

INSPECTION REPORT

ST LAWRENCE CE PRIMARY SCHOOL

Napton-on-the-Hill, Southam

LEA area: Warwickshire

Unique reference number: 130884

Headteacher: Mrs. R. Privett

Lead inspector: Mrs. V. Davies

Dates of inspection: 24 -26 May 2004

Inspection number: 257771

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: | Voluntary Aided |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Boys and girls |
| Number on roll: | 182 |
| School address: | Dog Lane Napton-on-the-Hill Southam Warwickshire |
| Postcode: | CV47 8LU |
| Telephone number: | 01926 812447 |
| Fax number: | 01926 812356 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr. C Jenkinson |
| Date of previous inspection: | 23 March 1998 |

CHARACTERISTICS OF THE SCHOOL

This is a small voluntary aided Church of England village primary school with 182 boys and girls between the ages of 4 and 11. It principally serves the villages of Napton, Priors Marston, Priors Hardwick, Stoneton and Upper and Lower Shuckburgh. Most of the pupils come from Napton and some arrive by bus from neighbouring villages. Almost all are of white British heritage. Pupils come from a broad range of socio-economic backgrounds and free school meals eligibility is low. The proportion of pupils with special educational needs is similar to the national average. Attainment on entry to the reception class is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|---------------------------------------------------------------------------------------------------------------------------|
| 20350 | Vivien Davies | Lead inspector | English; Information and communication technology; Art and design; Personal, social and health education and citizenship. |
| 9003 | Bryan Findley | Lay inspector | |
| 23566 | John Iles | Team inspector | Mathematics; Design and technology; Music; Physical education; Special educational needs |
| 20911 | Judy Dawson | Team inspector | Science; Geography; History; Foundation Stage; |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with a very good ethos. Pupils are happy and develop confidence, maturity and independence. Parents and pupils like the school very much. Standards of achievement are above expected levels in most areas of the curriculum. The school is well led by the headteacher who is given good practical support by the governing body and parents. Teaching and learning are good. The school offers good value for money.

The school's main strengths and weaknesses are:

- Pupils in Year 6 are achieving well above average standards in English and music and art and design. In all other subjects standards are above average
- Throughout the school pupils of all abilities achieve well
- The curriculum is very rich and is very well planned so that literacy, mathematical and information and communication technology skills are used purposefully in other subjects, in well taught, imaginative lessons
- Relationships are very good, pupils' views are valued and there is a clear and effective focus on pupils' spiritual, moral, social and cultural development.
- Strategic planning by the headteacher and subject co-ordinators is very good and linked to a drive for improvement
- Parents support their children very well. They enjoy very good relationships with the school and the teaching staff
- Marking offers pupils encouragement but does not give clear enough advice about how they should improve the next piece of work
- Accommodation in the old kitchen for the Year 2 class is too cramped and is unsatisfactory

The school has made a good improvement since the last inspection. Standards in English and mathematics and science are higher than previously. Most of the weaknesses identified previously - the curriculum, management by co-ordinators, the use of assessment and information to parents - are now strengths.

STANDARDS ACHIEVED

Overall, pupils' achievements are good throughout the school. They reach above or well above average standards in the core subjects of English, mathematics and science because of good teaching and a rich curriculum. In the reception class children are on track to reach the goals set in national guidance and many will exceed them.

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

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

Pupils in Year 6 achieved well in last year's national tests. Compared to pupils in similar schools they did very well, and exceptionally well in English. The asterisk indicates a performance in the top five per cent of similar schools. Inspection evidence suggests that standards in the present Year 6 are at least as high as last year. In English all pupils are expected to reach the expected national standard and an increased number of pupils are set to achieve the higher levels. The picture is similar in mathematics and science. By the end of Year 6 pupils are also doing well and reaching above average standards in all other subjects. In music and art and design standards are well above average.

Test results in Year 2 in English have caused concern over the last two years. Though reading results were similar to national results in 2003, during the previous year they dropped below average levels. The picture was similar, though reversed, for writing. These results were below or well below results for similar schools. Results in mathematics were consistently above average. The school has worked hard to improve the situation. This year, across all reported subjects all Year 2 pupils are reaching the nationally expected level and about a third of pupils are achieving the higher levels, so the school's results are significantly improved.

Pupils really enjoy school and there are good levels of attendance and punctuality. They develop very mature attitudes by the time they leave. They think about important issues and care about other people. Pupils are willing to take responsibility and contribute to the school's development through the school's council and regular circle time in their classrooms. **Overall, spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and its care for pupils and work in partnership with parents, other schools and the community is very good. **Teaching is good.** Teachers are knowledgeable about the subjects taught. They present lessons in an interesting way and make the most of opportunities to apply learning in different contexts across the curriculum. In Year 6 teaching is very good, so pupils consolidate and improve their mature approach to learning and are committed to doing well. Assessment is thorough and well evaluated. It is used well to set targets for groups and individuals. Marking in books encourages pupils but does not focus on what the pupils need to do to produce a better piece of work next time. Younger pupils are consistently well taught. Classroom assistants offer very good support, particularly to younger pupils and those with special needs.

The school offers its pupils a very rich and interesting curriculum. School based work is enriched by local visits and visiting speakers. Pupils with special educational needs are offered good provision. There are very good links with the local playgroup. Partnerships with parents are very good. They are kept very well informed and make very good use of opportunities to talk to teachers informally and during parents' evenings. Links with the community, particularly the church, are very strong.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The newly appointed headteacher is committed to promoting a strong spiritual ethos. She communicates well and has established a very good strategic plan for the school. She and the teaching team work very hard to create a rich curriculum so that pupils enjoy learning, apply their skills purposefully and develop well as people. The governing body knows the school well and is efficiently run. The co-ordinators manage their subjects very well and establish appropriate priorities for developing and enriching their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think very well of the school and recognise the good quality of the opportunities it offers. Pupils enjoy school and their friendships. They value the teachers and feel very well cared for. Communication is good.

IMPROVEMENTS NEEDED

- Improve marking so that pupils know what they need to do to improve their work
- Seek ways to improve accommodation for the Year 2 class

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good, and in Year 6 they are very good. Standards are above average overall in the core subjects and higher in English. Children in the Foundation Stage achieve well.

Main strengths and weaknesses

- In Year 6, in English, standards are consistently well above average
- Standards in reading and writing in Year 2 in 2002 and 2003 were not high enough. However, this year there has been an improvement and all pupils are reaching national expectations
- Pupils with special educational needs and more able pupils achieve well throughout the school
- In Year 6, standards in the foundation subjects are above average in most subjects and in music, art and design and design and technology they are well above average

Commentary

1. Children in the Foundation Stage are comfortably achieving nationally agreed targets. They are acquiring a good range of basic reading and writing skills, and make confident and appropriate contributions to class discussions. In mathematics they have made very good progress and many are working on the first level of the National Curriculum. These children like school very much and have settled well into the school routine. They concentrate very well and are well behaved.
2. Test results in Year 2 in English have caused recent concern. Though reading results were similar to national results in 2003, during the previous year they dropped below. The picture was similar, though reversed, for writing. The school has worked hard to improve the situation. This year, across all reported subjects all pupils reached the nationally expected level and about a third of pupils achieved the higher levels, so the school's results have significantly improved. Inspection evidence confirms that above average standards are now achieved and that pupils of all abilities, including the most able and those with special needs, are doing well. Pupils are also achieving above average standards in information and communication technology, which is applied purposefully in many subjects.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.2 (15.6) | 15.7 (15.8) |
| writing | 14.3 (14.3) | 14.6 (14.4) |
| mathematics | 17.2 (16.5) | 16.3 (16.5) |

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. In Year 6 pupils achieve very well compared to their prior attainment in Year 2. They reach well above average levels in English and science and above average levels in mathematics. The more able pupils do very well, particularly in English. Pupils with special needs make very good progress because they have clear targets and are given very good support by well trained classroom assistants. Writing, including presentation, is particularly strong because pupils record most of their work in other subjects independently. Standards in all other subjects are above average and in music and art and design they are well above average. The curriculum for older pupils is rich and the pupils' well developed skills in English, mathematics and information and communication technology are applied purposefully.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 29.7 (27.9) | 26.8 (27.0) |
| mathematics | 28.0 (27.0) | 26.8 (26.7) |
| science | 30.0 (29.2) | 28.6 (28.3) |

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

4. Since the last inspection, standards across the school have improved in English, mathematics and science. In Year 6 this improvement is well established but in Year 2 the improvement in English is recent. Across the school average standards are maintained in information and communication technology. Standards are now above average in Years 3 to 6 in history and geography. In music and art and design, older pupils achieve standards that are well above average. The school is exceeding its targets, which are set fairly early for each year group.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils have very good attitudes to learning and they behave very well. Pupils mature very well during their time in school, and provision for pupils' spiritual, moral, social and cultural development is very good. Attendance is good and pupils arrive on time.

Main strengths and weaknesses

- Relationships are very good and there is a clear and effective focus on pupils' spiritual, moral, social and cultural development
- Pupils develop very mature values by the time they leave the school
- The school has very high expectations of behaviour
- Pupils are very willing to take on responsibility

Commentary

5. A very strong Christian ethos underpins the development of pupils' attitudes to learning and their personal development. There is a warm family atmosphere and relationships are good. These very positive relationships help pupils to become socially confident, eager to please and helpful to each other when learning. They work hard in lessons that inspire and capture their interest. Club activities are well attended and school life is greatly enjoyed.
6. Pupils mature very well because of a very strong spiritual emphasis that pervades school life and helps them develop personal values. By the time they reach Year 6 they have a very settled and sensible approach to their work and to each other. Pupils are given many very good opportunities to reflect on their response to things they learn about and their own experiences, particularly during assemblies to which local clergy make a contribution. There is a strong cultural input to enhance pupils' awareness of their own culture and that of others, through art, music and drama. Visitors, such as a local artist, an Asian dancer and an African-Caribbean workshop enrich lessons. Pupils also learn and compare how different faiths play a part in developing positive values.
7. The school promotes a very strong moral code of right and wrong. Expectations are made clear and pupils are trusted to respond appropriately. Consequently, behaviour is usually very good in lessons and around the school and members of staff rarely need to apply sanctions of any severity. Exclusions are very rare. Routines are characterised by orderly and supportive behaviour, such as during lunchtimes when dining is socially comfortable with little need for intervention by adults. Play is very harmonious and pupils mix very well together. Pupils contribute to rules of behaviour through class discussion or the school council.

8. Pupils undertake responsibilities very willingly because they feel valued and fully included in the life of the school, for example through their involvement in the school council and during discussion in class circle times. They also help with daily tasks, such as preparing the hall for assemblies and assisting lunchtime staff. Older pupils act as buddies for younger ones and pupils organise and run the tuck shop and stationery shop and manage the collection of recycled paper. Pupils also act responsibly towards the wider community through charity fund raising events, such as 'bad hair' days and a sponsored skip for the British Heart Foundation. In all these ways pupils are learning very well what it is to be a good citizen.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided is good.

Teaching and learning

Teaching is good overall. Pupils enjoy their learning and their good achievements in English underpin their success in other subjects. Assessment is good.

Main strengths and weaknesses

- Teachers are knowledgeable about the subjects taught
- Teachers present lessons in an interesting way and make the most of opportunities to apply learning in different contexts across the curriculum
- In Year 6 teaching is very good, so pupils consolidate and improve their mature approach to learning and are committed to doing well
- Assessment is thorough and well evaluated. It is used well to set targets for groups and individuals
- Marking in books encourages pupils but does not focus on what the pupils need to do to produce a better piece of work next time

Commentary

9. Teaching is a strong feature of this school. Subject knowledge is strong because teachers prepare very well, work co-operatively and make very good use of training opportunities. They think very carefully about the best way of teaching. In Year 5 complicated ideas about probability were very clearly taught using simple line drawing annotated first with statements and later with numbers. The teacher included very many opportunities for pupils to use and see the basic vocabulary needed. Many of the examples were humorous which helped pupils to sustain their concentration during a demanding lesson. Teachers understand the importance of thorough teaching of the basic skills, so in Year 2 the teacher devoted some part of her lesson to very good oral and written work on present and future tenses. She continually assessed her pupils as she taught to make sure that their learning was secure.

Summary of teaching observed during the inspection in 39 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactor y | Poor | Very Poor |
|-----------|-----------|-----------|--------------|--------------------|------|-----------|
| 1 (3%) | 15 (38%) | 20 (51%) | 2 (5 %) | 1 (3 %) | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

10. Teachers prepare their lessons thoughtfully and use a range of resources and techniques to make lessons interesting and understandable. In many lessons across the school teachers used drama to aid understanding. In Year 6, for example, pupils took on roles to explore the feelings of two children from different families who were sharing the same bedroom because

their respective parents had recently set up house together. This device enabled pupils to gain critical insight into the set text and also to gain understanding of a common dilemma. In Year 2 pupils were helped to understand the function of a database because they visited a travel agent and realised the necessity of access to well ordered, accessible information when selling holidays. Classroom displays are very good, and well chosen pictures and artefacts contribute to pupils' understanding. Visitors also make a strong contribution, particularly in a geography lesson when a local resident answered questions about the village.

11. Teachers work hard to make sure that pupils of all abilities enjoy lessons and are enabled to make progress. Very good classroom assistants work closely with teachers to give support to pupils who find learning difficult. Some of these pupils find behaving well particularly difficult and appropriate, discreet intervention enables these pupils and their class mates to make good progress in lessons. Work for more able pupils is well planned; teachers direct their questions well so that pupils are appropriately challenged. The high level of independent recording and investigative teaching approaches suit the needs of this group of pupils particularly well. Work in subjects is often very well linked so pupils are expected to apply their skills, particularly those learnt in English, mathematics and ICT, in other subjects. Homework is set for all pupils and, at its best, sometimes involves pupils in exciting and worthwhile tasks. Year 3 pupils, for example, questioned their parents about their opinion of living in Napton and produced a very interesting book as a result.
12. Teachers manage their classes well. In the Foundation Stage routines are established so that children learn to behave appropriately, to manage resources and equipment and to work productively with others. These learning skills are consistently reinforced and built upon as pupils move through the school. In Year 3, the teacher expected very good learning skills when she asked her class to work co-operatively and design and create a class sculpture. However, this same class behaved badly when taught by a visiting teacher. The approach to the management of the class was ineffective so learning was unsatisfactory.
13. Accurate assessment systems are well established in the school in most subjects. Teachers make particular use of the information provided to set targets so that pupils know what they need to learn. Teachers often make good reference to these targets in lessons. They use simple techniques to help pupils learn from mistakes. In Year 6, the teacher practised the end of lesson spelling challenge on the whiteboard at the beginning of the lesson so some pupils could see mistakes and learn from them and hopefully do better in the tests. Marking is carried out regularly. Teachers often write encouraging remarks. However, they do not sufficiently focus on the small adjustments that pupils can make to improve future work and thus take a step nearer to achieving their target.

The curriculum

The quality of the curriculum is good in the Foundation Stage and Years 1 and 2 and very good in Years 3 to 6. Overall, accommodation and resources are good.

Main strengths and weaknesses

- The provision for English and mathematics is good
- Very good curriculum planning links subjects so pupils can apply their skills and knowledge effectively
- Innovative practical opportunities make pupils enthusiastic learners
- The curriculum offers very good opportunities for activities to enrich learning through visits, visitors and participation in sports and arts events
- Accommodation for Year 2 pupils is unsatisfactory. There is insufficient storage for the school's carefully collected resources

Commentary

14. All subjects of the National Curriculum are taught effectively and the curriculum is very well balanced, broad and relevant. Planning is very good and, particularly in the older classes, subjects are linked and skills purposefully applied. There are schemes of work for all subjects. This is an improvement since the previous inspection. The implementation of the literacy and numeracy strategies has been effective. Opportunities to develop English and mathematical skills are embedded in the curriculum. For example, in history there are examples of powerful descriptive narrative writing to extend understanding of events. Mathematics is used widely and innovatively to present data, for example in geography and design and technology. Provision in ICT is good and pupils' frequent access to computers is raising standards. Good quality facilities at school promote sport and teachers encourage pupils to choose a healthy life style.
15. The strong Christian ethos that permeates the curriculum includes a shared responsibility for helping other people. Provision for personal, social and health education is good across all stages of learning. Appropriate policies support the teaching of sex education and provide pupils with an awareness of drug related issues. As pupils progress through the school they become increasingly eager and enthusiastic learners. The enthusiasm is channelled through carefully selected practical experiences, for example in mathematics and in design and technology. Creative work, too, has a high priority reflected in pupils' writing and in art and design, design and technology and music.
16. The provision for pupils with special educational needs is good. Good strategies identify the specific needs of learners and the school receives very good advice from support agencies. Teaching assistants are very well deployed and enable pupils to be fully included in all aspects of the curriculum. Work is adapted to meet the specific needs of pupils and the emphasis is strongly on success. Some pupils improve to the extent that they no longer require a high level of support and become more independent in their learning.
17. A very good aspect of the curriculum is the enhancement by links with the local secondary school of support for the more able in Year 6. These pupils receive additional challenges in mathematics on a weekly basis when a visiting mathematics teacher supports and extends their learning. The curriculum is further enriched by initiatives such as the citizenship project with pupils in Year 6. This is an exciting project that gives pupils an opportunity to take on the role of an adult in which they have to make decisions that affect their lives. Pupils enjoy a good range of educational visits, including spending a week in the Isle of Wight to extend learning beyond the local environment. Visitors to the school provide an additional dimension to learning and are highly valued.
18. An appropriate number of well-qualified teachers and teaching assistants meet the needs of all ability groups. They form good teams that provide consistency in approach to raise standards. Staff are keen to improve their skills and attend courses to provide more informed support for pupils. Resources are good. While the accommodation has strengths – a large hall, computer suite and good play areas – there are weaknesses. The accommodation for Year 2 pupils is unsatisfactory. These pupils are currently occupying a cramped space in the old school kitchen. The classroom is so overcrowded that the pupils sit in front of the door and it is necessary to step over them in order to enter the classroom. The storage arrangements throughout the school are inadequate. Staff have worked hard to collect pictures and artefacts to add interest to lessons and aid understanding. These resources are scattered around the school and detract from what is otherwise a very pleasing environment enhanced by beautiful displays.

Care guidance and support

The school makes very good arrangements for pupils' care, welfare, health and safety. Provision for support, advice and guidance is good. Very good account is taken of pupils' views.

Main strengths and weaknesses

- Induction arrangements for new pupils are very good
- Pupils have an important role in influencing school decisions
- Classroom assistants provide very good support and there are trusting relationships between all staff and pupils

Commentary

19. Parents are extremely pleased with the very good induction procedures for new pupils. Parents of pupils starting in the Reception class receive a starter pack with very useful guidance on how to support their children's learning. Transfer arrangements with the local pre-school provider work well and pupils visit the school before they start. Educational links are very good. Staff work together on the curriculum and there are joint projects, including work at home involving parents. Year 6 pupils who joined the school part way through say they were made very welcome and soon settled in.
20. There is a very warm family atmosphere in the school. Staff enjoy very trusting relationships with pupils because of their very positive approach. Pupils say they can rely on teachers to deal sensitively with any problems and a high proportion of them know who they would turn to if they have any worries. Parents think overwhelmingly that members of staff deal fairly with their children.
21. Pupils have a very important influence in the school through the school council and questionnaires they complete from time to time. They also feel listened to and valued by members of staff. This influence contributes greatly to a sense of belonging in pupils, which fosters their very positive response to school life and helps them mature as good citizens.
22. The school carries out health and safety procedures thoroughly and a member of the governing body is closely involved. Regular checks are recorded and reported to the governing body and there is an annual independent audit of practice by the local authority. There are also effective routines for day-to-day care of the site and the assessment of risk in lessons. There are effective arrangements for Internet security through a filtering system and close supervision by an adult whenever the Internet is in use.
23. Support provided by classroom assistants is very good because it is well planned for individual pupils and assistants are properly trained and briefed in their role. Support staff are fully included in development planning in the school.
24. Assessment is thorough and is well used to set targets so pupils and parents know what needs to be learnt.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very pleased with what the school provides. The school consults with parents very well and provides them with good quality information
- Visitors from the community enrich school life
- Links with pre-school providers are very good

Commentary

25. Parents are pleased with what the school provides and they support school activities very well. In pre-inspection consultations there were very high levels of satisfaction in most areas and no significant concerns. Parents are sure that children like school and are treated fairly. They think that the school provides a good range of interesting activities and that pupils are expected to work hard and do their best. Parents are also extremely pleased with induction arrangements. A few parents would like better information about how their children are getting on and others have concerns about bullying. Inspection findings support parents' positive views. Information about progress is generally very good and the school deals well with any bullying.
26. The school values the views of parents and seeks their opinions regularly over general areas of school life through a biennial questionnaire. The school also consults parents over individual aspects, such as the behaviour policy, sex education and residential trips. A meeting held to introduce the new headteacher was also used to discuss the aims of the school and feed in ideas about future development plans.
27. The quality of information is very good because of the frequency of communication through newsletters and the breadth and detail contained in formal publications, such as the prospectus and the information pack provided when pupils begin school. The frequency of curriculum information is being increased from annually to termly, and curriculum evenings have been introduced following the result of a questionnaire. Information about pupil progress is generally very good because of the detail in annual reports about what a pupil has achieved during the year. There are also indications of areas for improvement within subject areas and a summary list of key future needs. Specific reference is made at times when a child needs particular support at home from an adult, such as with an aspect of reading.
28. The school has a key role within the local community, which includes surrounding villages. There are very strong links with the church, such as through regular visits from clergy to lead assemblies. There are very useful contacts with local residents who come into school and provide an excellent resource for lessons, such as an engineer who supports science and a resident who speaks on the local area past and present. Visitors come from the wider community and include contributors to Asian dancing and an African Caribbean music workshop. Pupils play their own part in the community, for example, by submitting artwork to a local exhibition and supporting a British Legion Home through collections and visits to sing to residents and present donations. Very good use is also made of wider community facilities, such as through visits to a mosque and a science fair in Coventry.
29. There is very effective liaison between the school and the local pre-school, including visits and shared work on curriculum development. There is also joint work on organisational matters such as a common approach to behaviour. Staff observe children in both settings together. They discuss transfer arrangements in detail so that the transition to the school is smooth in all aspects.

LEADERSHIP AND MANAGEMENT

The school's leadership, management and governance are good.

Main strengths and weaknesses

- The newly appointed headteacher is committed to promoting a strong spiritual ethos, she communicates well and has established a very good strategic plan for the school
- The governing body knows the school well and is efficiently run
- The co-ordinators audit their subjects very well and establish appropriate priorities for development

Commentary

30. The headteacher has a very clear vision of what constitutes a good school and what that involves in teaching, learning and ethos. Since she was appointed she has worked closely with the whole school community to create a very well thought through three-year plan for the strategic development of the school. The school's strength lies in its partnership with all those involved in its day-to-day life, its commitment to high standards and the enthusiasm with which it seizes worthwhile educational opportunities. The school has a very strong shared ethos based on Christianity, and the development of spiritual, moral, social and cultural values are embedded in its approach to teaching and the curriculum. Standards of achievement are closely monitored and historic underachievement in Year 2 has been dealt with by effective intervention and support.
31. The team of teachers who are all subject leaders work closely together to develop a very strong, lively curriculum. Action plans arise from a careful subject audit and priorities are realistic. There are very good links with the school development plan and performance management. Good use is made of training opportunities to increase teachers' subject expertise. Monitoring arrangements have worked well and co-ordinators make good use of sampling pupils' work and analysing assessment information to improve standards in their subjects. Special educational needs provision is well managed. There is some monitoring of subject teaching. Governors monitor the curriculum well and have effective links with co-ordinators.
32. The governors ensure the school meets all requirements well. They are very efficiently organized and very productive. They have several committees and small groups from the committees undertake key tasks which they report back. Governors organized the analysis of the questionnaire during the spring term and from their analysis suggested that a numeracy evening would help parents. They are now fully involved in monitoring the school's results and comparing the school's performance with national results. The governing body is very involved in the work of the school. Governors are hardworking and give the school very practical support. The school community is close and governors make a strong contribution to the very good relationships between all of its members.
33. Prudent financial planning and secure management and monitoring of budgets help the school to meet its targets for development and educational priorities. The school spends its budget allocation each year. Decisions on spending and allocation of resources are made with a good appreciation for the principles of best value. Until this year the school had a large balance. It was used to support an increase in the number of classes. The administrative staff provide very good support.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 371,312 |
| Total expenditure | 376,222 |
| Expenditure per pupil | 2,594 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | 102,891 |
| Balance carried forward to the next | 97,981 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The school makes good provision for children in the Foundation Stage. Children are introduced to the rigours of full-time schooling gradually and settle into school very well. Parents and children receive very good information, accompanied by interesting tasks for the children before they start school. The very good liaison with pre-school providers, especially the shared activities such as the visit to Leys Farm, makes a significant contribution to the children's early education as well as their social development. The curriculum is carefully planned to promote the areas of learning and there are good links across the six areas to give continuity and meaning to learning. The teacher and the very effective classroom assistant work very well together. The careful planning and detailed assessment of the children's achievements ensure that the children are set tasks and given experiences that build on their previous learning. The adults provide a good range of practical experiences that help the children to consolidate and extend the skills learnt in the more formal class lessons. There is scope to extend these further to give the children more opportunities to, for example, select materials and methods when completing tasks and to be more involved in planning and structuring their selection of activities.
35. On admission to the school the children's abilities vary from year to year but are generally similar to those of other four-year-olds nationally, although several children have above average skills when they join the reception class. The teaching is good overall and children make good progress during the year. By the end of their reception year almost all children achieve the early learning goals across all areas of learning and many exceed them in personal, social and emotional, and mathematical development.
36. Although no lessons on **physical development** were observed during the inspection, photographic evidence and the children's control of tools and small equipment shows that most achieve the early learning goals by the end of their reception year. The curriculum is good and the resources support learning well. Children are taught to use equipment safely and effectively. Children have a good understanding of how to keep healthy. Teachers provide many opportunities for children to develop fine movements. The teacher has high expectations of the quality of the children's letter formation, drawing and painting and care when cutting out. Careful observations of the children as they perform tasks identify issues such as left-handedness and appropriate equipment is provided. Any difficulties are noted and pupils are provided with activities that help overcome them. For example, a child who finds it difficult to balance used the "footprint" game as he put numbered footprint templates in order and used them as stepping-stones across the "swamp". Almost all children use tools and manipulate small equipment such as beads and seeds with appropriate skill. Sometimes, however, incorrect writing grips are not corrected and children are in danger of establishing bad handwriting habits.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children make good progress in forming secure relationships with adults and other children and empathise with other people and characters in stories
- They have a good understanding of right and wrong and care for each other well
- Children sustain concentration well and are responsible when unsupervised

Commentary

37. Most children have had playgroup experience before starting school and quickly learn to work and play alongside each other amicably. Staff are consistent in insisting on sociable behaviour such as sharing, taking turns and politeness. Stories, books and religious education lessons give children a good understanding of moral and social issues and they empathise with characters, other people and animals well, expressing their feelings confidently and respecting those of their peers. Adults promote independence well. Children select their name cards as they come into school, for example, and practise writing their names before the register in the morning. They record their names and their skittle scores on a list when using the computer. The expectations are that the children tidy up themselves, which they do responsibly. Although children select activities from those the teacher wishes them to focus on, they do not have enough opportunities to take personal responsibility and make decisions about the materials and equipment they use because these are usually pre-selected by the teacher. When children designed wrapping paper to wrap a present for Baby Bear's birthday, for example, only one type of paper, felt tip pens and sticky tape were available for the children to use. Children are not expected to plan their "free time" in advance or to take any responsibility for their learning. Children with special educational needs achieve well because of the very good support given by the teacher and teaching assistant and the clear, well focussed individual education plans that identify precisely what each child needs and what action needs to be taken to support him or her, especially in the development of confidence and self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are developed well and some children exceed the early learning goals in this aspect of communication, language and literacy
- Children are encouraged to read and write throughout the day and make good progress
- Handwriting skills, reading and spelling are taught regularly and well

Commentary

38. Almost all children speak clearly using complete sentences and show an awareness of tense and grammar. They use a wide vocabulary and are very receptive to new words. The adults teach technical vocabulary well, reinforcing it during the day so that children begin to use it themselves. Children with special educational needs are encouraged to speak and to practise new words. The teacher plans specific activities and adjusts her questions to accommodate these children very well, enabling them to make very good progress. Good use of role-play situations in the "Three Bears' House" and the plant shop provide good opportunities for children to speak purposefully and listen to their peers. Children listen attentively to their teachers and classmates and respond readily and enthusiastically in discussion.
39. Letter sounds and clusters are taught well. The teacher knows what each child is capable of and makes sure that the tasks she sets challenge everyone. Reading and writing are an integral part of the day. Children write lists and labels, greetings cards, keep registers and write accounts and stories as part of their play. The more formal literacy lessons are sometimes too long. In one lesson, for example, more able children sat through a task that was too simple for them before working with the teaching assistant at a more appropriate level. The related tasks for those children not working with an adult were not interesting or challenging enough to sustain the children's interest for long. Where the adults work with the children in groups or at play, children make good progress and skills are taught well. There is a culture of reading and writing in the classroom that encourages children to look upon the written word as an everyday means of communication. Children like to read and write. They

make good progress overall and most achieve the early learning goals for communication, language and literacy.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- The teaching is very good
- Children have access to good resources to consolidate and extend learning
- The children's mathematical skills are above average and many are already working within the first levels of the National Curriculum

Commentary

40. The teacher has a very good understanding of the way children develop mathematical skills and understanding. She teaches new skills through practical and relevant activities, carefully introducing new vocabulary. Her teaching is through very well structured questions that extend the more able children and enable the less able, including those children with special educational needs, to achieve well. In the lesson observed during the inspection she used bicycles to introduce the concept of pairs. Her obvious delight in the children's answers to her questions encouraged them to predict the number of wheels on more and more bicycles. By the end of this brief session, almost all children had discovered a pattern in the number of wheels and were using several strategies to calculate the number of wheels when another bicycle was added. A very good range of activities involved finding and matching pairs, consolidating learning. Very good links with the topic on animals and Noah's Ark and the size and texture of materials established strong links with other areas of learning. Discussions with the children about the containers used in the sand, for watering the tomatoes and for re-potting, show that the children have a good understanding of shape, space and measures. The most able children add and subtract accurately within 10 and count accurately well beyond 20, already meeting many of the criteria for Level 1 of the National Curriculum. Many are now ready to begin to record the results of their calculations more formally, which would enable them to discover more patterns and rules related to numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The curriculum is planned well and links well with other areas of learning
- Learning is securely founded in practical and relevant experiences
- Opportunities for independent learning are not fully exploited

Commentary

41. Most children join the school with a good knowledge and understanding of the world and some have had a range of experiences beyond their immediate environment. The teacher understands this and learning is clearly focussed on deepening the children's understanding of the way things move and grow, the properties of materials and the children's place in both the physical environment and in their family and communities. Through role-play, the children understand aspects of adult life, commerce and the home. Children care for plants and animals. The tomato plants are cherished and nurtured, lily bulbs and pumpkin seeds are

planted carefully and children explain what they expect to happen to them. They draw simple maps and use a computer program to generate routes. Most children have a secure understanding that things happened before they were born and can describe events in the past. In lessons children explore the properties of different materials. However, opportunities for them to apply this knowledge are missed because the materials are often pre-selected by the teacher.

42. Information and communication technology skills are developed well. Children already have good mouse control and understand how to perform a range of tasks, including producing writing and pictures using graphics programs. Educational programs support literacy and numeracy and children organise data on charts to show, for example, eye colour. In a good information and communication technology lesson the teacher encouraged the children to help her draw a large ladybird. The children were delighted as the ladybird was revealed, firing them with enthusiasm for their own turn the next day. Very good use of the locality, the supermarket, “Welly Walks” and farm visits support learning well. Almost all children meet the early learning goals for knowledge and understanding of the world.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children use a range of media for their artwork
- They show good imagination and empathy in their role-play
- Many exceed the early learning goals for music

Commentary

43. The children’s work in the classroom and in their folders show that they use a good range of media and techniques, often linked with the other areas of learning. No painting was observed during the inspection but the very individual Three Bears puppets that the children made shows that there are opportunities for them to develop their own ideas and to use materials independently. The quality of their work is similar to that of other children of the same age. Children use role-play effectively. There was some good cooperative work in the Three Bears’ House, for example, as the children enjoyed a party for Baby Bear. Children retell stories well and apply parts of the plot to their play. Their good personal and social development enables them to assume the role of a character, interact with others and develop the story line.
44. In a good music lesson there were good links with knowledge and understanding of the world as the children learnt a song about a frog and discussed the lack of tails on frogs, comparing them with tadpoles. The enthusiasm of the teacher generated a good response. Children sang rhythmically and tunefully, changed the dynamics on request and used percussion instruments to play the beat in the chorus. They know the name of the instruments they used and maintained the beat accurately, achieving well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above national expectations in Year 2 and well above them in Year 6; pupils, throughout the school, achieve well and are confident
- Language skills are very purposefully used across a wide range of subjects and to support pupil's personal development
- The subject is well managed and all teachers are confident and have a good knowledge of the subject and the way pupils learn
- Marking is not linked tightly enough to targets or to identifying the action that pupils need to take to improve their work

Commentary

45. Standards in Year 2 are above average. This year all pupils in Year 2 have achieved the expected Level 2 in English with an increased number achieving the higher levels. This is a good improvement as results in reading in 2002 were below national expectations and in 2003 in line with them. In writing, results were in line with national figures in 2002 and below the expected level in 2003. Inspection evidence shows that pupils of all abilities are now achieving well and have made good progress because they are very thoroughly taught. Their teacher sets a good pace in lessons and has high expectations. Since September the school has focussed successfully on improving these pupils' performance. Some pupils have received extra small group support.
46. Standards in Year 6 are consistently well above national expectations. They compare very well with previous performance and also with similar schools. Pupils of all abilities are suitably challenged and do well. Written work is neat and often mature in style. A Haiku poem entitled *Dogfight* illustrates this; "I land, tired from strain...". Pupils are very good, thoughtful readers and show very good understanding of text. They make very good use of opportunities to discuss text and analyse characters from many points of view. More able pupils work out that our partiality for a point of view may be determined by the fact that the narrative is written in the first person.
47. Throughout the school speaking and listening skills are well developed. In many classes teachers made good use of role-play and similar dramatic techniques to advance understanding. In Year 6 a pupil assumed a role and other pupils questioned her about attitudes and feelings towards separation, new partners and new stepbrothers and sisters. Sometimes teachers assume roles to help pupils understand points of view. In Year 5 the teacher took the role of a parent complaining about trips and outings, which stimulated pupils' thinking so they produced very effective arguments in favour of the trip.
48. Teachers have very good subject knowledge and skilfully lead discussions about carefully chosen text, so making a strong contribution to pupils' spiritual, moral, social and cultural development. Teaching is often imaginative so pupils really enjoy their lessons and behave very well. In a very effective Year 1 lesson the teacher made very good use of drama to help pupils use and understand the importance of persuasive language. The context was Little Red Riding Hood and the pupils' task was to persuade the wolf to leave the house. Their written work showed an impressive use of the wide vocabulary generated during the drama activity. Their work was recorded on digital camera for later display and discussion. In this lesson, as in a very good Year 6 lesson, very skilled support from a classroom assistant enabled all pupils to achieve well. The basic skills of reading and writing are well taught, so younger pupils,

including slower readers, have good phonic skills and make very good use of context to help them when they are stuck. Handwriting is given good attention throughout the school, though teachers' insistence on good consistent presentation varies from class to class.

49. Assessment is thorough and is well used to set targets. However, marking is not sharp enough or linked well enough to these targets. Though teachers' comments encourage pupils they do not focus on what the pupils needs to do to produce a better piece of written work next time. The amount of recorded work in English books, particularly extended pieces of writing, is less than usually seen. In some instances, work was unwisely recorded on whiteboards, for instance spellings, so teachers did not have a record over time to use for diagnosis of persistent errors.
50. The subject is very well managed. The co-ordinator has conducted a thorough audit and has made use of data from assessments to produce a well focussed and manageable action plan with clear priorities. Resources are good. Since the last inspection standards have risen.

Language and literacy across the curriculum

51. The application of English across the curriculum is a very strong feature. Particularly the oldest pupils, in most subjects of the curriculum, use English very purposefully. In many subjects, including science and the humanities, the quality of pupils' written work is very good and it is independently produced. Pupils' work is often vividly written, for example, in history when re-telling Greek myths in Year 5 a pupil began "OK! OK! I confess, a little while ago I used to feast on human flesh..." Presentation and handwriting are good because of consistent expectations. Pupils make good use of reading and particularly of research skills to support their learning. The teachers pay good attention to teaching correct terminology and provide good opportunities for pupils to use it.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6
- Teaching is very good in Years 5 and 6 and pupils achieve very well
- Subject leadership is good
- The quality of marking is inconsistent and does not indicate how work can be improved

Commentary

52. Standards in mathematics have improved since the previous inspection when they were described as satisfactory. Pupils transfer from the Foundation Stage with the expected knowledge and understanding of number work and this is built upon well in the Year 1 class, where good teaching improves standards. Progress is maintained in Year 2, with all pupils achieving expected levels in national tests. The proportion of pupils attaining higher levels shows improvement on the previous year. Pupils are banded according to ability in the juniors, and this enables higher achieving pupils to increase their rates of progress. In Year 6 pupils are brought together to prepare for the national tests, although higher achieving pupils continue to benefit from additional support from staff from the local secondary school. Pupils' progress is monitored and work is planned to precisely meet specific needs to promote pupils' self esteem to enable them to enjoy their learning.
53. The curriculum shows balanced coverage of work across all year groups. There is an emphasis on learning through practical experiences and teachers encourage pupils to identify strategies in problem solving. Learning is reinforced well as teachers expect pupils to use mathematical language to explain their strategies in problem solving. Pupils investigate a

range of mathematical problems and increasing use is made of ICT to support pupils' learning, for example in identifying the mean, median and mode using formulae. There is a good balance between using worksheets and making independent recording.

54. Good use is made of assessment information to identify needs and adapt teaching to address weaknesses. While average and above average pupils make good progress, the analysis of work suggests that lower achievers make only satisfactory progress. There are some occasions when work for these groups remains unfinished, suggesting that the match of work to needs is not always as precise as it could be. Pupils with special educational needs, however, achieve well through the good support they receive from staff and the precise objectives identified in their individual education plans. The quality of marking is inconsistent and does not always give sufficient advice to pupils on how they can improve their work.
55. The quality of teaching is good overall, with examples of very good teaching in Years 5 and 6. In a very good lesson in Year 5 the teacher had very good subject knowledge and challenging activities were well chosen to enable pupils of all abilities to achieve the learning objectives. There was a very good focus on the mathematical language involved in work on probability and this made a significant contribution to learning. In a satisfactory lesson, the challenging behaviour of a small number of pupils slowed the pace. Teaching assistants provide good support and work hard to ensure all pupils are fully focused. Relationships are good and this has a positive influence on attitudes to mathematics.
56. The subject coordinator has a good understanding of the strengths and weaknesses in the provision and knows the action to take to improve standards.

Mathematics across the curriculum

57. Mathematics is used very well to support other subjects. There are good links with other subjects. Good emphasis is placed on planning opportunities for pupils to use and apply the skills and knowledge they have learned in mathematics in practical situations. For example, pupils present their data in a variety of ways in geography and design and technology to achieve the greatest impact. Pupils have opportunities to practise their skills and to make decisions about the ways in which they present their findings.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The challenging curriculum inspires pupils to do well
- Pupils are particularly skilful at investigating scientific processes
- Pupils have a good scientific knowledge and understanding
- Teachers have a good knowledge of the subject and the way pupils learn best

Commentary

58. By the end of Year 2 and Year 6 standards are above average. They have risen from the average standards at the time of the last inspection and many pupils are now working well within the higher levels in both Year 2 and Year 6. This is because almost all science is taught through scientific enquiry, so pupils understand through practical experiences. Pupils of all abilities, including those with special educational needs, achieve well throughout the school.
59. Although no science lessons were observed in Years 1 and 2, pupils' books show that they have covered a good range of work that successfully meets the requirements of the National Curriculum. Most books show accurate measurements and well-presented work. Pupils

make good progress, moving from teacher-generated worksheets to independent methods of recording as the year progresses. Even the youngest pupils are expected to find out for themselves. Pupils of all abilities cover the same work and all achieve well at their own level and their skills of scientific enquiry improve rapidly. Some less able pupils do not complete the writing up of their investigations but there is some impressive work from the most able pupils, showing well-organised accounts of experiments, including well-argued predictions of the outcomes. The teachers' marking is supportive and praises effort but there are very few comments to help pupils improve their work.

60. Older pupils approach new learning with a desire to "find out". This is because of the good teaching overall, and very good teaching in Year 5 and 6, where relevant and challenging questions stimulate scientific enquiry. Pupils have a secure understanding of the principle of fair testing, including the need to change only one factor when comparing different materials, forces or other properties. In a lesson in Year 6, for example, groups of pupils were given different questions. These included; "Who is the strongest in your group?", "What food do mini-beasts like best?" and; "Which drinks are best for your teeth?". Pupils then designed experiments to find out, listing processes and equipment. They produced very good ideas, in spite of the fact that the questions needed to be refined before they could be answered scientifically. The teacher skilfully dropped in questions to guide thinking when pupils struggled. Pupils were highly motivated and well focussed on their work, a tribute to the pupils' attitudes, the teaching and challenge. In Year 5, pupils designed an experiment to explore the changing state of tepid, then hot, water when ice cubes are added. They all understood that water temperature, the number of ice cubes and the time are all vital components to create a fair test. They worked cooperatively and accurately, designing their own ways of presenting the results. This linked very well with their geography studies looking at the water cycle and climate.
61. Pupils' books across the school show that this approach is used across the different aspects of the curriculum. There is an impressive use of mathematical skills throughout the school, with work in the mathematics lessons being reinforced in science. Year 6, for example, found the "average" result and Year 5 used continuous data graphs recording the relationship between time and temperature. Information and communication technology supports the curriculum well, both for research and to record data. Lively debate within lessons and exciting moments during scientific enquiry contribute strongly to pupils' spiritual and moral development. The good management, rich curriculum and thorough assessments make significant contributions to the pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above national expectations, pupils achieve well and are confident
- Skills are very purposefully used across a wide range of subjects
- The subject is well managed and all teachers are confident

Commentary

62. Standards in Year 2 are above average. Younger pupils use word processing programs and save and print their work. They understand the purpose of a database because they use it in a realistic context. Standards in Year 6 are above average. Older pupils can use the computer to program a screen turtle to create a shape. They can write a newspaper using the conventional format. These pupils can also use digital cameras, edit their pictures and merge other images, altering size as they do so. Pupils of all abilities are suitably challenged and do well.

63. Teaching is good. Teachers are confident. They teach the basic skills clearly and encourage independence. The subject is planned very well so that skills are developed in a suitable context. In Year 2 pupils visited a travel agent and understood problems associated with just using the cards displayed in the window to help people choose a holiday. They realised that these cards are potential records in a database. They worked back at school to build an electronic database to help the travel agent. This purposeful teaching continues with older pupils. The Internet is used for very well presented research in history and geography. In design and technology there is good use of control technology to program traffic lights. In many subjects computer generated charts are used to present mathematical information. Teachers assess pupils' capabilities well and use the information to plan lessons.
64. The subject is well managed. The co-ordinator has conducted a thorough audit and based the realistic subject action plan on the outcome. Resources for the subject are good. The school has an ICT suite and, in addition, there are computers in the classroom. The interactive whiteboard in the suite is well used by teachers for demonstration purposes. Good provision has been maintained since the last inspection.

Information and communication technology across the curriculum

65. This is a strength of the school's curriculum. The use of ICT across the curriculum is central to the school's approach. All skills were taught in a meaningful context. In all subjects there were opportunities to use the tools that the subject offers.

HUMANITIES

66. Four lessons were seen in geography during the inspection, but none in history. In addition, inspectors looked at samples of pupils' work, examined teachers' planning and talked with the subject leaders and pupils about the school's work in humanities.
67. Analysis of pupils' work, teachers' planning and discussions with pupils show that **history** receives good coverage and that pupils make good gains in knowledge of key historical skills. In Year 2 pupils are achieving national levels and by Year 6 standards are above average. Pupils in Years 1 and 2 have studied the Great Fire of London, including eyewitness accounts by Pepys. Their work makes very good use of their studies in literacy. For example, the information is presented in the "London Gazette" as they write their own accounts. They have composed "royal warrants" and have put the story of the Gunpowder Plot in order. Pupils of all abilities have made good gains in knowledge and skills and their work shows that they achieve appropriate standards for their age.
68. In Year 3 pupils have produced a very good account of invaders in Britain, with personal accounts of Celtic and Roman warriors. Battle scenes are vividly portrayed and the illustrations, word processed accounts and the very good use of different genre when writing show the emphasis the school places on cross curricular links. In a geography lesson, a member of the community gave a fascinating account of life in the village in the past as part of the pupils' local study. Older pupils, producing the "Tudor Telegraph", show similar skills with headlines such as "Queen Anne gets the Chop" and contents including sports reports and Tudor advertisements. Year 6 demonstrate real empathy with figures in World War Two, with poems from the battlefield and descriptions of major political figures.

Geography

The provision for geography is **good**.

Main strengths and weaknesses

- In Year 6 pupils' achievements are above average
- There are very good links with science, design and technology and literacy
- Geography makes a significant contribution to the pupils' spiritual, moral, social and cultural development

Commentary

69. Pupils in Year 1 are studying life in different countries. In a lesson about Kenya the pupils showed great interest in the Kenyan facemasks. More able pupils researched facts about the country and some used the index well to fine-tune their research. Others wrote postcards, successfully maintaining their writing in the first person. In Year 2 pupils have studied the seaside and designed a poster to encourage visitors to the imaginary "Napton on Sea". The teaching was good in both lessons, encouraging pupils to use imagination and skills based on previous learning. These pupils have studied the imaginary Isle of Struay, based on the life of Katie Morag, and their work shows an appropriate understanding of travel and the work of travel agents. Pupils achieve average standards by the end of Year 2.
70. The local study in Year 3 shows a good understanding of maps and man's influence on the environment. Pupils have communicated with an urban school in Coventry and, as part of their homework, have interviewed their own parents to find out why they live locally and what they like about Napton. Older pupils have studied a village in India and the sub-continent and have a good understanding about the similarities and differences in the terrain, climate and culture. Pupils in Year 5 have been studying climate and irrigation. In a very good lesson the pupils discussed how to obtain water and designed their own systems for transporting water from a nearby house in the event of water failure in school. This generated some very good ideas, from the sensible [using a hose or forming a chain of buckets] to the whimsical [employ elephants to use their trunks or building a ladder to a cloud and pricking it to form rain]. All explained the water cycle accurately and showed a good understanding of how climate affects lifestyle. This lesson shows the very good links with science, design and technology and literacy. Similar links, this time using sophisticated techniques for recording data, are used in the Year 6 environmental studies. Some of the data collected is in French. In Year 6 pupils' achievements are above average. Both history and geography make a significant contribution to the pupils' spiritual, moral, social and cultural development and are enhanced by the good range of visits and visitors to school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. The quality of provision in **design and technology** could not be judged as no lessons were seen during the inspection. However, discussions with staff and pupils and sampling of planning and pupils' work show very positive attitudes to the subject and excellent coverage of the curriculum. Pupils talked about their work enthusiastically. The excellent quality of display indicated the breadth of learning and the achievement of high standards. There are good links with literacy and numeracy. The subject is very well led.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- The subject is well led by a knowledgeable and enthusiastic co-ordinator
- Pupils are helped to acquire a broad range of techniques and work with a rich choice of good quality materials and achieve well and, by year 6, standards are well above average
- The work of visitors, famous artists and the pupils' own work are well used to extend pupils imaginations and raise their aspirations so that work is rich and thoughtful
- Pupils produce very good quality work which they can talk about using appropriate technical and abstract language

Commentary

72. Standards are in line with national expectations in Year 2. Younger pupils work very well and produce very good chalk pictures after listening to the Blue Danube. In Year 2 pupils arrange shells, sand and coloured paper to make some attractive transitory designs, which were photographed. Standards for older pupils are well above average. Pupils use sketchbooks and preliminary drawings well to clarify their thinking and record observations and experimental ideas. In Year 3 pupils are building a large three-dimensional sculpture. They are working co-operatively. The work is rooted in earlier detailed work based on Picasso. It is an ambitious piece of work and pupils discuss and arrive at the group solution. They work quickly and efficiently together and cope very well with the negotiations needed to arrive at an acceptable solution. Standards are well above national expectations in year 6. Pupils are using ideas from Lowry as a starting point. Some pupils have photographed parts of the village and are super-imposing people to create interesting images. Other pupils are making good and very careful use of collage to build up background before adding figures. In all the groups there is a high level of discussion and very good use of appropriate vocabulary.
73. Teaching is very good in Years 3 to 6. No lessons were seen in Years 1 and 2 but the quality of the work indicates that teaching is confident and knowledgeable. Teachers try hard to make sure that pupils enjoy sessions. Teaching is challenging. In Year 4 simple questions help pupils to reflect. In response to; 'What colour is the sea?' pupils gave a multitude of responses and refined them with reasons (stillness, time of day, light etc.). The teacher then introduced some paintings by Turner and later Monet, which broaden their imagination. The pupils were awed by some of these paintings and gasped with delight because the preliminary discussion had sharpened their eye. In other classes teachers offer very good preliminary teaching, which includes reference to established artists. They make very good use of pupils' observations and provide excellent resources for pupils to use. During independent and group work teachers interact very purposefully with pupils to challenge and extend thinking and to develop key techniques which are appropriate to their needs so pupils achieve very well.
74. The subject is very well managed and plays an important role in developing pupils' spirituality throughout the school. The subject audit is detailed and purposeful, so there is a clear strategy behind its future development. Training opportunities including visits from local artists, among whom is a potter, make a strong contribution to the liveliness of the subject and teachers' confidence. The subject is important in the school and is properly assessed. The high quality of displays and artefacts chosen to enhance teaching in other subjects including collective worship contributes strongly to building aesthetic values. The subject has improved since the last inspection.

MUSIC

Provision is **good** overall.

Strengths and weaknesses

- Provision is very good in Years 3 to 6 and pupils reach well above average standards in Year 6
- The subject leadership is very good
- A very good lunchtime club extends learning
- The school encourages practical music

Commentary

75. Music has a prominent place in school life. The policy and plans are of good quality and the school follows the latest national guidance to teach the subject. The coordinator is an experienced teacher who inspires pupils in Year 6 to achieve very well. The school choir meets at lunchtime and the choristers are very enthusiastic singers who sing tunefully and readily listen to advice to improve their performances further. Rehearsals are a joy - the combination of enthusiastic pupils, tuneful singing, very good relationships and a sense of humour that promotes very good learning. The choir is rehearsing for a school concert in which they will perform some of the music produced by the Beatles.
76. The quality of teaching in the infants is good. The teacher has high expectations and uses a good range of strategies to improve volume, expression and accuracy. Pupils' performance improved further when they were additionally challenged because music in two parts was introduced. The teacher made a useful link with literacy when she introduced technical vocabulary, for example, ostinato, tuned percussion and rest. Pupils learned to interpret hand signals accurately.
77. The quality of teaching in the juniors is variable. A visiting teacher worked hard to develop a lesson to create different textures using a pentatonic scale. The teacher had good subject knowledge but his classroom management strategies were not secure and there was a reduction in the pace of learning for a substantial number of pupils. Despite intervention, behaviour did not improve sufficiently well and the lesson outcomes were unsatisfactory. In an excellent lesson in Year 6 the teacher prepared pupils to accompany when pupils sang the Beatles' song, 'Let it Be'. Pupils played a wide range of instruments and the teacher worked with groups, encouraging players to make their practice successful. In a short time the improvement was remarkable and the class enjoyed and celebrated their success. This was an occasion when music contributed to the spiritual, moral, social and cultural development of the pupils. The success of the lesson was underpinned by excellent relationships, very good subject knowledge and high expectations. Pupils behave responsibly and cooperate well together. There is a high level of enjoyment, and pupils listen attentively and are keen to participate. They make suggestions to enhance both performance and composition, accept constructive criticism and strive to improve.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are above those expected in Years 2 and 6
- The curriculum is of good quality with a good range of sporting activities
- The subject leadership is good
- Pupils have very good attitudes and work well together
- Resources are very good

Commentary

78. Pupils achieve well in gymnastics and games. The school enthusiastically promotes all aspects of physical education. All pupils are taught to swim and a high proportion achieves the required standard of water safety before they transfer to secondary school. Pupils represent the school in team games, such as football, netball and athletics. The curriculum is enriched with a very good range of after school activities that are supported well by staff and parents.
79. The quality of teaching is good. Pupils in Year 1 enthusiastically practise a range of ball skills, including catching, throwing and controlling a moving ball. They cooperate well with their partners and are pleased to celebrate each other's successes. Good quality teamwork extends throughout the school with pupils in Year 5 building their skills in preparation to play tennis. Pupils persevere, master difficult techniques, and all pupils, including those with special educational needs, achieve well. The quality of coaching was good with staff demonstrating confidence in their subject knowledge.
80. Pupils understand why physical exercise makes an important contribution to a healthy life style. Teachers enhance pupils' personal development by encouraging them to be aware of responsibilities through effective safety strategies and a systematic approach when setting out large apparatus in the school hall.
81. Pupils have very good attitudes to learning. They listen carefully and work conscientiously to refine and improve their skills. They take interest in measuring their progress, for example, in high jumping. This leads to very good personal knowledge and understanding of progress and pupils are delighted when they evaluate their improvement against previous performances. A feature of pupils' care for others is reflected in the way support is given to pupils whose performances fall below expected standards. In this way physical education makes a very good contribution to pupils' spiritual, moral, social and cultural development.
82. The coordinators provide good role models for staff and pupils. They are developing an assessment package to measure the progress of pupils. The subject is critically monitored to ensure that provision meets the needs of pupils. Physical education is very well resourced and is recognised as an important way to raise pupils' self esteem. This is a crucial feature to promote success throughout life.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. No lessons were seen. However, the school is committed to the personal development of its pupils and achievements are very good. Teachers' attention to their pupils' personal development was a striking part of many lessons. The school has regular personal and social education lessons and there is a good programme. Year 6 pupils are about to start an exciting citizen project as part of the transition arrangements prior to joining the secondary school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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