

# INSPECTION REPORT

## **ST ANDREW'S C.E. INFANT SCHOOL**

Eastern Green  
Coventry

LEA area: Coventry

Unique reference number: 103703

Headteacher: Mrs A Driscoll

Lead inspector: Julia Elsley

Dates of inspection: 1<sup>st</sup> –3<sup>rd</sup> March 2004

Inspection number: 257561

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant school  
School category: Voluntary controlled  
Age range of pupils: 4 to 7  
Gender of pupils: Mixed  
Number on roll: 175

School address: Church Lane  
Eastern Green  
Coventry  
West Midlands

Postcode: CV5 7BX

Telephone number: 024 76466309  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Nigel Dawes

Date of previous inspection: 11<sup>th</sup>-14<sup>th</sup> May 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a small infant school set on the outskirts of Coventry. It serves the local community, as well as Coventry, and as far afield as Stratford-upon-Avon. The area is socially and economically well favoured. The school has a strong Christian ethos in keeping with its Church of England Voluntary Controlled status. The large majority of the 175 girls and boys on roll are of white, British heritage. Only a handful of pupils speak English as an additional language and none are in the early stages of English language acquisition. The school is a designated infant school for pupils aged 4 to 7, but there is no nursery class. The roll is fairly stable and the children's attainment on entry is slightly above average, but this varies from year to year. The proportion of pupils with special educational needs is broadly in line with the national average. There are no children with statements.

The school received an achievement award from the DFEE in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16892	Julia Elsley	Lead inspector	English, Art and design, Design and technology, Music, Religious education
14803	Andy Anderson	Lay inspector	
4926	Thelma Aspin	Team inspector	Mathematics, Science, History, Geography, Special educational needs
32274	Jane Haggitt	Team inspector	Foundation Stage, Information and communication technology, Physical education, Personal, social and health education

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**This is a fairly effective school** that provides a satisfactory quality of education with some good features. Over the past three years, the pupils have achieved well in English, mathematics and science. In the current Year 2 most pupils are achieving well, in line with their capability in the core subjects, but in the foundation subjects they could achieve better if more time was allotted to the subjects. Overall, the quality of teaching, curriculum and leadership and management are satisfactory. The strong Christian ethos has a positive influence on the personal development of the pupils. The school provides satisfactory value for money.

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

- Over the past three years the pupils have attained well above average standards in reading, writing, mathematics and science in the national tests.
- Pupils attain above average standards in religious education
- The curriculum and some key aspects of the teaching in the Foundation Stage are unsatisfactory
- Assessment in the core subjects is detailed and thorough but in other subjects it is restricted to informal observations
- The marking of the pupils' work is not sufficiently focussed
- The allocation of time for some subjects is insufficient
- The arrangements for sets in Year 2 do not allow the pupils to move between them
- The pupils' attitudes to learning and their behaviour are good
- There are very good links with the parents
- The care, welfare and health and safety of the children are very good and the pupils with special education needs are very well supported

Since the last inspection there has been satisfactory improvement in many areas of the school's work. Attainment in the core subjects has significantly improved, as has the quality of the teaching. The monitoring and evaluation of the curriculum are now suitably well established. Assessment procedures have been enhanced and the priorities for improvement in the core-subjects successfully achieved. Nevertheless, the new headteacher and staff recognise that further work is required to raise standards and improve achievement in the non-core subjects. Other matters raised as minor issues in the last report have been dealt with.

### **STANDARDS ACHIEVED**

Overall, pupils achieve satisfactorily. In the Foundation Stage, most children are on course to reach the expected goals. By the end of the reception year many are likely to exceed them in their personal, social and emotional development, physical development and in their early reading, communication and language skills. Although, they are making satisfactory progress in some aspects within each of the other areas of learning, such as, numeracy and music, they are not achieving as well as they could be in their independent writing and art skills.

The pupils have consistently achieved well above average in reading, writing, mathematics and science when compared with schools nationally. In the 2002 tests, standards were in the top five per cent of schools nationally. The inspection findings show that the current Year 2 pupils are on course to attain average standards in reading, writing, mathematics and science with a significant proportion of pupils likely to attain the higher level. This year group has an above average number of pupils with special educational needs. Throughout the school, the pupils' spoken English and listening skills are

good. This is because the pupils in most classes are given suitable opportunities to articulate succinctly their ideas and opinions. The pupils' achievements in religious education are above average, but in information and communication technology (ICT) they are in line with their capability. In history, geography, and the creative arts their achievements are satisfactory, but could be higher. This is because the school's priority has been to allocate a high percentage of time to raising standards in the core subjects.

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A	A*	A	B
Writing	A*	A*	A	A
Mathematics	A	A	A	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*

Pupils have good attitudes to learning. Lessons start promptly and the pupils listen carefully to instruction. There are very good opportunities for pupils' spiritual development. Opportunities to enhance relationships, the social and moral issues and cultural development are good. Pupils' behaviour is good and they have mutual respect for each other. The attendance levels are above average.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory with some good features. The quality of teaching ranges from excellent to poor but it is satisfactory overall.** The strength of the teaching is seen when the teachers' good subject knowledge is applied well with very clear learning objectives. In these cases, the teachers' probing questions, based on very good planning and purposeful use of resources, challenge all children to achieve well. Consequently, the pupils apply themselves and work hard. Mostly in the non-core subjects, teaching sometimes lacks a focus on the development of the basic skills and there is sometimes an overuse of restrictive worksheets. The introductory part of the lesson is often too long. Marking does not help pupils to attain the targets they are set often enough. Activities are sometimes too tightly structured to promote independent learning and encourage enquiry.

The current curriculum for Foundation Stage does not follow the recommended national guidance. The allocation of time to the curriculum for Years 1 and 2 is unbalanced, leaving too little time to provide coverage of sufficient breadth or depth in some foundation subjects, such as geography and music. The provision for the pupils with special educational needs is good. The long-term planning is good in the core subjects and the school makes good use of the literacy and numeracy strategies. The inflexibility of the setting arrangements in Year 2 prevents some pupils from working alongside their peers at their own level of ability. There is a good range of extra-curricular activities, visits and visitors to support the curriculum.

The care, welfare and the support of the pupils are very good. The staff know the children well, listen to them and welcome their comments and ideas in lessons. The guidance given to pupils is satisfactory overall, but better marking of work will allow the children to know what they need to do to improve. The school's partnership with the parents is very good and the community links are good overall.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory**. The governors give a positive direction to the work of the school. The newly appointed headteacher has a good understanding of the priorities for development in order to bring about improvement.

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

The parents think very highly of the school and support their children well. The children feel valued, well supported and happy in school.



## **IMPROVEMENTS NEEDED**

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

- Raise the pupils' attainment and develop assessment procedures in the foundation subjects
- Improve curriculum planning and aspects of the teaching in the Foundation Stage
- Mark work in a way that shows the pupils how to achieve the targets set for them
- Review the class organisation at the upper end of the school to ensure equality of opportunity for all pupils
- Place greater emphasis on the development of pupils' skills of independent learning

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, the achievement of the pupils is satisfactory. The pupils are achieving well and reaching standards that are above average in reading, speaking and listening, numeracy, aspects of science and religious education. In other subjects their achievements are satisfactory.

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

- For the past three years, the results of the national tests in reading, writing, mathematics and science have been well above the national average at the end of Year 2
- In the Foundation Stage the children are exceeding the early learning goals in personal, social and emotional development, physical development and communication and language skills. Early reading and numeracy skills are also promoted well
- Many children are unlikely to reach the early learning goals in some aspects of writing and mathematics, and in their creative development
- The quality of pupils work in subjects outside the core is adversely affected by the limited time spent on this part of the curriculum
- The pupils with special educational needs make good progress towards their individual learning targets

#### **Commentary**

1. Since the last inspection, the school has been successful in improving standards, mainly in reading, writing, mathematics, science and religious education. It has also extended the use and application of the pupils' literacy and numeracy skills across the curriculum. In 2003, the test results for reading, writing, mathematics and science were well above the national average in all subjects, thereby sustaining on the level of the previous year. The results are also above average in comparison to those of similar schools.

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

Standards in:	School results	National results
Reading	17.3 (18.8)	15.7 (15.80)
Writing	17.1 (17.4)	14.6 (14.4)
Mathematics	17.9 (17.8)	16.3 (16.5)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

2. On entry to the reception class, the children's attainment is slightly above that expected in the national criteria. In the reception year, the children make good progress in their communication skills, early reading skills, personal, social and emotional development, and physical development and most will exceed the early learning goals in these areas by the end of the year. However, in some aspects of the other areas of learning, such as independent writing, mathematics and art, the children are not making as much progress as they should. This is because the provision is unsatisfactory. The tasks are dull, and in some instances lack challenge or motivation to enquire, explore or discover for themselves. Most activities are teacher directed and limited to a worksheet.

3. In Years 1 and 2, the pupils speaking and listening, reading, and personal skills are building successfully on the Foundation Stage. An analysis of the work and the lesson observations in Year 2 confirm the view that, despite some good teaching, the pupils' results in the national tests in 2004 are not likely to be as high as in previous years. This is because the present cohort includes a well above average number of pupils with special educational needs. However, most pupils are on course to attain the national average with a significant proportion of pupils achieving the higher level. There is no significant difference in the performance of boys and girls and those with special educational needs also do well. The pupils' well-established literacy and numeracy skills are applied appropriately in other subjects such as science, history and religious education.
4. There is a strong emphasis on improving the pupils' spoken English and listening skills. At the start of the lessons, the pupils have good opportunities to articulate their views and opinions and occasional role-play activities help to improve their spoken English. As a result, pupils in Year 1 are on course to attain above average standards in both speaking and listening, and reading. All pupils in both Year 1 and 2 receive a thorough grounding in the use of phonics to support reading and spelling both in the literacy session and when reading quietly to an adult. Consequently, they read a wide range of fiction and non-fiction texts quite fluently, and with expression and understanding. Much time is spent on improving the basic grammar, punctuation and spelling skills. The development of the pupils' handwriting and presentation of work is restricted by the overuse of worksheets that simply require them to 'fill in the gaps' with single words. As a result, there are missed opportunities for the more able pupils to write independently.
5. Purposeful, lively discussions are good features of the introductory sessions to mathematics and science lessons and enable the pupils to make good progress. However, the recorded evidence shows that there is an over reliance on recording facts and numerous exercises on worksheets. As a result, in some instances pupils make modest progress, for example in their investigational skills. The standards in mathematics and science in the current Year 1 are above average and the school's results in the national tests are likely to return to the higher levels attained in previous years. Standards in ICT are in line with what is expected. The children are making satisfactory progress in the use of software programmes and the Internet to support other curriculum areas in both the computer suite and in the classrooms. Standards overall, however, could be higher if the school gave more time to ICT and afforded the pupils the opportunity to amend, save and retrieve their work.
6. Standards of achievement in religious education are above the requirements of the locally agreed syllabus. All pupils are making good progress in their knowledge and understanding in religious education lessons through cross-curricular themes in literacy and in assemblies. The overall standards and quality of the work in history, geography and the creative arts are within the expected levels and the pupils' progress in both Year 1 and 2 is satisfactory. The school strives hard to support the many lower-attaining pupils who find learning difficult. The effective provision for special educational needs helps these pupils to make good progress towards the targets identified on their individual education plans.
7. Pupils' achievements can be improved further, notably in the non-core subjects. The school recognises that more time allocated to these subjects would help towards raising standards. The new headteacher's clear-sighted leadership and the commitment of all staff are firmly focussed on continuous improvement.

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

The provision for the pupils' personal development is very good. Their attitudes to school are positive, and they behave well in lessons and around the school. The provision for pupils' moral,

social and cultural development is good overall, and their spiritual development is very good. The attendance levels are well above those found in infant schools nationally.

### **Main strengths and weaknesses**

- The vast majority of pupils enjoy coming to school
- Children of all ages are confident when talking to adults, are kind to each other and make good gains in their personal development
- The pupils show respect and responsibility towards the school
- The spiritual development of the pupils is very well promoted

### **Commentary**

8. The parents unanimously agree that their children like school. It is clear that the children have positive attitudes and enjoy good relationships with all the staff. They respect each other and work well in small groups. The children know and respect the school routines because the staff establish them well during the initial settling-in period. The children are happy, confident and appreciative of their school. In lessons, they respond well and are genuinely enthusiastic about their projects. For example, they could talk at length about a recent project on Scott of the Antarctic.
9. The pupils' behaviour in lessons is good. Relationships are harmonious and any incidents of restlessness are dealt with quickly. Playtimes are safe and friendly. There is a happy and purposeful atmosphere in the school hall at lunchtimes as the children chat while they eat their lunch. Children in the reception classes learn to share and collaborate as they go about their work. All pupils, including those with special educational needs, are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate well with each other. There were no exclusions during the last school year.
10. The school fosters personal development effectively because it provides a wide range of opportunities for the children within an ethos of care and respect. It encourages a reflective approach in the spiritual development of the pupils. The staff ensure that they take all opportunities to praise, encourage and promote the children's self-esteem, thereby enabling them to benefit fully from the curriculum offered. This is particularly evident in the wide range of extra-curricular activities and events, and through visitors. For instance, the nurse supported the history/geography project by giving the children information about the work of her profession. This approach fosters good awareness and appreciation of the world in which we live. There are good opportunities for the pupils to gain an understanding of the importance of rules in a community and to understand the difference between right and wrong. This is implicit in much of the school's work. The pupils have gained a good understanding of the importance of cultural and religious traditions. The work in religious education and literacy sessions, for instance, provides the pupils with good examples of how people of different faiths conduct their lives. As a result, the children are being well prepared for life in an ethnically diverse society in the 21<sup>st</sup> century.

### **Attendance**

The table below shows the attendance figures for the school. The school promotes and monitors good attendance and punctuality well.

### **Attendance in the latest complete reporting year 2002-2003**

<b>Authorised absence</b>	
School data	4.3
National data	5.4

<b>Unauthorised absence</b>	
School data	0.0
National data	0.4

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory with some good features.

### **Teaching and learning**

The quality of the teaching ranges from poor to excellent, but taken overall it is satisfactory. As a result, the pupils are making satisfactory gains in their learning. The assessment of the pupils' work is satisfactory.

### **Main strengths and weaknesses**

- The teaching seen was often good or very good in literacy, numeracy, science, religious education and the personal development of the pupils. It was excellent when the children were able to gain first hand experiences through role-play activities
- When it was unsatisfactory or poor there was insufficient challenge to meet the needs of all children
- The teaching assistants provide good support for the pupils with special educational needs
- The staff make good use of visits to places of interest and visitors to the school to enrich the curriculum
- Work is not marked in a manner that helps the children to improve
- The assessment of pupils' progress in the non-core subjects is inadequate

### **Commentary**

11. The reception teachers provide a safe and secure start to children's school life. On entry, they carefully assess the children's individual attainment in literacy, numeracy and personal, social and emotional development (PSED). The records show that the children continue to make good progress in reading skills, speaking and listening and in PSED. This is because the good teaching occurred in the introductory sessions where reading, spoken English and listening skills are well promoted. However, some aspects of the teaching and learning observed during the inspection were unsatisfactory. In these cases, the learning intentions were often too general and did not provide a sharp enough focus on what children were expected to learn from the tasks and activities provided. As a result, staff missed opportunities to extend children's learning, particularly in those that the children had chosen for themselves. The assessment and recording of children's progress in the Foundation Stage does not cover all areas of learning and is heavily focused on reading, writing and the numeracy aspect of mathematical development. The school is not making effective use of assessment to identify what the children know and understand and as a basis for the planning of subsequent work. The records are not used as effectively as they could be to provide more challenging activities and enable the pupils to achieve well as they move through the school.

12. In Years 1 and 2 there is a consistent approach based on good teamwork in which the teachers and teaching assistants share ideas and work closely together. This has enabled the staff to raise standards in the core-subjects. The subject co-ordinators consider that the improvement in the teaching of literacy and numeracy has led to the good results in the national tests. The teachers' plan their lessons thoroughly utilising the national guidance, but the overuse of worksheets across all subjects hampers the children's independent learning and does not allow them to be creative in their presentation of the work. Further training is needed to raise the staff's skills in the teaching of ICT and the creative arts. Where the teaching was poor it was evident that the teacher's subject

knowledge and skills in design and technology were inadequate to meet the demands of the curriculum.

13. In most lessons where teaching was satisfactory, there was insufficient pace and rigour and the pupils were inactive for as much as thirty minutes before they were sent to complete a worksheet. Most of the work is too tightly directed and controlled. Although, sound learning was taking place, the sessions lacked a stimulus that would promote curiosity and discovery. There is also a lack of interactive displays, for example in science, whereby the pupils could explore, enquire and make discoveries for themselves.
14. The more effective lessons often begin with very lively question and answer sessions that build on what the pupils know from their previous work. The teachers actively encourage the pupils to ask questions and share their views, and this process contributes well to the good standards of speaking and listening that the pupils achieve. In one lesson the teaching was excellent. In this session the inspirational use of role-play produced a lively debate through the stimulating use of a poem. This ensured that the pupils not only gained an understanding of the meaning of a celebration in another faith, but also extended their reading skills and vocabulary. It was successfully achieved through use of photographic evidence, non-fiction books, music and dance. This approach is highly successful in challenging the pupils and maintaining their interest, despite the fact that at present the English and mathematics lessons are too long.
15. Since the last inspection, there has been a significant improvement in the assessment procedures. The resulting information has been used to support the curriculum developments and to track the progress of individual pupils in the core subjects. However, the senior management recognises that the procedures for recording the progress of pupils in the non-core subjects remain inadequate. The marking of work is consistent, but the comments do not give the pupils specific guidance on what to do to improve their work. This would help to raise standards at a faster rate. It would also be beneficial in some cases if time was set aside for the children to complete unfinished pieces of writing in the non-core subjects.

**Summary of teaching observed during the inspection in 24 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	5	8	7	2	1	0

**The curriculum**

Taken overall, the curriculum provision for pupils in Years 1 and 2 pupils is satisfactory. The current curriculum provision for the Foundation Stage is unsatisfactory. The provision of extra-curricular activities is good.

**Main strengths and weaknesses**

- There is good coverage of the curriculum in literacy, numeracy, science, religious education and PSHE
- There is insufficient time allocated to ensure an in-depth and balanced coverage of the foundation subjects of the National Curriculum
- There is good provision for pupils’ personal and social development, and for the pupils with SEN
- The use of resources is good
- The setting arrangements in Year 2 are unsatisfactory
- In most respects, the accommodation is good but its use in the Foundation Stage is unsatisfactory

## Commentary

16. The children's learning in the reception classes is restricted by the lack of balance and breadth in the curriculum. It is not up-to-date and is unsatisfactory. The curriculum currently focuses heavily on literacy and numeracy skills and not enough time is given to the other areas of learning. The schemes of work and lesson plans do not provide an adequate framework for learning as specified for the Foundation Stage. The lessons do not provide sufficient opportunities for independent learning through exploration, enquiry and discovery. The staff have not yet had sufficient training in the implementation of the national guidelines.
17. The school's values and ethos are readily apparent in all classes. There is an emphasis on nurturing good personal and social skills, which has a positive effect on the pupils' behaviour and attitudes.
18. All subjects of the National Curriculum, religious education and PSHE are taught. The planned core curriculum is thorough and detailed and ensures an appropriate breadth of coverage. This is reflected in the high levels of attainment achieved over time. The planned curriculum for the children's personal development and religious education is good. The planned curriculum for the foundation subjects follows the national guidance but insufficient time is given to these to ensure a balanced coverage, for example in the creative arts and some aspects of geography. Consequently, the teaching and learning tends to focus on knowledge and not on the acquisition and development of skills. Since the last inspection, the provision for and opportunities to use ICT have improved. However, the pupils are not independently using the skills as yet in other areas of the curriculum, for example to explore colour and texture in art lessons or to write a story.
19. Since the last inspection the school has arranged the children in Year 2 in upper and lower ability sets. The criteria have a strong literacy base, and the setting is insufficiently flexible to allow pupils to move between classes as they develop and mature. Consequently, they are denied the opportunity of working with others at a similar level of ability. Some parents have raised this issue in their responses and the inspectors agree with their concerns.
20. The pupils with special educational needs are identified early and receive good support from the teachers and teaching assistants. They are all fully involved in all the school's activities. Support groups, led by a trained teaching assistant, help these pupils develop early literacy skills well. The resources are adequate to meet their needs.
21. The extra-curricular opportunities offered by the school are good. The Arts Week, live musical and theatre performances add interest and enrich the pupils' learning. Good use is made of visits to the local neighbourhood to support the work in art, science, history and geography. Discussions with the pupils reveal a thirst for knowledge and an eagerness to learn and succeed. This is because in some cases the topics chosen are well planned and presented in an interesting and stimulating way by the teachers. For example, visitors to the school enhance the curriculum in science and history. The establishment of German conversation classes and football club as extra-curricular activities has addressed the minor issue for improvement, raised at the time of the last inspection. There is a 'Before and After School' club that provides a wide range of activities and is very well attended by the children.
22. There is a good range of resources to support most of the curriculum areas. Since the last inspection, the library has been improved and is now well stocked with both fiction and non-fiction text that is used well by the pupils. Recently, a computer suite has also been established and a whiteboard has been purchased. However, more resources are needed to support the creative arts. A greater display of artefacts for scientific and historical enquiry would also enhance the children's curiosity of the world about them.



23. There are sufficient well-qualified teachers for the number of pupils on roll. The accommodation is safe and attractive. However, the organisation of the space for the reception classes is unsatisfactory. As a result, the children do not have regular opportunities for creative 'messy' activities and the role-play areas and book corners are unattractive. A designated outdoor area for the children in the Foundation Stage is planned and the necessary finance has been made available from the school's large budget surplus. The school's accommodation is due to be adapted to make the building more easily accessible for those with physical disabilities.

## **Care, guidance and support**

The school provides very effective care and support for all its pupils. The advice and guidance the pupils are given to help them improve their work is satisfactory. The involvement of pupils in the school's work and development is satisfactory.

### **Main strengths and weaknesses**

- The required health and safety procedures are very good
- The teaching assistants provide good support for teachers and pupils
- There are good procedures for establishing good behaviour and raising the pupils' self-esteem

### **Commentary**

24. The new headteacher and her staff are very approachable, caring and committed to the children in their charge. Every child has a good and trusting relationship with one or more adult in the school. The supervision of the pupils in classrooms and around the school is alert and vigilant. All staff have a good knowledge of the school's welfare procedures.

25. The school's child protection procedures are fully understood by all members of staff. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections are regularly carried out and properly recorded. Consequently, the children work and play in a safe and secure environment.

26. The teaching assistants are well deployed and provide good support to the teachers and pupils. The children with special educational needs are supported well. This has a positive effect on standards achieved. Although the assessment procedures are thorough and constructive, the teachers do not sufficiently use the resulting information to support and guide the pupils to achieve their individual targets.

27. The parents receive very good information about their children's entry and induction into the school. However, a small minority of parents expressed concerns about the length of this process. During the inspection, the induction arrangements were judged to be satisfactory.

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

The partnership with the parents is very good overall, and the school's links with the community and other schools are good.

### **Main strengths and weaknesses**

- The vast majority of parents hold the school in high regard
- Most parents support their children's education very well
- The school uses the community to enhance the curriculum
- The transfer arrangements to the receiving junior school are very good

### **Commentary**

28. Although the majority of parents are pleased with most aspects of the school, a small minority expressed some negative views. For example, some indicated concerns about the approachability of the school and felt that their views were not taken into consideration. During the inspection, it

was found that the new headteacher and her staff were available and welcoming to parents. However, in the past the parents' views have not been regularly canvassed. The school's proposal for soliciting parents' views to feed into the school's future development plans is a very positive initiative led by the new headteacher.

29. The provision of information about all aspects of school life is good. The prospectus is attractive and informative. The governors hold an annual meeting with the parents and publish an annual report. However, the latest report omits some statutorily required information. This was brought to the headteacher's attention during the inspection. The parents are given regular information in the form of weekly newsletters and letters about specific events and activities. They also receive an informative annual progress report and are offered the opportunity to attend appropriate consultation evenings each year. The current reports do not include targets for improvement.
30. A good number of parents act as regular classroom helpers; for example, four parents run the weekly library sessions. Parents willingly respond to specific requests for assistance, for instance, they will help supervise children on out-of-school trips. They also give good support for home reading and homework. The Parent Teacher Association (PTA) is very well supported and has raised considerable funds for the school. These funds are used to purchase resources and subsidise school visits.
31. The school uses the community well. The pupils are taken on appropriate trips and encounter a wide range of visitors that enrich the curriculum and support their personal development. The school has very good links with the local church. Its very good relationship with the main receiving junior school ensures the pupils' smooth transition to the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

Taken overall, the leadership and management of the school are satisfactory. The newly appointed headteacher has clear views about the future of the school and is well supported by the governors.

### **Main strengths and weaknesses**

- The headteacher has very quickly become aware of the school's strengths and weaknesses
- She has a clear vision of what needs to be done to improve its provision and raise attainment
- The governance of the school is good

### **Commentary**

32. The school has been through an unsettled time over the past few months with changes of staff and governors, an acting deputy and headteacher and the appointment of a new headteacher from January 2004. The school is now settled and is well on course to formulate a coherent approach to further improvement in its provision. The new headteacher has firmly established a very good partnership with both the staff and the governors to bring about improvement. This is evident through discussions with all parties concerned. The headteacher has rapidly evaluated the current situation and has a clear vision about how the school needs to move forward. She has communicated her views and ideas succinctly to both staff and governors.
33. The curriculum leaders and other key post-holders are keen and dedicated to their work, but they do not always have a clear grasp of the strengths and weaknesses within their subjects. There are regular arrangements for subject co-ordinators to monitor the teaching and learning, planning and curriculum development in each subject, but as yet this process is not stringent enough to identify

and change general weaknesses across the school. A greater focus on the development of skills and independent learning, for example, would enhance and generate rapid progress and raise standards in the non-core subjects. The newly appointed co-ordinator for special educational needs is managing provision well within the current system and has a good understanding of how the work can be further enhanced. The systems for keeping and updating the records are well organised and easily accessible. The governing body is well informed and the designated governor is very aware of the level of provision in the school. The teachers and teaching assistants support each other well in presenting the curriculum and in their close attention to the development of the pupils' personal skills. They try to ensure that the pupils receive a full entitlement to the curriculum. However, further improvements are required in the organisation and time allocation of subjects and the implementation of the Foundation Stage curriculum in order to take into account the national guidance.

34. Overall, the management of the school is satisfactory. Performance management is suitably well established. Since the last inspection, progress had been made in formulating a school improvement plan, but it was not sufficiently rigorous and adequately linked to finance. Although the areas were prioritised, the targets in some cases were not clearly defined and, therefore, success was not easily measurable. There were insufficient references to responsibilities and in-service training needs based on a clear understanding of the areas for improvement and their budget implications. The new headteacher recognised that the format was inappropriate as a working document. Consequently, she has made this one of her top priorities for improvement and has begun to address the issue with her governors and staff by formulating a new draft plan that suitably addresses all the above issues. The day-to-day management operates efficiently and very good clerical support enables the school to run smoothly.

35. The governors have firmly established various essential committees to carry out their strategic duties. The recent appointees have attended training to ensure that they have a full understanding of what is required of them. They are keen and enthusiastic and very supportive of the staff, parents and pupils. They monitor the work of the school regularly and have a firm understanding of its strengths and weaknesses. They comply with the statutory requirements, but recognise that a few minor amendments to their annual report for parents are needed. They have set about this task rigorously in preparation for the next issue. Now that the uncertainties in the past are beginning to be resolved, the plans for use of the budget surplus are more coherent. The expenditure has been discussed and allocated for developments in the Foundation Stage and the provision of facilities to meet the needs of people with disabilities. The school provides satisfactory value for money.

## Financial information

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

Income and expenditure (£)	
Total income	468,010
Total expenditure	461,843
Expenditure per pupil	2,733

Balances (£)	
Balance from previous year	50,299
Balance carried forward to the next	45,545

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

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

Overall, the attainment levels of most children starting school in the reception class are slightly above those expected nationally. Most have attended a local pre-school or nursery, are confident and have above average verbal communication skills. Since the last inspection there have been significant staff changes. The co-ordinator of the Foundation Stage recognises the need to develop and broaden the curriculum in all six areas of learning in order to improve the children's achievement. Discussions with the co-ordinator and newly appointed headteacher indicate that the plans for improvement are very appropriate.

It was not possible to make an overall judgement of either provision or standards in **knowledge and understanding of the world**. However, good use was made of a visitor from a local zoo. The children understood and responded well to the health and safety 'rules' about not touching or frightening the animals. They were enthusiastic and excited about the visit and showed a good knowledge of the classification of animals e.g. 'wild animals' and 'house animals'. They were fascinated and amazed by a snake and were not afraid when allowed to touch it. Although there was provision for communication activities, too few children were seen using tape recorders, listening centres or computers during the inspection.

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

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

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

- Relationships between the staff, children and parents are good
- The children achieve well in this area and co-operate successfully with each other

#### **Commentary**

36. The children are likely to exceed the Early Learning Goals in their personal, social and emotional development by the end of reception year. This is because the staff work well together, and show a very good caring and sensitive approach to the children. As a result the children make a very positive start to their school life.

37. The good teaching enables all children to feel secure, happy and confident in coming to school. This helps them to become more self-confident, raise their self-esteem and make them keen to participate fully in all the activities around them. They are independent when it comes to decisions on which tools to use and materials to cut. All the children, including those with special educational needs, are learning to share and take turns, for example when using the sand tray toys, or when reading together. They are learning to take on the responsibility of tidying up at the end of sessions, albeit reluctantly in some cases.

38. Most of the children are learning to establish relationships with the adults and other children well. As a result, they are beginning to develop awareness of and sensitivity to the needs and feelings of others. This is because the adults place a great emphasis on reinforcing socially acceptable behaviour. The children are very clear about the differences between right and wrong. For instance, when one child snatched the tools from another child at the sand tray, the adult dealt

with it immediately in a quiet, kind but firm manner. The pace, rigour and attentiveness to the individual children's needs are notable features of the adults' work. For example, when the children were given the opportunity to touch the millipede or the snake the adults close by were talking all the time to the individual child about being gentle and caring. The children responded appropriately, demonstrating very clearly the sense of trust that is being built and the rapport between adult and child. All children are independent in their personal hygiene.

## **COMMUNICATION, LANGUAGE AND LITERACY**

The provision for communication, language and literacy is **satisfactory** overall.

### **Main strengths and weaknesses**

- The communication between the children and staff is good
- Early reading skills are promoted well
- The children have insufficient opportunities to develop and use their literacy skills independently

### **Commentary**

39. The children are likely to exceed the early learning goals in their communication skills and they are making good progress and achieving well. The adults place a strong emphasis on listening to stories and asking questions in the introductory sessions of the lessons. The children respond well using a wide range of vocabulary and grammatical structures. The adults encourage the children to speak clearly and slowly, extend their responses and correct any grammatical errors unobtrusively. This approach ensures that the children experience success and acquire a sense of pride in their ability to express their thoughts and feelings. The children with special educational needs are well supported to ensure that they can fully participate in these sessions.

40. Overall, the standard of the children's reading is in line with or slightly above national expectations. The staff systematically introduce the children to letter names and initial sounds in their teaching of early reading skills. However, the literacy lessons are too long and the children become restless with inactivity. Little use is made of individual assessments to offer activities and tasks that provide challenge, and opportunities to accelerate the children's learning are lost. The writing tasks and activities are heavily directed by structures such as work sheets that often restrict the children's learning. From their workbooks, it can be seen that the children are not taught to use their emerging writing skills and knowledge of sound and letters in recording school and family events. Furthermore, the role-play areas are under-resourced and as a result not used by children to further their learning. They have insufficient opportunities to practice and extend their reading and writing skills across other areas of learning.

## **MATHEMATICAL DEVELOPMENT**

The overall provision for mathematical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- The lessons are not sufficiently focused on developing the children's knowledge and understanding of all aspects of mathematics
- There are too few well-planned opportunities to practise and develop numeracy skills through practical experiences

## Commentary

41. Most children are not likely to achieve the early learning goals in some aspects of their mathematical development. They are likely, however, to achieve the numeracy element and this is because there is a significant emphasis on the recording of number and calculation. The formal numeracy sessions, however, are too long. Consequently, there are insufficient opportunities for developing mathematical understanding through play using sand and water, construction kits, and small world toys. As a result, their progress in all other areas of mathematical learning is unsatisfactory. The children who could learn at a faster rate do not achieve as well as they should and their progress is overall, inadequate. Furthermore, there are insufficient opportunities for children to work independently and to practice their numeracy skills through, for example, role-play activities where the children could interact and learn from each other. The teachers' planning is not clearly focused and resources not used in ways that develop mathematical skills. Insufficient use is made of the outdoor setting to support mathematical learning.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The children are confident in physical skills
- The outdoor accommodation does not provide for all-weather access

## Commentary

42. The children are confident in their use of tools such as scissors, pencils and crayons. They are making good progress towards the early learning goals and are likely to achieve them by the end of the reception year. When they are suitably focussed, the teaching and learning are good, but an element of challenge to extend the children's thinking is not always evident. During their outdoor activities, the children move around the playground freely without knocking into each other. Enthusiastically and skilfully, they manoeuvre tricycles whilst engaged in independent play. Most of these sessions are recreational. There is a need now to use the outdoor area as an extension of the classroom so that the children gain the benefits of working in the fresh air.

## CREATIVE DEVELOPMENT

The provision for creative development is **unsatisfactory**.

### Main strengths and weaknesses

- Good use is made of a visiting music specialist to provide musical experiences for the children and in-service training for the staff
- Generally, the resources are underused and need to be enhanced
- The lesson planning lacks focus and there are insufficient creative activities

## Commentary

43. Few children, if any, are on course to achieve the early learning goals by the end of the reception year. Their progress is unsatisfactory. This is because opportunities for imaginative play are restricted and the resources offer either little or no stimulation. For example, the role-play shops were unattractive, poorly equipped and therefore the children did not participate as shoppers and

shopkeepers. Within the accommodation for the reception classes, there is no designated creative area equipped with a range of art and craft materials and tools to stimulate the children's imagination and creativity. A visiting specialist is offering the children a positive musical experience with a good emphasis on developing basic skills and knowledge of instruments. Often the planning for creative development is a 'free choice' activity and there is neither teaching nor extension of the activities. This limits the children's progress in creative development and does not provide the necessary balanced curriculum.



## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

The provision in English is **good**.

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

- Standards in speaking and listening are above average
- Over the past three years, the pupils have achieved well above average in the national tests in reading and writing
- The teaching is often very good in the development of communication skills and reading, and is satisfactory in the development of writing
- The assessment of English is satisfactory overall, but the marking of the work is not sufficiently focussed to help the pupils to achieve their targets
- The arrangement of the pupils into upper and lower ability sets in Year 2 with no movement between the two sets leads to a lack of equality of opportunity, particularly for the higher attaining pupils
- The constant use of worksheets limits the pupils' opportunities for independent presentation, creative writing and improved handwriting skills

#### **Commentary**

44. Over the course of the past three years, standards at the end of Year 2 have been sustained at a very high level. They are consistently above average in reading and writing both in the national tests and when compared to schools in a similar context. At the time of the inspection, there were clear indications that standards in speaking and listening are being maintained at a high level. At the previous inspection, standards were judged at a similar level. However, in reading and writing it is likely that the majority of the pupils in the 2004 tests will achieve average standards though a significant proportion should reach the higher levels. Similar outcomes are likely to be found in mathematics and science. This is because the proportion of pupils with special educational needs within the cohort is above that found nationally. There are no differences in the performance and the achievement of boys and girls.
45. The pupils enter Year 1 with good communication skills and as they progress through the school they articulate their thoughts, views and opinions with increasing skill and confidence. They listen well to instruction and ask for clarification should the need arise. They enjoy sharing texts during the literacy sessions. By the end of Year 2, they have a good command of spoken English and the capacity to speak in quite complex sentences. This is because the good teaching allows them to challenge the adults with probing questions, and to enter into discussions with increasing confidence, assurance and fluency. Most pupils respond to questions with thoughtful and pertinent replies.
46. The teaching of reading is good. The pupils have good opportunities for reading both individually and in small groups. By the end of Year 2, most are competent readers and the more able pupils read both fiction and non-fiction text with confidence. All pupils make a regular visit to the school library to select both fiction and non-fiction books to take home and share with their parents. The more able pupils read with a good expression during the guided reading sessions thereby demonstrating their good understanding of the meaning of the text. When they come across unfamiliar words, they are encouraged to look them up in a dictionary and share the meanings with their peers. In discussion about their reading, the pupils convey their preferences

well. They can talk about authors and the books they have read. They have a good understanding of the terms index, glossary and an ability to skim and scan the text. For example, they extract interesting facts about Stephenson's rocket or whales, and go on to express quite thoughtfully what they have learned. In one lesson seen, good use of role-play helped the pupils to a greater understanding of the poem they were studying during literacy and this was because the teaching on this occasion was inspirational. The pupils with special educational needs are well supported by the teaching assistants. The group activities are well planned to match their reading skills and, as a result, the pupils feel confident and not afraid to make a mistake. They are continually given praise for their achievements, which helps their self-esteem.

47. Taken overall, the teaching of writing seen was satisfactory. The high achievement in the national tests has been a result of a systematic approach in which there is a high focus on the basic skills, the structure of sentences, and the use of dictionaries and reference books. Too often, however, worksheets that require the pupils simply to 'fill in the gaps' in sentences predominate the lessons and limit the scope and content of the pupils' writing. The pupils have insufficient opportunities independently to create factual accounts or to outline the findings of a scientific experiment. This limits the pupils' scope for deciding how they wish to present their work. The best results are seen when the pupils are given the opportunity to write independently, for example to produce stories, news, descriptions of visits, and information booklets linked to history and geography. Here the pupils use the skills that they have learned to good effect. In Year 1, as and when they wish to do so, the pupils write messages on a board either to each other or to the teacher. The pupils are taught strategies for spelling and are encouraged to use language adventurously in their work. They are well on course to attain high standards because the teaching is good overall.

48. The subject is soundly managed and the literacy co-ordinator has had the opportunity to monitor the planned learning, the pupils' work and the lessons. However, the setting of the pupils in Year 2 does not allow any flexibility of movement between the upper and lower groups. Consequently, some pupils are working in isolation and are not sufficiently challenged alongside pupils of similar ability. Furthermore, the length of time spent on English is far in excess of the recommended time. The teachers' records of assessment in English are very detailed and thorough. Pupils' work is marked systematically, but seldom are there comments to help them to understand what they need to do to improve.

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

49. The basic skills of punctuation, grammar and spelling are generally well applied across other areas of the curriculum. The teaching of joined up handwriting is systematic but as yet most pupils are not transferring the skill to their writing in all areas of the curriculum. ICT is used to support the pupils' ability to research information and as a tool for learning, such as a dictionary. Regular work is sent home and the parents support their children well in reading and writing.

## **MATHEMATICS**

Taken overall, the provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Over the past three years, the pupils have achieved high standards in the national tests
- The pupils' written number skills are good
- The quality of the teaching is good

- The development of mathematical communication skills is sometimes impeded by the overuse of worksheets

## **Commentary**

50. By the end of Year 2, standards in mathematics have been consistently well above average and above those of schools in a similar context. This is because there has been a strong focus on written number skills. There has been a good improvement in the pupils' achievement since the last inspection. There is an above average number of pupils with special educational needs in the present Year 2. Nevertheless, most pupils are on course to achieve average standards, with a significant proportion of the pupils likely to achieve the higher level. Overall, the pupils are achieving well in line with their capability.
51. All pupils develop sound written calculation techniques and achieve well in this aspect of mathematics but in discussion with a group of higher attaining pupils some of the pupils could not remember simple addition and multiplication facts. This is because there is too much emphasis on recording number on worksheets, and insufficient mental strategies are being employed. The use of the worksheets often limits the opportunities for the pupils to develop and use their own strategies, apply their skills and investigate mathematical pattern.
52. Overall, the quality of the teaching is good. In some instances, it is very good because it is more focused on understanding the process rather than the practice of skills. The lessons are well presented and the staff use imaginative ways of engaging the pupils' interest. For example, in Year 1 there is good use of role-play to stimulate interest and enthusiasm for mathematics. As a result, the children in this year group are well on course to attain high standards. In all classes, routines are well established, leading to good behaviour and positive attitudes towards mathematical learning. This means that little time is wasted in lessons and the pupils complete a large amount of work. However, in some cases the independent tasks are not always closely matched to individual needs and the final activities are not always used as effectively as they could be to assess and reinforce the learning.
53. The management of mathematics is satisfactory overall. The records are carefully maintained but, as in English, the marking of work is an area for further improvement. At present, the school's mathematics sessions are far in excess of the recommended time.

## **Mathematics across the curriculum**

54. Overall, the school creates adequate opportunities for the pupils to use their numeracy skills in other subjects such as science and geography. More use of ICT however, could enhance these skills to a higher level.

## **SCIENCE**

The provision in science is **good**.

### **Main strengths and weaknesses**

- The pupils acquire a wide body of scientific knowledge and understanding
- The pupils have insufficient opportunities to investigate independently, to record and draw conclusions from their findings
- Over the past three years, the pupils have achieved well above average in the national tests

## Commentary

55. In the teacher assessments in 2003, standards were judged to be well above average and above average when compared to schools in a similar context. This is a similar pattern to that reported at the last inspection. The present cohort of pupils in Year 2 is on course to achieve average standards overall but with a significant proportion achieving the higher level. They are generally above average in their knowledge of scientific facts, but average in their understanding of scientific procedures, such as designing their own experiments, recording and analysing results and drawing conclusions. All the children are achieving in line with their capability. Those with special educational needs have good support from the teaching assistants.
56. When taking into account all the strands of the science curriculum, the pupils have a good range of experiences in regard to life processes and living things, properties of materials and physical processes. They record the information, sometimes copying text from the board or from books onto a worksheet. This means that teachers cannot easily assess the pupils' achievements by looking at their writing. Too few opportunities are provided for pupils, particularly those with higher attainment, to think things through, either independently or with a partner, and to use their English and mathematical skills to record their findings in their own way. There is rigorous development of facts and basic knowledge in whole-class activities, but an over-use of worksheets that often fail to match the pupils' various levels of attainment. It would be helpful if less time was spent in either drawing or colouring pictures. There are good links with geography, related to life processes and living things in different parts of the world. The pupils enjoy their science lessons and this has a major influence upon their learning.
57. Taken overall, the teaching and learning are satisfactory with some good features. For instance, good teaching ensured that the pupils in Year 1 had practical experience in sorting and classifying skills and were using scientific vocabulary with clear understanding in an appropriate context. Most of the pupils in Year 1 are well on course to achieve higher levels of attainment and making good progress.
58. The leadership and management of the subject and the recording of the pupils' attainment are satisfactory. Generally, the outcomes of the lessons are suitably monitored, but as yet insufficient attention has been given to the development of the pupils' investigative skills.

## INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- There has been improvement in the provision for ICT since the last inspection
- The pupils are working at levels in line with national expectations
- Good progress is being made with the plan for the development of ICT
- There needs to be more opportunities for the pupils to practise and use their skills independently

## Commentary

59. The pupils enjoy working with computers and are developing an understanding of how to use them effectively. In Years 1 and 2, the pupils have good mouse control and know how to open a programme. Some can also save their work and close a programme, but they have insufficient

opportunities to print out their work. Their word processing experience is limited and only a few samples were available at the time of the inspection.

60. Some pupils can describe competently how they operate listening centres, but few know how to use the digital camera. Most pupils have a computer at home. They speak knowledgeably about the programmes and games they prefer and how they search out information from the Internet.
61. The co-ordinator has an overview of the planning of ICT across the school but needs to ensure that there is a systematic development of pupils' skills from the earliest years. Assessment of pupils' skills needs to feed into planning of lessons to ensure sufficient progress and challenge.

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

62. The use of ICT as a tool has yet to be fully established as an integral part of teaching and learning across all subjects. It is used well to support aspects of literacy and numeracy skills and to access information for projects. There needs to be built into the school's timetables more opportunities for the pupils to develop their skills and to utilise them more widely.

### **HUMANITIES**

A visitor to the school led the one lesson seen in geography. No lessons were seen in history, but two lessons in religious education were observed. A scrutiny of the pupils' completed work was carried out in all three subjects. The teachers' plans were also inspected and these demonstrate that the history and geography curriculum is well planned to ensure coverage of the programmes of study. In practice, however, because of the amount of time devoted to the core subjects, the coverage is generally superficial and the use of worksheets often restricts the pupils' independent opportunities to be creative in their writing of factual accounts.

The work in history and geography is inter-linked. The achievements of the pupils are similar to those reported at the last inspection. For example, the pupils in Year 2 have learned about Scott of the Antarctic and during discussion they could recall the historical and geographical facts at length and were pleased to have a listener. They obviously enjoyed the project. The pupils in Year 1 are currently learning how people were looked after in the past and how that differs today. For instance, they posed probing questions when seeking information about the visitor's role as a nurse. This process used and enhanced their good communication skills and stimulated their interest and eagerness to know more about her work. They were very disappointed when the session had to end.

In **geography**, the pupils have a secure understanding of how features, such as weather and terrain, affect people's lives and the animals they rely on. This work is linked well to science. However, the curriculum currently focuses more on factual information rather than on the acquisition of basic geographical skills. Moreover, insufficient use is made at present of ICT to support the curriculum.

The management of the subjects is satisfactory overall. However, a review of time allocation for the two subjects and assessment procedures is necessary to raise the standards and the achievements of the pupils to a higher level. Additional resources are also required.

### **Religious education**

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

### **Main strengths and weaknesses**

- In Year 2, the pupils achieve standards that are above average
- Their awareness of Christianity and of other world religions is good
- The teaching of religious education was very good in the two lessons seen

### Commentary

63. The planning of the work for the Year 1 and 2 pupils indicates that over the course of the year much discussion takes place about Christianity and festivals such as Divali, Christmas and Easter. The pupils are introduced to stories from the Bible and the religious text of other faiths. A significant strength is the use of the stories to illustrate moral issues. By the end of one lesson, for example, the pupils had become fully aware of the significance of people's values and concerns in relation to matters of right and wrong. This was shown through the prayers that they wrote and shared with each other at the end of the lesson. The imaginative use of poetry, dance and music during an English lesson demonstrated how the pupils acquired a greater understanding of celebrations in other faiths. In this instance, excellent teaching and the use of very good resources provided the pupils with a very good knowledge base and opportunities to question, to reflect and to make judgements about religious beliefs. The pupils also drew on their background knowledge and asked exciting and probing questions of the teacher who has lived and worked in India. As a result, they make good gains in their learning and their achievement is high. Furthermore, the use of the environment and visits to places of worship are planned to take place during the summer term to enrich the pupils' knowledge and understanding of religious beliefs.

64. During the long-term absence of the co-ordinator for religious education, the senior management team has carefully monitored the subject. However, greater opportunities for the children to write independently, rather than on worksheets, would allow them to be more creative in their responses. At present, assessment is only in the form of informal observations. Standards are similar to those reported at the time of the last inspection.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of the following subjects: art and design, design and technology, music and physical education. In addition, singing was heard during assemblies. In art and design and design and technology, wall displays and a small sample of work were also examined.

In the one **art and design** lesson seen, the teaching was very good because there was a very clear focus on the pupils having first hand experiences with clay. The learning objective was very plain and demonstrated well by the teacher with good examples of artists' work to inspire the pupils' when designing and making a tile for Mothers Day. This built on previous activities where the pupils had worked with play-dough to try out and evaluate their design before working in clay. The examples of work on display and in portfolios show that the pupils have a good range of art experiences over time and make satisfactory progress. However, as yet the development of the basic skills is not firm and continuous as the pupils move through the school. Greater coverage of the art and design curriculum through a wide range of resources and materials, including the use of ICT, is necessary to develop the pupils' appreciation of the work of artists and raise their achievements to a higher level. This equally applies to the design and technology curriculum. Visiting artists and crafts people during an "Arts Week" enhances the curriculum for art and design. Since the last inspection, art has been maintained at a satisfactory level, but has been a very recent focus on the school improvement plan. There are no formal assessment procedures.

In **design and technology**, there was insufficient pupils' work available to make an overall judgement about the standards that the pupils are achieving. However, the teachers' planning and the

few samples of completed work seen covered a fair range of design and technology experiences. The outcomes were broadly satisfactory, but show that the development of pupils' skills – especially of evaluation – are not as progressive as they should be. In the one lesson seen, the quality of the teaching and learning was poor due to the supply teacher's lack of subject knowledge and expertise. The co-ordinator recognises that design and technology is an area for development, and further training is planned for the staff. There has been no improvement in design and technology since the last inspection because the school has prioritised raising standards in the core subjects.

In **music**, one class lesson was seen, and some singing heard in assemblies. Taken overall, the standards and the achievements of the pupils are broadly satisfactory. On both occasions, the pupils sang with a fairly accurate rhythm, clear diction and adherence to the melody contour of the song. At present, the co-ordinator for music is on long-term absence and there is no other member of staff who has the subject expertise to support colleagues. To overcome this, the school has made a positive move by using a published scheme to ensure that the pupils have some musical experiences. There are also organised events during the 'arts week' for example, for the children to hear some African drumming and orchestral instruments being played.

In **physical education** it was not possible to make judgements about the standards of work and achievements of the pupils. However, in the one lesson seen all pupils showed a good sense of space and body control. They worked safely in restricted areas, collaborating well and taking turns sensibly. The pupils were keen to demonstrate their skills. The quality of teaching was satisfactory. There has not been a review of the curriculum for a considerable length of time. There are no assessment procedures.

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

The school provides a good personal, social and health education programme for the pupils and it is threaded through the everyday work of the school. All members of staff have embedded the subject into their practice and have established warm relationships with the pupils. "Circle Time" is a planned part of the PSHE teaching and the school is soon to pilot the new Coventry LEA scheme, based on the 'Health for Life' initiative. The pupils take turns well, are respectful towards each other and enjoy carrying out responsibilities such as collecting registers, carrying messages and giving out fruit at break time. Standards in PSHE are above the national expectations in Year 2.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
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	5
How well the curriculum meets pupils needs	4
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	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
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).