupils have a statement of special needs. There are two pupils in public care. The school received an achievement award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Mathematics; Art and design; Design and technology; Physical education; English as an additional language
32660	Robert Adams	Lay inspector	
21450	Daniel Kilborn	Team inspector	Special educational needs; English; Geography; History; Religious education
4926	Thelma Aspin	Team inspector	The Foundation Stage; Science; Information and communication technology; Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a satisfactory education. The headteacher, deputy and many of the teachers have been at the school for less than two years and are having a good effect on the pace of improvement. Most pupils make at least satisfactory progress and achieve reasonable standards. Teaching and learning are at least satisfactory and often they are good. The headteacher leads the school well and has created a very good ethos. Parents are pleased with what the school does for their children. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher leads the school well and is supported effectively by the deputy head and the commitment, enthusiasm and teamwork of all staff
- Over the past three years overall standards have improved at a good pace. Standards in science are above the national average
- Standards in information and communication technology (ICT) by the end of Y6 and writing and mathematics by the end of Years 2 and 6 are not yet high enough
- There is some good teaching throughout the school with very good teaching in Year 3
- The personal and social development of the pupils is promoted very well and relationships and racial harmony are very good
- Pupils behave well, have good attitudes to work and enjoy learning
- There is still work to be done in the management and organisation of the accommodation and resources in the nursery and reception area
- The attendance and punctuality of a small minority of pupils impedes their achievements
- The use of assessment to inform what pupils do next is not as effective as it should be

Since the school was inspected in June 1998 the rate of improvement has been good. Standards, teaching and pupils' behaviour and attitudes are better. There is more effective use of performance data and assessment arrangements have improved, although there is still work to be done in this aspect of the school's work.

STANDARDS ACHIEVED

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

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

Most children enter school with attainment that is well below average and despite competent teaching in the nursery and reception classes (the Foundation Stage) they are unlikely to reach the nationally recognised early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. **In Years 1 to 6 pupils' achievements are never less than satisfactory and in Years 3 to 6 they are now good.** Standards in speaking and listening and reading are now similar to the national average but are below this in writing and mathematics. Pupils do particularly well in science, art and design and music. Standards in ICT are below average by the end of Year 6 but improved resources and teaching are beginning to bring about marked improvement. Standards in religious education meet the requirements of the locally agreed syllabus.

Pupils like school and have good attitudes to learning. Standards of behaviour are good in lessons and around the school. The attendance rate is well below the national average and the poor attendance and punctuality of a small minority of pupils is impeding their progress. **The spiritual, moral, social and cultural development of the pupils is good.**

QUALITY OF EDUCATION

The overall quality of education provided by the school is satisfactory and is improving at a good pace. Teaching is satisfactory in the Foundation Stage and in Years 1 and 2, although some good teaching was observed in these classes. **Teaching is good in Years 3 to 6 and very good in Year 3.** Pupils who have special educational needs (SEN) and pupils who have English as an additional language (EAL) are well taught and receive effective support. The teaching of English and mathematics is mostly good, although the teaching of aspects of writing and the use and application of pupils' mathematical skills could be better. At all stages, lessons are interesting, relationships are very good and pupils are taught to work hard. Teamwork is very strong. Teachers are enthusiastic, sensitive to pupils' needs and are eager to further improve their own teaching. In group activities across all subjects, work is not always matched effectively to pupils' needs and this limits their achievements.

Overall, the school offers an appropriate and interesting curriculum that is enriched by good extra-curricular activities which enable pupils to participate in sports, arts and music. There is good provision for SEN and EAL pupils. Very good personal and social education permeates the curriculum. A reasonable start has been made on the management and organisation of the accommodation and resources in the nursery and reception area but there is still work to be done. There is also a shortage of resources in the nursery. Throughout the school, the standards of care and welfare are very good and there are good links with parents.

LEADERSHIP AND MANAGEMENT

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

Governors meet their statutory requirements and are developing their strategic role reasonably well. The headteacher leads the school well and has built a team that is motivated and forward looking. The school has a good programme to monitor its performance and this is beginning to bring about improvements in teaching, standards and pupils' achievements. Financial planning and management are sound and the school runs smoothly on a day-to-day basis.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with what the school offers their children. Pupils enjoy school, like and respect their teachers and say that they feel safe.

IMPROVEMENTS NEEDED

In order to build on recent developments, the school should now:

- Raise standards in writing and mathematics across the school and in ICT by the end of Year 6
- Use assessment information more effectively to plan the next stages of learning
- Continue to work on improving attendance and punctuality
- Improve the organisation and management of the Foundation Stage area and the resources in the nursery

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Taken overall, in most subjects, standards and pupils' achievements are satisfactory. Pupils who have special educational needs (SEN) and those who have English as an additional language (EAL) achieve as well as all other pupils.

Main strengths and weaknesses

- Over the past four years, standards have improved faster than the national trend
- Standards are above average in science, art and design and music
- Standards in mathematics, information and communication technology (ICT) and aspects of writing are not yet high enough.
- Children in the Foundation Stage (FS) make satisfactory progress but are unlikely to reach the goals set for them in the main areas of learning by the time they enter Year 1
- Work is not always matched effectively to the needs of the different ability levels

Commentary

1 Most children enter the school with attainment well below average in communication, language and literacy, mathematical understanding and personal, social and emotional development. In the current nursery and reception classes almost half of the children have EAL and most are at the very early stages of English language acquisition. With competent teaching in both the nursery and reception classes, most pupils make satisfactory progress. However, the teaching cannot fully compensate for the low attainment on entry and most children are unlikely to reach the goals set for them in communication, language and literacy, mathematical understanding and knowledge and understanding of the world.

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

Standards in:	School results	National results
Reading	15.0 (16.1)	15.7 (15.8)
Writing	12.4 (14.1)	14.6 (14.4)
Mathematics	14.7 (17.1)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year

2 In the 2003 National Curriculum tests and assessments for pupils at the end of Year 2, standards in reading were below the national average and in writing and mathematics they were well below average. Standards in reading were high enough to be comparable with similar schools but in writing and mathematics, they were still well below average. This group of pupils was relatively small, had a very low entry profile and more than half the group had SEN. Given these factors, their achievements were reasonable. Up to 2003, the trend in results had shown steady improvement year on year. Current standards are now broadly similar to the national average in reading and although below, are closer to it in writing and mathematics. Speaking and listening skills are average. Pupils achieve well in science and standards are above average.

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

Standards in:	School results	National results
English	25.2 (27.5)	26.8 (27.0)

Mathematics	26.2 (27.2)	26.8 (26.7)
Science	29.3 (29.1)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

3 In 2000, results in all three subjects in the National Curriculum tests at the end of Year 6 were in the bottom five per cent of schools nationally but since then they have improved markedly and the overall trend has been above the national upward trend. In the 2003 tests, standards were well below average in English, below average in mathematics and above average in science. Standards in mathematics and science compared favourably with those achieved in similar schools but were below average in English. The main weakness in English was in pupils' writing. During Years 5 and 6, this group of pupils had had some significant disruption in learning due to staff changes.

4 The work pupils were doing during the inspection indicates that overall standards in English are now close to the national average. Standards in reading and speaking and listening are similar to the national average but, despite good improvement in creative writing and writing in a range of styles, standards in grammar, spelling and punctuation remain below average. In mathematics, standards are similar to those achieved in 2003 and are below the national average. Pupils' understanding of number is secure but the use and application of mathematics is a weaker element in their learning. In science, pupils continue to build well on the good standards achieved in Years 1 and 2 and standards are above the national average. Standards in religious education meet the requirements of the local agreed syllabus.

5 In Years 3 to 6, inspection evidence and results from the schools' good tracking of pupils' progress shows that pupils' achievements are at least satisfactory and in science they are good. This is true for pupils of all abilities. While girls outperform boys in Years 1 and 2, the gap closes in Years 3 to 6 and there is no significant gender difference at this stage. Pupils who have EAL do as well as other pupils and are equally represented in the above average groups of pupils in all subjects. Good teaching from the relatively new staff in Years 3 to 6 is having a positive impact on standards and pupils' progress. Impressive work was seen in art and design and music and in these subjects standards and pupils' achievements are also good. In most subjects, the work provided for pupils in group activities is not always matched effectively enough to their needs. This places some restrictions upon pupils of all abilities moving on to the next relevant stage of learning.

6 Pupils who have SEN achieve satisfactory standards and, where there is additional support, they achieve well. Pupils who have statements of special need are particularly well supported and make good progress against the targets set for them. Individual educational plans have been revised and are now more specific to individual needs. This is having a good effect on the pupils' achievements and attitudes to work.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school and their behaviour are good. Provision for pupils' personal development including their spiritual, moral, social and cultural development is good. The attendance and punctuality of a small minority of pupils is unsatisfactory.

Main strengths and weaknesses

- Relationships within the school are very good across age, gender and ethnic groups
- Behaviour throughout the school has improved since the appointment of the current head teacher and is now good
- The vast majority of pupils consistently demonstrate very positive attitudes to their work to meet the high expectations of them

Commentary

7 At all stages, teachers help to raise the pupils' self-esteem by the way they value their contributions in lessons and assemblies. The very good behaviour resulting from this provision is reflected in the low number of exclusions in recent years. The teaching and non-teaching staff have high expectations of behaviour and consistently remind children of them. The older pupils particularly have a clear respect for each other irrespective of gender or ethnicity. This was illustrated in the break times when a mature attitude to access to the whole play area prevailed. Pupils are polite to visitors, frequently holding open doors and asking if they require any help. Parents, governors and pupils speak positively about recent improvement in pupils' behaviour.

8 The vast majority of pupils consistently demonstrate very positive attitudes to the school. They are attentive and respectful to their teachers and, when given the opportunity to work independently, persevere with their work and concentrate hard. Most are eager to learn and try to give of their best. Conversations with the oldest pupils show that they have a keen sense of responsibility and are eager to ensure that the school remains a happy place to work and play. Conversations with pupils and their responses to the questionnaire indicate positive attitudes to the treatment of bullying and racism. Pupils are keenly aware of what to do should they ever feel unhappy in any way. They could each identify more than one adult they could turn to if in need of help or advice.

9 The provision for pupils' spiritual, moral, social and cultural development is good. All teachers value the pupils' ideas and encourage them to explore their own feelings. This was demonstrated to good effect in a Year 3 PSHE (personal, social and health education) lesson when pupils were discussing their thoughts about the death of an animal. All the pupils participated in this sensitive area and were supported well by the reassurance and confidence developed by the staff. They worked effectively by drawing on their memories of a loved relative, pet or story character to show that feelings improve after bereavement from sadness to fond remembrance. The themes in assemblies are used effectively to raise pupils' spiritual awareness. Their knowledge and understanding of other cultures, beliefs and customs are successfully promoted through work in art, music and religious education. The provision for the pupils' moral development is very good. The teaching and reinforcement throughout the school of the difference between right and wrong are key strengths of the provision.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.6
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	98	1	0
White – any other white background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
White – any other mixed background	2	0	0
Asian or Asian British - Indian	32	0	0
Parent/pupil preferred not to say	6	0	0

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

10 The attendance rate is well below the national average. This is largely due to a small number of families taking holidays in term time. There are also a small number of parents whose children have poor attendance for other reasons. The headteacher and governors, who are clearly very concerned, monitor attendance patterns and are finalising a new attendance policy in an attempt to address the issues and reinforce to parents the importance of good attendance. The majority of pupils arrive for school punctually. Some have difficult journeys, being out of the normal catchment area of the school. Those families without their own transport are dependent on the local bus service, which is sometimes late.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall and is improving at a good pace. Teaching and learning are satisfactory and curricular provision is good. Care, guidance and support for pupils is very good and there are good links with parents.

Teaching and learning

The quality of teaching and learning is satisfactory overall. No unsatisfactory teaching was observed. Teaching has improved since the previous inspection.

Main strengths and weaknesses

- Teaching is good in Years 4 to 6 and very good in Year 3; some good teaching was observed at all stages
- There is sensitive and effective additional support for pupils who have SEN and those who have EAL
- Work is not always matched effectively to pupils' needs
- All teachers seek to make work interesting and varied and involve pupils productively
- There are missed opportunities to develop children's learning in the FS
- There is very good teamwork and all teachers are eager to improve

Commentary

11 In the Foundation Stage, teaching is satisfactory overall with some good teaching observed in the Reception class. In what is a newly organised and developing unit, all teachers and support staff

work well together and planning ensures that there is a good balance between activities directed by adults and those that are chosen by the children. Procedures to assess pupils' progress are good, although the information gained is not used effectively enough to plan subsequent learning. In the nursery particularly, opportunities to develop children's learning are sometimes missed.

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (12%)	22 (44%)	22(44%)	0	0	0

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

12 The very good relationships and the care and respect teachers have for the needs of pupils as individuals have a marked effect on their learning. The additional support provided by teachers and support staff for pupils at the early stages of English language acquisition, for example, helps them to achieve as well as all other pupils. They are integrated well into all class activities and good records of their progress are kept. The small number of pupils who are in public care receive sensitive support from all staff and are well settled into school routines.

13 Pupils who have SEN benefit from newly developed individual educational plans that are focused well on appropriate, measurable and attainable goals. They too receive good support and all teachers draw them successfully into class discussions. Pupils who have a statement of special need are particularly well supported and included in all that the school offers. The large proportion of pupils with SEN in the current Year 3 class benefit from teaching that is consistently very good. This is helping them progress at a good pace.

14 In the lessons observed, the teaching of literacy and numeracy was mostly good. All lessons follow a consistent structure based securely on national recommendations. A good feature of the teaching in mathematics in all year groups is the way in which pupils are encouraged to explain how they arrive at an answer. In literacy, teachers have been successful in encouraging pupils to develop their free writing, including a more adventurous use of language. In a Year 6 lesson on the writing of poetry, for example, a pupil included in her poem the line; 'A black, dusty veil of grief'. Science, art and design and music are taught well due to the good subject knowledge of all teachers.

15 Almost all of the teachers in Years 3 to 6 have been in the school for less than two years. Together with the more established staff, the enthusiasm, teamwork and self evaluation of their own teaching are very good features and provide a strong foundation for further improvement.

16 In all subjects, praise and encouragement are used very well to motivate the pupils and the development of personal and social skills underpins all of the teaching in the school. Resources are used well to help pupils learn more effectively. Teachers are using computers increasingly to support learning, for example in a Year 4 series of lessons on sketching and evaluating different designs for chairs, the Internet and a digital camera were used effectively to provide ideas and to focus pupils on careful observation of design features.

17 The school has developed good assessment procedures to help track pupils' progress. Good use is made of performance data from national tests to track general trends in pupils' learning. Overall, however, this data and assessment information at the classroom level is not used as effectively as it should to inform subsequent learning. This is a weakness that places limitations on pupils' achievements since work is not always matched well to their needs. In some lessons, teachers miss opportunities to spend focused time with a particular group and miss the chance to assess what they find difficult or too easy.

The curriculum

The overall quality of the curriculum is good and is supported by good extra curricular activities and visits. The quality of resources and accommodation is satisfactory overall.

Main strengths and weaknesses

- The curriculum is well planned and is inclusive
- Provision for pupils with SEN and EAL is good
- After school clubs, visits to places of interest and visitors to school have a good impact on learning
- PSHE permeates the curriculum and has a significant impact on pupils' attitudes to their work
- There are some weaknesses in the organisation and management of the accommodation and resources in the Foundation Stage and some shortages in resources for the nursery
- The control and modelling aspect of ICT is underdeveloped

18 The curriculum throughout the school is planned well to meet statutory requirements and to meet the needs of all pupils of all attainment levels. The curriculum is enhanced and enriched by a good range of experiences outside lessons including sports, arts and residential adventurous activities for older pupils.

19 Curriculum planning is good and linked effectively to national guidance. This provides good continuity in English, mathematics and science and reasonable consistency in other subjects although insufficient use is made of the relatively new assessment systems to plan pupils' future work. Teachers have good expertise in most subjects and there are good levels of support across the school. Experienced support assistants plan their work thoroughly and make a good contribution to the learning of pupils with SEN and EAL. Children in the Foundation Stage and those in Years 2 and 6 are prepared well for the next stage of their education.

20 The school provides very effective PSHE including sex, relationship and drugs education. The school is a pilot in Warwickshire for the police based 'DARE' anti-drugs programme. This programme along with the good school PSHE curriculum has a very good impact on pupils' attitudes, self-esteem and achievements.

21 Provision for pupils who have SEN is good. The school provides an effective range of support to meet the needs of the various groups and individuals. The special needs co-ordinator has worked hard to reorganise provision to ensure individual education plans are relevant to the needs of the pupils and targets are realistic and achievable. A good balance is achieved between support within the classroom and withdrawal support that focuses on individuals and groups to ensure access to the full curriculum is not affected.

22 There is good provision for pupils with EAL. They have equal access to the curriculum. This is also true when they are withdrawn for targeted individual or group support. The pupils participate fully in the good range of extra-curricular activities provided by the school.

23 There are sufficient teachers and support staff to meet the needs of the curriculum. Resources overall are satisfactory and have improved in most subject areas since the previous inspection. The school has significantly improved the number and quality of computers. This is having a good impact upon the standards obtained by the pupils and is supporting work in other subjects through an appropriate range of software programs and access to national databases. Opportunities for pupils to work on the control and modelling aspects of information and communication technology are however limited. Since the previous inspection, there has been an improvement in resources in the FS, particularly in the area of robust physical play. However, the space for children in the nursery and reception areas is not organised and managed as efficiently as it could be; for example, the storage of some resources and of the children's coats hampers free

movement around the activity areas, some of which are very close to the toilets. There are still some shortages of resources in the nursery.

24 Overall, the accommodation is satisfactory and well maintained, and recent building works have made a good contribution to access to classrooms and toilet facilities for Years 3 to 6. The school playground has been resurfaced and provides adequate space for play for the number of pupils currently in school. The school grounds have been enhanced by attractive garden and seating areas that provide interesting facilities for pupils at playtime. The lack of a grassed playing area limits work in physical education and sports teams are required to travel to the local secondary school. While there is a public park close to the school, concerns for the health and safety of pupils limits its usage.

Care, guidance and support

The care, guidance and support of all pupils are very good and have developed well since the previous inspection. Pupils are provided with very good support, advice and guidance and their views are sought and valued by the school.

Main strengths and weaknesses

- There is a strong caring ethos and the pupils feel secure and valued
- Staff support families in much wider areas than can be expected as a norm
- Induction arrangements are very good in the Foundation Stage (FS)
- The toilet facilities for adult staff and the location of the toilets for children in the FS are unsatisfactory

Commentary

25 Pupil care and welfare are a high priority for all staff at the school. Pupils are supervised well at break times and lunch times. For example, a pupil who had a minor fall at break time was immediately cared for by her peers. Adults were quickly in attendance and dealt effectively with the incident. Conversations with the pupils and results of the pupil questionnaire given out before the inspection indicate that pupils feel safe from all forms of bullying and harassment including racial issues. Child protection procedures operate effectively and are known to staff.

26 The school has developed a good programme of PSHE activities that have been successful in enabling teachers to monitor and support pupils' personal development and identify any areas of concern. Educational support and guidance through individual tracking of pupils' performance in the national tests for English, mathematics and science are good, although assessment information could, in general, be better used to inform the next stage of learning.

27 There is good additional support for pupils who have SEN and this raises their self-esteem well and gives them the confidence to participate in all that the school offers. The recommendations in the statements of special educational needs are fully met. Good support is also provided for pupils who have EAL; for example, some families are given additional support by staff with letter reading, interpreting and general advice on adult life in the town.

28 In discussions with the inspector, pupils identified occasions when they had been consulted about issues within the school both in choosing the colour scheme for the recently built extension and also in areas of health and safety, anger management and respect policies. They were proud they had been listened to and had seen their recommendations implemented.

29 The toilet facilities for staff are poor and the position of the only three toilet cubicles close to a number of internal play areas used by the nursery and reception children is unsatisfactory.

Partnership with parents, other schools and the community

The school's partnership with parents has improved since the previous inspection and is now good. Links with the community and other schools are also good.

Main strengths and weaknesses

- The parents hold the school in very high regard with some parents travelling from out of the normal area of the school
- The school is very good at supporting community activities in the day and in the evenings and has good links with local schools
- Outside speakers and local community members participate in school life and help enrich pupils' learning
- Some parents are reluctant to participate more in school life and this restricts the progress the school can make in some areas

Commentary

30 The parents indicate that they are very pleased with what the school provides and have confidence in its ability to meet the needs of their children. They feel the school's 'open door policy' is good and enables them to address any concerns at once. The parents reported that they could talk to staff about any personal issues with confidence.

31 Parents say that they are consulted and that their views are usually acted upon. The level of information provided by the school is good and includes informative newsletters and curriculum evenings. Parents and careers receive good reports on their children's progress and attendance and pupils with less than 80 per cent attendance receive a personal report from the headteacher. Parents of pupils who have SEN are consulted regularly and invited to attend any reviews of provision or additional target setting.

32 The school makes good efforts to encourage parents of pupils with EAL to participate in the life of the school. The specialist teacher is very experienced and has the confidence of parents. She has tried hard to involve parents in the life of the school and uses her dual language skills effectively to both inform parents and support pupils. She plans work with teachers and effectively records pupils' progress.

33 Concerns about bullying expressed by a few parents in their response to the questionnaire were not substantiated during the inspection. No incidents were observed during the inspection and pupils were aware of what they needed to do if it should occur. Parents at the meeting reported that the school had dealt with the issue well in the past.

34 Some parents give freely of their time to help generally around the school, for example they step in at short notice to help in classrooms, supplement the midday supervisors, and organise parent/teacher group events. Many parents help with homework but parental involvement in school life is not a strong feature.

35 The school's links with the wider community are good and add enrichment to the curriculum. The school hosts a midday lunch for elderly residents each week and four nights a week community activities are held at the school. These include music, dance and sport. Pupils have participated in countywide music events which have helped to develop their understanding of living in a community. The local police have recently embarked on a drugs and alcohol education programme with Year 6 pupils. All pupils involved have parental and carer involvement using a shared workbook approach. Visits from local artists and architects have provided stimulation for the pupils that has resulted in some impressive art projects.

36 Good links are established with parents of children starting in the nursery and there are effective arrangements for the transfer of pupils to secondary education including shared visits.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- There is a good ethos in the school
- The headteacher leads the school well and is creating a strong and committed team
- School development planning is not yet sharp enough and new initiatives are not yet firmly established
- The capacity for further improvement is very good
- Financial management is good

Commentary

37 Given the many changes that have taken place since the previous inspection, there has been good improvement in the leadership and management of the school. The headteacher, who has been in post just over a year, provides firm, competent and committed leadership. She has an effective democratic style and has been successful in creating a strong and enthusiastic team who are good role models for the pupils. She is well supported by the deputy headteacher who has also been in post just over a year. All staff are committed to the development of a school where every individual matters. The good support for SEN and EAL pupils and very good personal and social development that underpins all that the school does is testament to the success of this aim. In general, standards have improved and compare well with those in similar schools. This is set against a profile of declining attainment on entry and significant changes in staffing.

38 The management of the school is satisfactory and improving effectively. The role of the key subject leaders is developing well and all have produced appropriate action plans. The leadership of SEN has improved and good leadership in English and mathematics is helping raise standards. In some subjects, however, there has been no opportunity for the subject leaders to build up a clear view of teaching across the school. The school development plan is being sensibly restructured but in its current form lacks clear focus on raising standards and the quality of teaching. There is a good programme to monitor and evaluate teaching through classroom observation. Analysis of pupils' performance in national tests has been developed well and gives the school a good picture of general strengths and weaknesses in pupils' learning. The school is now beginning to focus on using this information in a more rigorous way. More is still to be done in using this information to plan the next stages of development.

39 Performance management is well established and linked well to in-service training and the needs of the school. There is particularly effective support for staff new to the school and for newly qualified teachers. The school runs well on a daily basis and the school secretary provides a friendly and efficient service. Financial management is good and linked effectively to the needs of the school.

40 Governance is satisfactory. The governors fulfil their statutory duties and have a secure understanding of the strengths and weaknesses of the school. They operate through a sensible committee structure that shares out the workload effectively. The governors are supportive of the school and feel that the level of information they receive from the school helps them make realistic decisions about its future direction. Individual governors have responsibility for particular subjects and have established good contacts with the leaders of these subjects. Some governors have observed teaching in these subjects and this has given them a valuable insight into how well the pupils are learning. Governors are developing their role as a critical friend satisfactorily and have a reasonable understanding of best value principles. There are appropriate policies for all required aspects of the school's work, including racial harmony.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	513,749
Total expenditure	509, 921
Expenditure per pupil	2,795

Balances (£)	
Balance from previous year	21,267
Balance carried forward to the next	29,510

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41 Overall, there has been reasonable progress in the development of the Foundation Stage since the previous inspection. Children are admitted to the Nursery part-time in the September of the academic year that they have their fourth birthday. They transfer to the Reception class the following September and frequently work alongside Reception children during their time in the Nursery. This is effective in easing the transfer from Nursery to Reception. There is a wide range of ability and there are substantial differences between each year group on entry. However, on the basis of assessments carried out soon after they enter the Nursery, the children's attainment is well below average. All children, including those with SEN and those with EAL, make at least satisfactory progress. The bilingual support assistant provides good support for the children at the early stages of English language acquisition and these children achieve well.

42 By the time children start in Year 1 few are likely to achieve all of the Early Learning Goals, despite teaching that is never less than satisfactory and has many good features, particularly in the Reception class.

43 Recent progress in developing a Foundation Unit where all teachers and support assistants work together as a team has been good and is a strong feature of the provision. Regular planning meetings of the very committed teachers and support assistants ensure that activities in Nursery and Reception do not overlap but provide a sequence of learning experiences that help children develop. There is an appropriate balance between activities directed by adults and those that children choose themselves. Staff have worked hard to begin to develop a unit with inter-linking classrooms. There are still some issues to be resolved in the organisation and management of the accommodation and resources that will enable learning to take place more effectively. Due to the enthusiasm and commitment of staff the potential for improving provision is good.

44 Recent developments to assess and record attainment are good and records are well maintained. Teachers and support assistants know their children and their stage of development well. They often adapt activities where they are giving special support to meet their needs, but planning in all areas of learning does not identify how tasks can be modified to help individual children, or groups of children to make the next step towards reaching the Early Learning Goals.

Personal, social and emotional development

The provision is **satisfactory**.

Main strengths and weaknesses

- Children are happy in their classrooms and enjoy coming to school
- Some opportunities are missed to teach children to care for their own environment.

Commentary

45 Teachers and support staff provide a happy environment and quickly develop good relationships with the children. This means that children like coming to school and are willing to learn. Teaching and learning are satisfactory. Many opportunities are taken to help children develop personal and social skills such as taking turns and sharing. Behaviour is managed well and children quickly learn to follow instructions. Although children are expected to contribute towards tidying up, the organisation of the rooms and resources limits the opportunities they can have to make a greater contribution. The development of good attitudes to work, the importance of co-operation and the good use of praise and encouragement mean that most children are likely to achieve the early learning goals by the time they enter Year 1.

Communication, language and literacy

The provision is **satisfactory**.

Main strengths and weaknesses

- Teaching is never less than satisfactory and in the Reception class it is often good
- Children develop a love of books
- Some opportunities to maximise learning are missed

Commentary

46 In both classes, the teacher's enthusiasm is conveyed to the children, so they listen well and quickly gain a love of books. Although very few children are reading even simple text in the Reception class, they are keen to share books with an adult. They talk about them willingly and make up their own stories or retell a story they have heard using the pictures as guides. Teaching of language, literacy and communication skills is never less than satisfactory and it is good in the Reception class. Teachers and support staff ask suitable questions to make children think and try to respond. In the Nursery, activities are rightly short and well focused, recognising the children's often limited vocabulary on entry. Some opportunities are missed to encourage children to use the words they are learning. Reception children are beginning to recognise the shape and sounds of letters. Most write their first name in recognisable script although letters are not always well formed. Few children are likely to achieve the early learning goals by the time they start in Year 1. Children who are just beginning to learn English as an additional language make good progress in their language development.

Mathematical development

The provision is **satisfactory**.

Main strengths and weaknesses

- Teaching is never less than satisfactory and in the Reception class it is often good
- Opportunities are missed for practical activities in the Nursery

Commentary

47 Achievement is satisfactory in Nursery and good in the Reception class. Although the above average children are likely to reach the Early Learning Goals by the time they enter Year 1, the majority will not, despite their satisfactory and sometimes good achievement. This is because of the well below average standards on entry to the Nursery class. Teachers use a variety of strategies to help children recognise digits and understand the meaning of numbers. For example, good use was made of an enlarged computer screen to encourage Reception children to respond quickly to numbers. They watched the teacher carefully and enjoyed catching her out when she made (deliberate) mistakes. In another activity, the classroom assistant carefully adapted the work, using appropriate practical activities to meet the needs of those with very low attainment who found it difficult to understand the value of the numbers one to four. The children enjoy many counting songs and rhymes but opportunities are lost in the Nursery to turn these songs into practical demonstrations by ,for example, using children as 'currant buns' or 'ducks on the pond'.

Knowledge and understanding of the world

The provision is **satisfactory**.

Main strengths and weaknesses

- Good use is made of children's own experiences to provide stimulation for further learning
- The limitations of the accommodation and the accessibility to resources inhibit learning

Commentary

48 Teaching and learning are satisfactory. The recent building development has been used effectively to stimulate learning about houses and the different types of homes that people have in the Reception class. A visit to a café supports the project about food in the Nursery. Books and pictures are used well to introduce topics. Although no activities were seen during the inspection, planning indicates that there are suitable opportunities for children to think about religious festivals such as Divali and associated stories. Sensory experiences increase children's awareness of the world around them, for example feeling cooked spaghetti, and uncooked spaghetti immersed in cold water. Creative activities, such as making collages to represent windows, are used well to help children think about materials that they might use and why. Sometimes opportunities to explore, and therefore achievements, are restricted by the limitations of the accommodation and the organisation and range of resources, particularly in the Nursery. The majority are unlikely to achieve the Early Learning Goals by the time they enter Year 1.

Physical development

The provision is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the easily accessible secure outdoor area
- There are good opportunities for whole class activities in the hall
- The children use practical equipment with increasing skills

Commentary

49 By the end of the Foundation Stage most children are likely to achieve the Early Learning Goals in this area although some still have difficulty manipulating small objects and tools such as scissors. Both Nursery and Reception children have easy access to both the school hall and a well equipped secure outdoor area where they can run, climb, balance and take part in shared activities. Opportunities for the use of the area were limited during the inspection because of bad weather, but Reception children were encouraged to dress warmly to enjoy the snow and see what was happening to it. Reception children regularly have some time in the main playground with older children to extend their range of experiences. Opportunities are taken for children to move different parts of their body while joining in with singing rhymes. They practice control of hands and fingers through cutting, model making, jigsaws and painting. In a lesson in the hall, Reception children were made aware of their own space when they danced using ribbons to make interesting shapes. This was linked well to literacy, when they made the shape of letters. Children learn the importance of cooling down after activity. They develop skills of managing their own clothes. Staff set a good example by wearing dress appropriate for physical activity.

Creative development

The provision is **satisfactory**.

Main strengths and weaknesses

- A good range of materials is available for children to explore texture, colour and shape
- Role play activities based on children's own experiences and stories stimulate their imagination

Commentary

50 Teaching and learning are satisfactory with many good features. Children enjoy imaginative play in activity areas such as the building site and the café and kitchen. They express their feelings and ideas using paint, charcoal, chalk and modelling materials and create pictures using a computer program. Provision for musical activities is good, and children enjoy moving to music and dancing. There are frequent opportunities to sing songs and rhymes. Children are encouraged to join in stories told by the teacher and imagine what might happen next. The activities provided, although never less than satisfactory, are restricted by the organisation of the classrooms and resources. Almost all children are likely to achieve the early learning goals by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- Despite a dip in 2003, overall standards have improved markedly since 2000
- Standards in spelling, grammar and punctuation are below average
- There is effective additional support for pupils with SEN and EAL
- There has been good improvement in pupils' creative writing with good use of poetry as a stimulus
- In the lessons seen, teaching was good overall with some very good teaching in Years 3 to 6

Commentary

51 Standards in reading and writing at the end of Year 2 improved steadily from 1999 to be close to the national average by 2002. Standards dipped in 2003 as a result of a small cohort containing a significant number of SEN pupils. Results show the attainment of pupils compared with similar schools overall is satisfactory in reading but below average in writing. Standards of the current Year 2 are better and close to the national average.

52 Since 2000 standards at the end of Year 6 have risen at a good rate. Compared with similar schools, they were well above average in 2001 and 2002 and achievement was very good for the pupils concerned. Standards dropped to well below the national average in 2003 and were below those in similar schools. This was largely due to a high proportion of pupils with SEN in the cohort and significant disruption in staffing in Years 5 and 6 for the pupils concerned. The work seen during the inspection and analysis of non-statutory tests in the current Year 6 indicates an improvement in standards again to a position that is close to the national average. This is as a result of more focused teaching, high expectations, better planning and pupils' awareness of what they need to do to improve.

53 Throughout the school, teachers work hard to ensure that pupils have good opportunities to develop skills of speaking and listening. By the end of Years 2 and 6, standards are average and pupils achieve well in relation to their very low attainment on entry. Progress is good in Years 1 and 2 where pupils are continually encouraged to contribute to discussions. Drama is increasingly used through the school to promote speaking and listening; for example, in Year 1 all pupils played a part in the story of 'the Billy Goats Gruff'. In Years 3 to 6 teachers constantly challenge pupils with targeted questions and the interesting, lively delivery encourages all pupils to listen attentively. When considering a poetry text in Year 6, pupils were given very good discussion opportunities and worked in pairs to create their own metaphors.

54 Children are encouraged from the time they start school to take an interest in books. As they progress through Years 1 and 2, there is a good emphasis on the teaching of phonics (the sounds made by letters) and this increasing knowledge helps pupils of all abilities to read unfamiliar words successfully. By the end of Year 2 standards in reading are average and pupils progress well. Older pupils maintain this progress and by the end of Year 6, standards are close to the national average. Most pupils are enthusiastic readers and pupils in Years 5 and 6 express opinions about their favourite authors. Older pupils have a variety of strategies to identify new words and many above average pupils are able to infer and deduce what might happen in a story.

55 Attainment in writing at the end of Years 2 and 6 is below the national average, standards are, however, improving as a result of a whole school focus on writing and the use of personal targets. Pupils in Year 6 have good opportunities to write in a good variety of styles including plays, instructional writing, biographies and poems. The school has rightly focussed on the imaginative and creative side of writing and a very good emphasis on poetry is impacting well on pupils' ability to develop descriptive and interesting writing. Above average pupils write fluently with carefully formed handwriting and reasonably accurate spelling. Overall, however, spelling, grammar and punctuation for many pupils is an area for development and the work scrutiny shows that often spelling mistakes are repeated in different pieces of work.

56 At all stages, pupils with SEN and EAL are well supported. They make good progress in lessons because of effective levels of guidance from teaching assistants. Teachers plan work thoroughly and work is well matched to pupils' needs through carefully considered individual education plans.

57 Teaching is good in the lessons seen and often very good in Years 3 to 6. Teachers have a good understanding of the needs of the pupils and lessons are planned well and securely based on the National Literacy Strategy. Behaviour management is very good and pupils are told clearly what they are expected to do. Relationships are very good and ensure lessons are conducted in a pleasant way with a very good focus on individual needs. Pupils, particularly those in Years 3 to 6, know what they have to do to improve their work as marking is very positive and an atmosphere of mutual respect permeates lessons.

58 The leadership and management of the subject are good and the coordinator has a clear view of the strengths and needs in the subject.

Language and literacy across the curriculum

60 Language and literacy are used satisfactorily overall to support work across the curriculum. The speaking and listening and reading skills of the pupils give good support in all subjects. There are some good examples of pupils using their writing skills in subjects other than English. In science pupils use their writing skills to record experiments and in history pupils in Year 4 write interesting letters from Henry VIII asking for a divorce from Catherine of Aragon. Some good examples were seen using computers to extend and develop literacy skills in poetry. Overall, however, these examples of using writing to support learning across the curriculum are not widespread or frequent enough.

MATHEMATICS

Provision is **satisfactory**.

Main strengths and weaknesses

- Over the past four years, standards have shown a marked improvement
- Teaching is improving and pupils are enjoying learning
- Number skills are taught well and pupils achieve well in this aspect of their work
- The leadership and management of the subject is developing well
- Pupils' use and application of mathematics is a weaker element in their learning
- Assessment information is not used effectively enough to plan subsequent work

Commentary

61 Standards seen by inspectors in Years 2 and 6 were below the national average but much closer to the national average than they were in the national tests in 2003. In the 2003 National Curriculum tests for pupils at the end of Year 2, standards were well below the national average and well below those achieved in similar schools. They were below the national average for pupils at the end of Year 6, although were comparable with standards achieved in similar schools. Standards rose markedly in 2000, 2001 and 2002 and were by then close to the national average. In 2003, the group of pupils who took the tests in Year 2 was relatively small and contained a large number of pupils with complex special needs. Similarly the Year 6 group had a high proportion of pupils with special needs and had experienced a number of unsettling staff changes whilst in Years 5 and 6.

62 Given the very low starting point on entry to the school, the achievements of all pupils, including those who have SEN and EAL, are satisfactory. Pupils with EAL are well represented in the above average groups in all year groups. Most pupils achieve well in their understanding of number and attain secure standards in this aspect. By the end of Year 2, most pupils are beginning to understand the place value of each digit in a number and use this to order numbers up to 100. Above average pupils develop sound mental recall of number facts. For example, in a Year 1 lesson they quickly gave the number that is 10 more than 43 or 10 less than 56. Most average and below average pupils have slow mental recall and this places limitations on their progress. Number skills are developed well in Years 3 to 6 and most pupils use their understanding of place value well to add, subtract, multiply and divide numbers to 1000. They develop a secure understanding of fractions and decimals. For example, in a Year 6 lesson pupils calculated decimal amounts to three places accurately. A scrutiny of pupils' past work shows that most pupils develop a reasonable understanding of shape, space and measures and data handling.

63 In Years 1 and 2 pupils are not adept at finding their own solutions to problems, checking their work to see whether an answer is reasonable and deciding which calculation method is needed to solve a simple problem. In Years 3 to 6 teachers generally do not develop this aspect of learning as well as others and average and below average pupils particularly find difficulty in using and applying their knowledge to problem solving situations.

64 Only lessons in the teaching of number were observed during the inspection. In this aspect of the subject, the teaching was mostly good. Lessons were lively and interesting and resources used well to help pupils understand more clearly what they were expected to learn. Relationships are very good and all pupils know what is expected of them. Teachers make very good efforts to ensure that pupils with SEN and EAL are fully involved in all activities and receive extra support when this is needed. These good features impact well on pupils' interest, enthusiasm and enjoyment in learning. Lessons have an appropriate and consistent structure with class, group and individual activities. Questioning is used well to extend understanding and promote discussion of strategies for finding answers. In a Year 1 lesson, for example, the teacher asks 'tell us how you managed to work that out?'

65 In a few lessons and in the scrutiny of pupils' work, activities given to the various ability groups were not always matched effectively to their different needs. This leads to the provision of work that is either too difficult for the average and below average pupils or too easy for the above average pupils. This shortcoming in teaching is closely linked to weaknesses in the use of assessment when planning lessons.

66 The co-ordinator has been in post just over a year and is leading the subject effectively. He has good knowledge and understanding of the strengths in the subject and is targeting the right areas for development. He has a good monitoring programme that involves lesson observation and scrutiny of teachers' planning and pupils' work. He knows that the next stage in this programme is to focus more rigorously on specific areas in teaching and learning. Results of national tests are used well to track the progress of individual pupils and to identify areas where pupils find difficulties.

Mathematics across the curriculum

67 Pupils use their mathematical skills satisfactorily in support of work across the curriculum. Measuring skills support work in design and technology when, for example, designing money containers and slippers. Number and data handling skills offer support to work in science and contribute well to pupils' good standards in that subject.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well
- English skills are used well to support learning
- Procedures for assessing and recording attainment are good
- Activities contribute well to pupils' social development
- The role of the subject manager is underdeveloped

Commentary

68 In the 2003 National Curriculum assessments for pupils at the end of Year 2, teachers judged standards to be below average for pupils reaching the expected level. This was a small year group where almost all pupils were either in the early stages of learning English or had SEN and, therefore, assessments did not reflect the standards in science throughout the school. Standards in Year 6 were well above average and well above those in similar schools. Standards in the present Year 2 and Year 6 are above average and the achievements of all pupils are good.

69 Across all groups pupils learn the importance of and techniques required for scientific experimentation. They record results neatly in a variety of ways, using and reinforcing their English skills well. They develop a good scientific vocabulary. Mathematical skills such as tabulation and measure also support learning, although higher order skills, such as drawing and interpreting graphs, are less evident in classes for older pupils. Pupils have a secure base of knowledge in life processes and living things, in properties of materials and in physical processes. For example, pupils in Year 6 confidently explained the processes of filtration and evaporation as a tool to reclaim solutes.

70 Teaching and learning are good. Teachers plan and prepare well, resources are plentiful and easily accessible to pupils and classroom management and control is good. This means that no time is wasted in lessons. The teachers' subject knowledge is good and explanations are clear and accurate. In all lessons vocabulary is carefully identified and introduced. In the most effective lessons pupils are encouraged to use the correct technical vocabulary in their answers to questions. Lessons are made interesting; thus pupils listen well and are anxious to learn. Teachers use question and answer techniques well to make pupils think and make decisions about the

experiments they are going to do, based on sensible predictions. In many lessons groups of pupils are expected to work together as a team, and do so willingly demonstrating good co-operative skills. This contributes well to their social development. Assessment and recording procedures are good; however, planning does not indicate sufficiently how specific weaknesses in the individual pupils' prior understanding of topics are to be addressed. Nevertheless all pupils achieve well due to the support given in class by the teachers and classroom assistants. For example, in Year 6, pupils with EAL were well supported in both understanding technical vocabulary and putting this vocabulary into sentences.

71 The subject manager also has responsibility for the development of the FS and over the past year this has rightly taken precedence. During this time, her role as FS leader has placed some restrictions on opportunities to monitor teaching and learning in science across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision is **satisfactory** with good development in the past year.

Main strengths and weaknesses

- Standards and achievement are improving quite quickly
- Teaching and learning are good
- Computers are used frequently to support other subjects, although there is no whole school co-ordinated plan
- Assessment and recording of attainment and its use in planning are unsatisfactory
- A computer club contributes well to improving standards

Commentary

72 The whole school commitment to improving provision, including equipment and accommodation, and making sure that all resources meet the full demands of the National Curriculum is raising standards. Pupils in Year 2 have skills expected for their age and use a range of different programs and equipment. By Year 4 some skills are above those expected. The effects of the improved facilities have not yet worked through the school. Although pupils in Year 6 have the expected word-processing skills and competently research the Internet, they lack some skills such as using e-mail and control and modelling. The above average pupils have had too few opportunities to develop the more advanced skills required to achieve the higher levels of the National Curriculum.

73 Teaching and learning are good. Teachers have good subject knowledge and convey this to the pupils well. They use the most recent national guidance to ensure that the curriculum is covered within the limitations of the resources available. In a very good lesson to demonstrate the importance of the computer and how databases work, pupils learnt how difficult it is to track information using a very simple paper database. Pupils with SEN and EAL are well supported and make progress equal to others in the class. As yet, assessment and recording of attainment and progress and its use in planning is in the early stages of development and places some limitations on pupils' achievements. There is great demand for the computer club, which is run by the subject manager, ably assisted by support staff. Pupils are allocated places on a rota basis to cope with the high demand. This is improving standards.

74 The subject resources and requirements have been carefully audited, and the school has taken the need to invest money in a programme to improve facilities and resources very seriously. All the necessary equipment is either in place or on order. As yet there is insufficient systematic monitoring of planning, teaching and standards by the subject manager but there is a clear vision for future development. Security systems for pupils using the Internet are effective.

Information and communication technology across the curriculum

75 In general, ICT is used satisfactorily to support work across the curriculum and there are early signs that this is developing well. In art and design, for example, pupils use computers to create designs in the style of Mondrian, in history they research the lives of the wives of Henry VIII and in geography pupils in Year 6 search the Internet for information about their topic on rivers. However, there is not yet a clear overview of how topics in other subjects and computer skills can be linked together to make best use of time.

HUMANITIES

76 One lesson in history was seen in Year 4 and two in geography, one in Year 2 and one in Year 6. It is not, therefore, possible to make a secure judgement on the quality of the overall provision in the two subjects. Comments on the two subjects are based on these lessons, scrutiny of pupils' work and discussion with pupils and teachers. In both subjects the work seen is similar to that expected for the pupils' ages and achievement is satisfactory. Teaching in the one history lesson was good and in the two geography lessons it was satisfactory. In both subjects, resources are used well and work is planned effectively using national guidelines. The leadership and management of the subjects are satisfactory and the co-ordinators ensure the schemes of work and planning are based securely on national guidelines. Resources have improved since the previous inspection and standards have been maintained. There are appropriate end of unit assessment systems but they are not used effectively enough to identify the next stage of pupils' learning

77 In **history** by the end of Year 2, most pupils have a satisfactory knowledge of famous people and events in history. Talks by visitors to school, such as older people from the community, help pupils recognise that things change over time. Pupils in Year 4 have a good knowledge of Tudor times and most accurately name and state the fate of Henry VIII's six wives. Through their local study of the history of Leamington they are aware of the difference between the lives of rich and poor people in Victorian times. Good links are made with geography when pupils consider the impact of the arrival of the railway to the town. Pupils in Year 5 have satisfactory knowledge of the ancient Egyptians and describe in detail the death rituals for the Pharaoh. Pupils in Year 6 use ICT to seek information about the Greeks and compare and contrast life in a Greek City State. Well-presented work on Greek theatres develops successfully skills in art and writing.

78 In **geography** by the end of Year 2, most pupils show a satisfactory knowledge of the local environment and identify significant buildings in the area. They are aware of simple directions and describe features of their journey to school. When studying the island of Struay they list features related to wildlife, employment, natural features and history. They are aware of differences between the island and Leamington Spa and are aware, for example, that Struay is surrounded by sea and Leamington is in the centre of England. They are increasingly aware the world extends beyond their locality and use their ICT skills to find and study geographical photographs. Pupils in Year 4 extend their geography knowledge beyond the British Isles when comparing Leamington to the village of Chembakolli in India. Pupils in Year 6 use primary and secondary sources satisfactorily and recognise a range of physical and human processes. They are aware of the impact of humans on different environments and express concern for animal and plant life. When studying rivers they use maps well to trace the direction of the rivers Leam and Avon and use words like meander and tributary to describe the features. Common features of rivers are linked well when using ICT to locate information on the Amazon River. Residential visits by older pupils to Cumbria make a good contribution to pupils' geographical understanding.

Religious education

Provision is **satisfactory**.

Main strengths and weaknesses

- The subject is well led by a committed coordinator
- Pupils are acquiring a sound knowledge of the Christian and Sikh religions
- Staff from different faith groups make a good contribution to pupils' learning
- Assessment systems are unsatisfactory

Commentary

79 Standards in Year 2 and Year 6 are similar to those expected in the locally agreed syllabus and pupils of all abilities achieve satisfactorily. Pupils have developed a sound knowledge and understanding of the Christian/Sikh traditions (the two main religions represented in the community), learning the significance of major events and symbols important in each faith. Pupils' knowledge is enhanced by the contribution of members of staff who have good personal knowledge and clear commitment to their faiths.

80 Pupils in Years 1 and 2 have a sound knowledge of stories from the life of Jesus and good opportunities are made for pupils to consolidate their learning through the use of drama. A Year 1 lesson based on the story of 'Zacchaeus,' for example, reinforces the story well and makes a good contribution to pupils speaking and listening skills. In Years 3 to 6, pupils learn clear respect for other faiths and beliefs. Pupils are aware of the significance of faith symbols and the importance of the Church and Gurdwara. Pupils in Years 5 and 6 have a good perception of the different stages of life when drawing their own 'wheel of life' and considering group responsibilities.

81 Teaching is never less than satisfactory and is often good. Teachers prepare lessons well based on the requirements of the locally agreed syllabus. Reading, writing and research skills using a good range of artefacts are developed satisfactorily through the school. Pupils listen carefully and are well motivated in lessons as a result of teachers' good knowledge and good relationships with their pupils. When working in pairs and groups, pupils cooperate well and show appreciation for the work of others when sharing ideas at the end of lessons.

82 Leadership and management are satisfactory. The committed co-ordinator has worked hard to ensure the requirements of the recently revised local syllabus have been adopted across the school. Whilst there has been no recent opportunity to observe teaching, regular monitoring of teachers' planning and scrutiny of work has ensured standards have been maintained since the previous inspection. Good use has been made of school staff expertise and experience of the Christian and Sikh faiths to enhance the learning of pupils. There is a recognised need to develop assessment procedures in order to monitor pupils' progress. The school is also aware that more can be done to bring in to school more visitors from different faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83 Only one lesson was seen in art and design, design and technology and music. It is not therefore possible to make a secure judgement about the quality of provision in these subjects. In addition to the lessons seen, inspectors spoke with pupils, examined co-ordinators' action plans and looked at pupils' work since the beginning of the academic year.

84 It is clear from the one lesson seen, the scrutiny of pupils' work, displays around the school and discussion with the headteacher that work in **art and design** involves pupils in experiences across a good range of interesting activities using a variety of media. Examples of work were better than is normally seen. In Year 1, for example, self-portraits show bold use of paint to create realistic images. In Year 4 there are examples of very good collages using repeating patterns taken from

pictures on the Internet. In a very good lesson for pupils in Year 4, the computer and a digital camera had been used to record images of different chairs around the school. These were then used to sketch actual chairs in the lesson using sketchbooks. A very strong feature of the lesson was the way critical appraisal of pupils' work was used effectively to improve subsequent work in the lesson. Good cross curricular links add interest and meaning to the work for pupils. For example, in Year 2, pupils used a computer art program and the inspiration of the work of Mondrian to produce good work in the style of the artist. In Year 5 pupils produce good collages of famous fairy stories using a variety of textiles. In Year 3 famous works of art are used very effectively in personal, social and health education to look at the relationships depicted. Involvement in a Community Arts Week and the use of local artists working with the pupils adds a further dimension to the subject to raise its profile and encourage the pupils to want to learn.

85 In **design and technology**, a scrutiny of pupils' work, discussion with pupils and observation of the one lesson in Year 6 showed that good experiences are provided for the pupils in the design and making process. Some good quality work was seen; for example, the designs for slippers and the finished products produced by pupils in Year 6. Pupils' models of slippers were displayed in a local shoe shop and this gave the pupils a valuable boost and pride in what they had achieved. Good designs and finished money containers in Year 4 show examples of the use of a variety of materials and stitching and joining techniques. A good feature of work in the subject is the opportunities provided for pupils to evaluate their designs and consider the fitness for purpose of their finished products. Support from parents in Years 1 and 2 and by a local architect in Years 3 to 6 supported achievement in this aspect particularly well.

86 In **music**, pupils sing well, enthusiastically and tunefully, and maintain a good rhythm. The school makes good use of a specialist teacher with excellent expertise who teaches each class in turn for part of the year. Class teachers take additional lessons. In the one lesson seen, despite the fact that the great majority of the class had SEN, pupils achieved very well and reached the standards expected for their age, due to the very good teaching by the subject specialist. Class teachers observe the subject specialist and join in activities in order to develop their own expertise in the subject. Planning indicates that the full range of experiences is provided. Opportunities are provided for pupils to perform for others and to take part in whole school musical activities such as 'Feel the Buzz'. Resources and accommodation are very good and contribute well to the range of opportunities provided.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic and try to do their best
- A good range of activities, including extra-curricular activities, is provided
- Lessons have a good structure
- Teachers have good class control and insist on high standards of behaviour
- There are not enough opportunities for pupils to comment upon and evaluate their own and others' work

87 Only lessons in gymnastics and dance were observed during the inspection. In the lessons observed in these aspects of the subject, standards were similar to those expected nationally. Pupils of all abilities, including those who have SEN and pupils who have EAL, achieve satisfactorily. This is similar to the judgement from the previous inspection. Pupils in Year 3 have the opportunity to go swimming and records show that appropriate standards are achieved.

88 In the lessons observed, the quality of teaching was satisfactory. All lessons were effectively planned and had a consistent and appropriate structure of warm-up activity, skill development and cool down session. Teachers are actively involved in lessons and model good techniques. Pupils are

taught how to behave in a hall/gymnasium and teachers insist on high standards of behaviour and pay appropriate attention to safety. While using pupils to show others what they have achieved, teachers do not encourage pupils to comment on their own performance and that of others. This places some limitation on pupils' ability to improve their work. There are no whole school assessment systems to record pupils' progress in the subject and this makes it difficult for teachers to build effectively on what pupils can already do.

89 Pupils in Year 2 are able to copy, repeat and remember a simple sequence of movement in dance and make sound progress in exploring rotational movement. They demonstrate turning actions that vary by changes in time, space and dynamics. In Year 4, most pupils show reasonable control and co-ordination in floor and apparatus work. Pupils are encouraged to link movement into a sequence involving moving on feet then on hands and feet. They transfer these movements successfully from floor work to work at various heights on apparatus. In Year 6 most pupils devise and perform fluent sequences of movement on floor and apparatus and incorporate into their movement sequence variations in speed, level and direction. Good support for pupils who have SEN enables them to participate in all activities and develops their confidence in working at different heights. Pupils co-operate well in lessons, listen well to instructions and are keen to improve their performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Provision is **very good**.

Main strengths

- The school has a well planned programme of regular lessons
- Lessons have a very good effect on the development of speaking skills
- The programme develops the self-esteem of all pupils and particularly those who have SEN

90 The school sees this aspect of pupils' development as a vital part of its work and regular weekly PSHE lessons and circle times (activities where pupils sit in a circle and share feelings and experiences that are important to them) are planned in all year groups. In a good lesson in Year 1 pupils talked about safe play and the dangerous areas that they need to avoid. Good discussion was developed using a large picture depicting safe and dangerous areas in the environment. All pupils, including those who have SEN, contributed their ideas. Sensitive issues such as bereavement are dealt with well, as in a lesson for pupils in Year 3 who were discussing the death of a badger. Pupils in Year 6 are currently involved in an anti-drugs policy scheme (DARE) run by the police. This is successful in raising pupils' awareness of the dangers posed by a range of drugs.

91 There is now opportunity for pupils to serve on the new school council through elections held in each class. Discussion with the school council shows that pupils are gaining an understanding of citizenship and an awareness of the responsibilities of an elected position.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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