

INSPECTION REPORT

ST OSBURG'S CATHOLIC PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103711

Headteacher: Carol Wright

Lead inspector: Jeff White

Dates of inspection: 5th to 8th July 2004

Inspection number: 257893

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	249.5
School address:	Upper Hill Street Coventry West Midlands
Postcode:	CV1 4AP
Telephone number:	024 7622 7165
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Appropriate authority:	The governing body
Name of chair of governors:	Canon Garry Byrne
Date of previous inspection:	15 June 1998

CHARACTERISTICS OF THE SCHOOL

The school is larger than average but the number of pupils has fallen in recent years. Twenty-nine children attend the nursery part-time. In the main school there are 235 pupils, including 37 in reception. Eighty percent of the pupils are white British, and mixed white and Black Caribbean pupils comprise the next largest ethnic group. Three pupils are at an early stage in learning English as an additional language. Pupils are drawn from a wide area and the potential for educational disadvantage has increased in recent years. Eligibility for free school meals is above average. The current percentage of pupils with special educational needs is close to the national average; two pupils have statements. Attainment on entry to the nursery is broadly below average, especially in communication, language and literacy and in mathematical development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeff White	Lead inspector	Science; Information and Communication Technology; Physical education; English as an additional language
9003	Bryan Findley	Lay inspector	
2766	Rashida Spencer	Team inspector	Special educational needs; Mathematics; Art and design; Design and technology; Music
21858	John Pryor	Team inspector	English; Geography; History; Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **satisfactory** overall, but has several good features and is improving quickly. Overall achievement is good and standards are broadly satisfactory. A key development, after a period of some staffing instability, is the recent improvement in standards in the core subjects in Year 6. Leadership is good and teaching and learning have been developed well. Pupils behave well in lessons and most have positive attitudes to their learning. The quality of education is good overall and the school's value for money is satisfactory.

The school's main strengths and weaknesses are:

- Pupils' achieve well because of the good teaching
- Standards in English and number are above average
- The senior management team has spearheaded improvements well
- Monitoring and evaluation of the provision for special educational needs are not rigorous enough
- Attendance is improving but is well below the national average
- There is scope to broaden the curriculum

The school has improved since it was inspected in 1998. Teaching and learning are now good and consequently pupils' overall achievement is better than it was. Over time, the school's trend in results in the national tests for pupils in Year 2 has been above the national trend. Although standards in the tests for pupils in Year 6 steadily declined up to 2003, the most recent unverified test results and the current work of the school indicate that standards are rising. This is due largely to the more stable staffing situation. The last inspection's key issues have been addressed satisfactorily overall but a significant improvement has been made in the monitoring and evaluation of teaching and learning.

STANDARDS ACHIEVED

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

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.

E - performance in the bottom five per cent of schools*

Achievement is good overall. Children in the Foundation Stage make good progress and reach many of the early learning goals by the end of reception. By the end of Year 2 standards are above average in reading and writing and average in mathematics and science. However, standards in number are above average. In Year 1, the work in science is above average. The decline in Year 6 national test results shown in the table above has been reversed. In the present Year 6 standards are above average in English and average in mathematics and science. Standards in number are above average. There is some good work in science in Year 5. Standards in the non-core subjects are broadly as expected for pupils' ages. Pupils with special educational needs make satisfactory progress overall but could be doing better. The most able pupils achieve well overall, and in much of their work reach above average standards. Pupils of minority ethnic heritage achieve well.

Pupils' personal qualities are sound overall but they behave well in lessons and have positive attitudes to their work. **Spiritual, moral, social and cultural development is satisfactory.** Although the attendance rate is improving it is well below the national average.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching and learning are good. Key skills are taught well, lessons have clear objectives and teachers' explanations are very clear. Very high expectations and very good subject knowledge are important features of the very good teaching. Pupils usually work diligently, co-operate well and are enthusiastic especially in the younger classes.

The curriculum is satisfactory overall but there is room for greater breadth especially in Years 3 to 6. Opportunities for enrichment are good. Provision for the inclusion of pupils is sound. Pupils' care, welfare, health and safety are good. The school's partnership with parents is satisfactory but improving. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. The work of the governing body is satisfactory and it complies with statutory requirements. The headteacher leads the school well and is well supported by her senior management team. Good monitoring and evaluation of the school's work have resulted in successful action to raise standards in the core subjects by the end of Year 6. Management of the curriculum has been satisfactory but is improving quickly under the direction of the new deputy headteacher. Management of the provision for special educational needs is not efficient enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils are satisfied with the school.

IMPROVEMENTS NEEDED

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

- Monitor and evaluate provision for special educational needs more thoroughly
- Implement more rigorous methods of improving attendance
- Review the time allocation to subjects in order to broaden the curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall. Standards are above average in English and mainly average in other subjects.

Main strengths and weaknesses

- Pupils achieve well in the core subjects
- Pupils in Years 1 and 2 achieve very well in English
- Standards in number are above average
- Children achieve well in the Foundation Stage
- Pupils with SEN achieve satisfactorily overall but some could do better

Commentary

1. The school's trend in performance in the national tests for pupils in Year 2 has been above the national trend over the last five years. In 2003 standards overall were high compared with the performance of similar schools and pupils did especially well in writing. In the tests for pupils in Year 6 standards over time have steadily declined and performance has been well below the national trend. However, the school's efforts to raise standards in Year 6 are beginning to achieve success. In the most recent unverified test, results have improved significantly and these are reflected in pupils' work. Year 6 pupils have especially made good progress over the last year.

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

Standards in:	School results	National results
Reading	16.2 (15.7)	15.7 (15.8)
Writing	16.4 (14.9)	14.6 (14.4)
Mathematics	16.2 (17.1)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	24.5 (26.7)	26.8 (27.0)
Mathematics	24.7 (25.0)	26.8 (26.7)
science	25.1 (26.3)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

2. The overall good teaching is the key reason why pupils achieve well in the core subjects. Scrutiny of pupils' work since September 2003 indicates that the vast majority of pupils achieved well in most aspects of their work. Standards in speaking and listening are good and pupils respond well to the regular opportunities to engage in discussion and talk about their

work. When pupils discussed their work with inspectors they talked confidently and expressed their views clearly. Teaching in English is very good in Years 1 and 2 and pupils make rapid progress because of the brisk pace in the learning and the very high levels of challenge. Reading is taught well throughout the school. Pupils are generally enthusiastic readers and express their views about what they read. During the inspection, little use was made of the library. Pupils have many opportunities to develop their skills in writing and write in a broad range of forms. The attention given to raising standards in Years 3 to 6 has renewed pupils' interest in writing and they enjoy presenting their writing using ICT. Number is taught thoroughly throughout the school. Good use is made of the national numeracy strategy to help pupils develop good mental skills in number calculations. When the teaching is especially effective, for example in Year 1, then pupils make rapid progress. Standards in science are average overall but in some of the work, especially in Year 1, standards are good. Progress over time is mainly good but many of the Year 2 pupils achieve better in scientific knowledge than in scientific enquiry. This is because enquiry skills are not taught well enough.

3. Pupils with special educational needs (SEN) including those who have a statement of SEN make satisfactory progress overall. When effective additional teaching support is provided pupils achieve well. Overall, they receive positive encouragement to participate in all aspects of lessons, but their progress is not monitored consistently so they do not always achieve as well as they could do. High attaining pupils achieve well in most aspects of their work but especially in English where targets for their performance ensure they are working to capacity. In mathematics, very thorough analysis of pupils' performance, for example in tests, has helped target pupils who are capable of achieving more. Although there are gender differences in the national test results, boys and girls achieve equally well in their work. Pupils of minority ethnic heritage achieve as well as their peers and those who are able reach above average standards.
4. Most children enter the nursery with below average attainment especially in language, communication and literacy, and in mathematical development. By the time they join Year 1 many have reached, and some have exceeded, the expected early learning goals in the areas of learning, because the teaching is good and the work is planned carefully in the nursery and reception classes.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are generally good. Pupils' personal development is satisfactory and provision for spiritual, moral, social and cultural development is also satisfactory. Overall rates of attendance and pupils' punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils in Years 1 to 2 have very good attitudes to learning and they behave very well in classrooms
- Relationships between pupils and with adults are supportive
- Lunchtime arrangements are not managed satisfactorily
- There is a history of low attendance
- Too many pupils are late for school

Commentary

5. Pupils like going to school, and parents agree. The vast majority apply themselves well to their work and try hard to please and succeed in what they do. Teachers and classroom assistant

provide good role models of behaviour and how to treat others. Children in the reception class and pupils in Years 1 and 2 respond very well to high expectations of behaviour and work in a settled learning discipline. They are very interested in their work and behave very well in the classroom. Higher in the school, pupils generally show an interest and work hard but there are a few, mostly boys in Years 5 and 6, who frequently lose their concentration and then behaviour becomes unsatisfactory and takes up the useful time of learning support assistants.

6. Behaviour around the school is generally good, and most parents agree. Pupils conduct themselves well in the corridors and in the playground. Some of them carry out responsibilities, such as tending the flower garden. ‘Golden Rules’ are made clear and pupils respond well to guidance. Sanctions of any severity are rare. There was a low number of pupils excluded for just a few days last year, for incidents ranging from violence to others to unruliness, but no pupil has been excluded as the current year draws to an end. Behaviour in the dining hall is unsatisfactory. Noise levels are far too high and pupils have to raise their voices to make themselves heard. Many pupils conduct themselves badly at the tables. The quality of supervision and school strategies for promoting good behaviour in the dining hall and at lunch play are unsatisfactory, because standards are not insisted on, or pupils given firm enough guidance on how to behave. Similarly in the playing field, a few Year 4 pupils, while speaking with the inspector, were happily climbing and standing on the bench seating furniture, seemingly unaware they should not be doing it. This lack of firm guidance is hindering their social development towards being good citizens.

7. Relationships between pupils and members of staff are warm and respectful so that pupils generally respond positively to advice and guidance. Pupils work and play happily together with few tensions. In a Year 5/6 ICT lesson on data interrogation, pupils collaborated spontaneously to see how well each other was doing and discuss different aspects of the work. Pupils consider relationships are usually good and that whatever incidents occur are dealt with well by the staff and short-lived. The school keeps a good check on how pupils relate to each other and serious incidents, such as bullying or racially motivated behaviour, are recorded and followed through well.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	92.6	School data	0.2
National data	94.2	National data	0.4

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

8. Attendance rates are too low and punctuality unsatisfactory because some parents do not give enough priority to the education of their children and the school does not make attendance and punctuality a high enough profile for improvement. Rates of attendance have been too low for the past four years, although due to school efforts the rate has improved markedly to 93.5 per cent for the current year. The member of the administration staff responsible for attendance shows a commitment to improve attendance and follows up on absences so that unauthorised absences have been reduced significantly during the current year. There is regular liaison with the educational welfare officer and good use is made of the computerised records. Initiatives showing some success have included a termly incentive award for excellent attendance and an ‘early bird’ award for pupils arriving on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Teaching and learning are good. The curriculum is satisfactory, but enrichment is good. The quality of care, guidance and support is good. Links with parents are satisfactory and links with the community and other schools are good.

Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory, but is improving.

Main strengths and weaknesses

- Teaching in English is very good in Years 1 to 2
- Basic skills are taught thoroughly
- Lessons are well planned
- Pupils work independently and collaborate well
- Work for pupils with special educational needs (SEN) is not often matched to their individual learning plans (IEPs)

Commentary

9. English is taught well throughout the school, but especially in Years 1 and 2 where the range of pupils' needs is catered for very effectively. The very high expectations and rapid pace in the teaching result in pupils' achieving very well and acquiring above average reading and writing skills quickly. Key skills in English and mathematics are taught thoroughly throughout the school. For example, in mathematics teachers ensure that pupils develop good speed in basic number calculations. The pace of learning at the start of numeracy lessons is frequently brisk and captures pupils' interest. Excellent teaching in Year 1 fired pupils' enthusiasm and sustained their interest throughout the lesson so that they achieved very well in their knowledge and understanding in number. In general, teachers' explanations and direct teaching of skills are suitably clear.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.9 %)	6 (17.1 %)	24 (68.6 %)	4 (11.4 %)	0	0	0

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

10. Lessons are usually well planned and no unsatisfactory teaching was seen. Lessons have clear objectives for pupils' learning and invariably these are shared with pupils at the start of lessons. In the best teaching, work is halted at appropriate moments so the teacher can check on pupils' progress and reinforce their understanding if needed. A good example was seen in a Year 5/6 lesson where the teacher's interventions ensured pupils made good progress in their understanding of train and bus timetables.
11. From the time pupils enter the Nursery they are helped to become independent learners and also to work collaboratively with others. In the Nursery and reception classes children are successfully learning how to choose activities and also how to share with others. These personal skills are built on as pupils move through the school. For instance, in ICT pupils work well together in pairs at the computer. Pupils in Year 1 and 2 worked very well together as they gave instructions to an electronic "Roamer".

12. The teaching and support for pupils with SEN are satisfactory overall. Class teachers make good attempts to involve them in class discussion and target them specifically in question and answer sessions. Where learning support assistants are fully involved in planning and understand the objectives for the lesson, they give good support to these pupils. However, the targets in their IEPs are not always noted in teachers' general lesson plans and, consequently, work is not often matched to meet these, and resources are not always modified or selected carefully to stimulate pupils' interest. There is a general willingness to improve the quality of IEPs. All staff have attended in service training in order to improve their skills in writing them.
13. Assessment procedures are improving and there are good examples of teachers using assessment findings to devise learning targets for the pupils, for example, in English and mathematics. Marking lacks consistency in the degree of help given to pupils.

The curriculum

The curriculum is satisfactory and is supported by a good range of enrichment activities. The accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Overall provision for personal, social and health education is good
- The subject co-ordinators have a good capacity to develop the curriculum further due to the very effective leadership of the deputy headteacher
- Though the core subjects of English, mathematics and science are well planned, practical subjects do not receive sufficient attention
- IEPs for pupils with SEN lack consistency

Commentary

14. The Foundation Stage curriculum is well planned and provides a broad range of activities. Children are taught directly by the teachers and support staff and also have opportunities to make their own choices. Curriculum planning in the main school has improved and is now linked to national guidance. The recently appointed deputy headteacher has made a significant impact by ensuring that the curriculum secures continuous learning across the school in English, mathematics and science. The phase leaders are setting a very good example by monitoring and evaluating weekly and short-term planning, with the result that the curriculum plan is being modified further to get a better balance between subjects.
15. While it has been important for the school to give greater emphasis to the core subjects, it is now well placed to broaden the curriculum and offer pupils more enriched learning opportunities. While all subjects are provided, the main foci are on the three main subjects. Less than an hour is allocated to music, and art and design does not have a high profile. The national literacy and numeracy strategies are satisfactorily established and used well to help pupils learn. Much has been done to improve provision and the quality for ICT, although skills are not used efficiently to support all subjects.
16. At all stages, the enrichment activities selected by the school enhance and enrich pupils' curriculum opportunities. For example, the school participates in a number of science and design activities offered by the local partnership centre at Cheylesmore. These activities enhance pupils' knowledge and understanding and impact directly on their learning.

17. Provision for personal, social and health education is good and supported whenever possible by specialist visitors, for example in the pupils' education in the misuse of drugs. There are also opportunities for pupils to participate in 'emotional literacy' sessions for them to express and work through personal concerns.
18. Provision for pupils with SEN has improved since the last inspection and is now satisfactory. The school provides a satisfactory range of support to meet the needs of these pupils but IEPs lack consistency. Targets are specified but outcomes are not recorded regularly; hence, it is not easy to track the progress of individual pupils. The school has identified gifted and talented pupils but provision for them is at an early stage. The school receives very good support from the local authority and external agencies.
19. There are sufficient teachers and support staff to meet the needs of the curriculum. Resources are satisfactory. Overall, accommodation is satisfactory and spacious grounds offer a good space for pupils at playtime and for games.

Care, guidance and support

Arrangements to ensure the care, welfare and safety of pupils are good. Advice and guidance for pupils' academic and personal development are satisfactory. There are good arrangements to involve pupils in the work of the school.

Main strengths and weaknesses

- Procedures for the health and safety of pupils are effective
- Induction arrangements for new pupils are good
- Good account is taken of pupils' views.

Commentary

20. The school is careful to see they meet all requirements for the health and safety of pupils and new recording procedures have been introduced following the recommendations of an independent audit of school practice. Site inspections are carried out termly and involve a member of the governing body. There is an adequate level of first aid expertise in the school and some staff have had more specialised training to equip them to respond to allergic reactions. Child protection arrangements are in line with recommended procedures.
21. Parents are pleased with the induction arrangements for pupils starting at the school. Home visits are carried out and the school arranges a meeting for the parents to meet staff and hear from some of the visitors who will be involved with the children, such as the school nurse. Parents hear about styles of teaching and how to support their children. There are also displays of the range of activities the children will be doing and parents are given a starter pack for reference. Pupils joining later from another school are provided with 'special friends' who help them settle into their new school.
22. A school council is now firmly established in the school. Members of the council are from Year 6 but each has a responsibility to liaise with a particular class so that the views of all pupils are considered. The school council has a wide remit, which includes organising activities to raise

funds for improving the school, such as providing bench seating for use at playtimes. Pupils feel their ideas are listened to and they value the interest shown by members of staff. Most pupils feel comfortable approaching adults with any concerns they may have and parents think their children are treated fairly.

Partnership with parents, other schools and the community

The school's relationship with parents is satisfactory. Links with the community and with other schools and institutions are good.

Main strengths and weaknesses

- Reports on pupils' progress are good
- Broad community links enrich the curriculum
- Educational links with the secondary school are good
- Arrangements to seek the views of all parents are unsystematic

Commentary

23. Parents are kept well informed about school activities and about the progress their children make. Formal publications, such as the prospectus and the governing body's annual report, meet all requirements and newsletters keep parents well informed about events. Parents also receive information about the work pupils are to do, so they can plan the support they give. Most parents feel well informed but a few would like better information about the progress their children make. Reports on progress are generally good because they give a lot of detail about what pupils can do, together with a clear statement of the progress made compared with how well they may be expected to be doing. Areas for improvement with advice to parents on how they may help are included where appropriate, so parents get a very clear idea about their child's strengths or weaknesses. Reports were improved following a survey of parents' views about how effective reports were for them.
24. Most parents feel the school takes good account of their views but some feel their views are not sought sufficiently well and others are uncertain about how far the school takes views into account. The school presently uses opportunities from informal contact and responds well to concerns raised by individual parents but it does not systematically canvass the views of all parents when planning for school improvement, in the same way that it did over reports on pupils. Restricting free access to the school has also reduced the opportunities for informal contact without an arrangement. The school is still unable to form a successful parent support group but a few parents regularly help in the classrooms and parents give ready support for special events, such as visits and the multi-cultural week. Parents of pupils with a statement of SEN are appropriately involved in annual review meetings and the school seeks the views of parents and carers for reviews of IEPs.
25. Good use is still made of the links formed with the community over the years, such as with the Catholic Parish and the local performing arts service. The school is well involved with the network of support services, which make a good contribution in support of pupils' learning and emotional needs. Outside visits locally, such as to museums and the cathedral, fit in well with work in the curriculum. The school also plays an effective role in the community, such as supporting church events and involvement of pupils with the Irish centre for the elderly. Courses for parents are run through the Children and Family Education Service.

26. The good educational links with other schools and colleges especially include the Catholic secondary school, where there is a high level of liaison between members of staff. Bridging projects are held in English, French and physical education, in which staff from the secondary school take lessons at St Osburg's. An advanced skills teacher from the secondary school supports teaching in science and use is also made of science facilities at Coventry University. Good arrangements exist between the school and the Before and After School Club that operates in the school building.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- Monitoring and evaluation have been used well to improve pupils' performance
- Subject co-ordinators' roles are developing well
- Procedures for monitoring SEN provision are not rigorous enough
- The school development plan (SDP) is not precise enough

Commentary

27. A good range of procedures is used to monitor and evaluate the quality of teaching and learning and the standards of pupils' work, especially in the core subjects. This includes the headteacher's feedback to staff after scrutinising their planning, paired lesson observations with the help of the LEA, subject co-ordinator's scrutiny of pupils' books and analysis of test results. A very positive feature is that the procedures have led to action being taken, for example, to raise standards in mathematics and science. The deputy headteacher is leading important developments, in the curriculum and assessment, very well. The headteacher's pre-inspection appraisal of the work of the school is thorough, realistic and suitably analytical. She has worked hard to improve the school. She is successfully enabling subject co-ordinators to develop their leadership skills, for example, they control their own subject budgets and write reports for the governors. Good opportunities are provided for teachers' professional development, including visiting other schools.
28. The governors fulfil their statutory responsibilities and are well informed about the school's work by, for instance, the headteacher's reports. They review the progress of the development plan (SDP) regularly and control the budget well at a time of falling pupil numbers. The latest financial audit found finances to be well controlled, and the financial administration was judged to be good. There are no named governors with responsibility for overseeing subject developments, unlike what happens commonly in governing bodies. There is room now for the governors and the headteacher to work together with an even greater sense of urgency to ensure that the school's performance continues to improve. The SDP has improved since the last inspection and is a useful tool to aid strategic planning. It is at its best when targets are precise and relate closely to how achievement and standards will be improved. However, this measure of precision is not consistent throughout the plan. For example, the review of the previous plan is mainly descriptive rather than evaluative.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	812,917	Balance from previous year	38,209

Total expenditure	837,637
Expenditure per pupil	3,391

Balance carried forward to the next	17,654
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29. The management and co-ordination of SEN provision have improved since the last inspection. The new SEN co-ordinator is enthusiastic and has worked hard. Early identification supported by IEPs is beginning to address the educational needs of these pupils. However, the systems for keeping and updating paperwork are not organised efficiently and systematically and, consequently, they are not easily accessible. The good system of early identification is not followed effectively by ensuring additional support is well briefed and well organised. There are regular arrangements for the senior management team to monitor the progress of pupils but these are not focused enough to identify weaknesses and inconsistencies, such as individual teachers writing IEPs across the school without the SEN co-ordinator's involvement. The school makes very good use of support from the local education authority and linked agencies to the direct benefit of pupils.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. Children join the Nursery in the September following their third birthday. They come with a broad range of abilities, but overall their levels of attainment are below what is usually found. Listening and speaking skills are in many cases well below expectation, and understanding of mathematical ideas is lower than average. Children's knowledge of the world around them and their creative and physical skills, though still below average are closer to what is expected. The inadequacies in language development also means that many children initially find relationships with others harder to establish and learning from adults difficult. By the time children leave the Foundation Stage to join Year 1, most have reached, and some have exceeded, the expected early learning goals. This good level of achievement is due to the careful joint planning of the learning activities in the three classes. The work is soundly based on national and local educational advice. The teachers and well prepared and supported classroom assistants ensure that the work meets the needs of individual children. There are sound formal and informal methods of checking on how the children are getting on and this means that the staff know them well. The teaching is good overall. It offers increasing challenges for the children and ensures a broad range of practical experiences from which they learn quickly
31. The sound leadership and the good quality cooperative planning ensure that children in the Foundation Stage are well cared for and receive a well-rounded education. The Nursery and one of the Reception classrooms are spacious and well supplied with a good range of stimulating educational resources. The other Reception classroom is smaller, but careful planning and the provision of good resources overcome the disadvantages. The secure outside area for the youngest children is well planned and resourced and fully used. There is a more modestly resourced open area for the older children adjacent to their classrooms

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Throughout the Foundation Stage most of the children's behaviour is good
- By the end of the Nursery year the children use their independence to improve their learning
- By the time they leave the reception classes the children co-operate well

Commentary

32. The recognition of the importance of the children's personal, social and emotional development as the basis of successful education lies behind the emphasis placed on this area of learning, especially in the nursery. Teaching is good. As a result, the children soon learn how to share and cooperate well with each other, and they become increasingly self-assured, especially as they learn how to express themselves clearly. They choose the activities they wish to pursue, with the staff subtly persuading them to develop a good range of skills and understanding from what is on offer. This increases their confidence in themselves and the range of their abilities. The Nursery and reception classes are well organised and orderly places in which to learn, and the children develop positive attitudes, become involved in what is provided for them and achieve well as a result. They develop a good understanding of what is right and wrong, take turns and begin to

understand how other children feel. The experiences provided for them with small animals, such as the rabbit Molly which visited the school, help them to learn to care for others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many children with lower than average levels of initial language development achieve the national early learning goals by the end of the Foundation Stage
- Good teaching promotes development of listening and speaking skills
- Early reading skills are developed well

Commentary

33. Children achieve well in this area of learning as a result of the good teaching. The teachers and support staff consistently model good examples of speaking and listening for the children to copy. The children respond well to teachers' high expectations as they talk about their experiences, and explain what they want to do in the play they devise. The teachers provide good opportunities for them to develop a wider vocabulary such as the words and expressions they use in the "Vet's Surgery". Children are made familiar with books at an early stage. They learn about rhymes and the patterns of words. In the reception classes they begin to use books to find out about things such as the care of rabbits. Children also have opportunity to develop their early writing skills as they learn to form individual letters and then simple words and sentences.
34. The strong emphasis placed upon this area of learning throughout the Foundation Stage ensures that by the time the children enter Year 1 most are at an appropriate stage of language and literacy development to handle the demands of the National Curriculum. This represents at least good achievement for all the children and very good achievement for many of them. The work undertaken in the Nursery sets them up well for the rapid progress they make in the reception classes. The staff work hard, and with some success, to ensure that the achievements made in school are supported at home. When this is evident then the pace of development and the security of the improvements are enhanced.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well as a result of the imaginative variety of approaches to the teaching of mathematical ideas
- Incidental conversations between children and staff develop children's number skills well

Commentary

35. Children generally attain the early learning goals, and some exceed them, by the time they leave the reception classes. This represents good achievement and provides a secure basis on which further development through the school can take place. Children's learning includes counting, adding and taking away, recognising simple shapes and understanding very simple weights and

measures and relating them to the children's own lives. They enjoy the work and respond enthusiastically to the good quality teaching, which carefully matches the activities to meet the needs of different ability groups. Reception children can tell the time at the hour and know what happens in school at 12 o'clock, for example, and recognise where the clock hands would be at 3, 6 and 9 o'clock. They understand and use the correct terms for simple shapes. Teachers make good use of number rhymes and songs to reinforce number recognition as well as order and sequence. Good opportunities are taken to reinforce children's learning of number when they choose their own activities or when they engage in role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of visits and visitors to broaden the children's experiences
- Much of the learning is based on real-life practical experiences

Commentary

36. Teaching is good and as a consequence most of the children reach the expected early learning goals. Children are provided with a graduated range of first hand experiences to broaden their understanding of their world. A good example of this was the visit of a rabbit named Molly to the school, arranged by a member of the support staff. The children discovered how to avoid frightening the small animal, how soft her fur was and how she tested her surroundings by moving her ears and twitching her nose the better to hear and smell for danger. The conversations that followed developed the children's vocabulary. Exploring these ideas gave them an insight into their own feelings as well as those of the rabbit. The work the children do in the outdoor area, digging in the soil, learning how to avoid each other on wheeled toys, playing with sand and water and being engaged in caring for plants all serve to extend their understanding of the world they live in. The teachers promote further understanding through role plays when, for example, the children all prepared to go on holiday, making their own passports and packing their cases before pretending to fly in an aeroplane. Visits within the locality make them familiar with aspects of the city and its past as well as of country areas beyond.
37. Supported well by classroom assistants the children learn basic computer skills and how to work other forms of ICT such as tape and disc players. Alongside the Catholic Christian beliefs and practices which are significant features of the school the children in the Foundation Stage are also made familiar with those of other religious and cultural groups represented in the school and in the city.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Achievement is good
- Resources for the Nursery children are especially good
- Resources for outdoor play for the reception children, though adequate, are less generous and stimulating

Commentary

38. Through the generosity of parents and other friends of the school a well resourced outdoor play area with facilities for balancing, climbing and a good range of physical activities has been provided. This is very easily accessed by the nursery children and provides them with a very good means of developing physical skills. The coordinator aims to provide a similar facility adjacent to the reception classes so that they may have equally ready access to resources for physical development in due course. The school hall provides a good indoor area for when the weather is bad. Teaching is good. The children learn well how to play together, to share balls and other games equipment and to develop throwing and catching skills. They learn to control their bodies and to be aware of where they are and to avoid other children as they run and jump. Among the activities provided every day are some which develop sound manipulative skills such as using small tools, picking up and arranging small objects, and stringing beads in number work. This is further developed through the use of construction kits and toys with moveable parts. The children are made familiar with ideas of sensible eating and the need for sleep and rest, through their understanding of what small animals need, as well as more directly from information from their teachers. They enjoy physical activity and the sense of community which playing together brings helps their personal and emotional development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Achievement is good
- Opportunities for creative and imaginative work are good

Commentary

39. Teaching is good. The children in all three classes are given ample opportunity to express themselves in painting and drawing. They learn how to mix colours and how to match these colours with the objects they wish to paint. They explore the texture of different objects such as seashells, and make rubbings of them to demonstrate the look of the textures. They also explore how different tools make different marks on malleable materials and, for example, in an enclosed sand tray they explore the different patterns that can be made with different sizes of rake. They enjoy these activities and take pride and pleasure in their creations. Children sing a wide variety of songs to support games, and to support other subjects, such as number songs, with pleasure and increasing confidence but there is little evidence of them making music to explore ideas and feelings. The classrooms are stimulating places full of colourful pictures to provide the children with a rich background of images and colour as well as examples of words and numbers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement is very good in Years 1 and 2 and good in Years 3 to 6
- Teaching is very good in Years 1 and 2 and good in Years 3 to 6
- Good leadership and effective management have resulted in marked improvement in standards in all aspects of English
- There is good cooperation between teachers and classroom assistants, who are generally well briefed and trained in supporting literacy

Commentary

40. The general level of speaking and listening and other English skills possessed by many pupils when they enter the Foundation Stage is well below expectations. They make good progress and achieve well, but many are still below average when they enter Year 1 in the skills needed for reading, writing and communicating. They make very good progress during Years 1 and 2 so that by the end of Year 2 they are achieving standards higher than pupils of the same ages in similar schools. This represents very good achievement. The decline in standards of pupils aged 8 to eleven in recent years has been arrested and in Year 6 pupils are now achieving standards higher than average. This represents good achievement. The results in the most recent national tests, as yet not validated, are also significantly better than in recent years.
41. The quality of reading is good throughout the school; pupils of all ages read with clarity and expression. They have favourite authors about whom they talk knowledgeably. This aspect of English has usually been supported from home, but staff have indicated that the degree of support for reading has tended to decline in recent years, especially as the pupils grow older. However, good teaching has improved standards. Writing is also good throughout the school, and this represents a marked improvement among the older pupils. This is due to the renewed interest in writing stories as a result of specially extended periods of time being dedicated to that activity, and the wide range of topics encouraged. In the best taught classes the pupils develop a love of, and fascination for, words; extending their vocabulary by imaginative choice and invention. They use this to enliven their writing, whether of poetry expressing their feelings, or descriptive pieces based on books they have studied. They also use this broadened vocabulary in discussions about their work. Writing associated with other subjects in the curriculum such as history or geography is generally good. The pupils use specialist terms accurately and write grammatically and interestingly at levels appropriate to their age. Pupils in all classes are taught to produce pieces of attractive writing using the computers. They confidently word-process stories and poems using fonts and different layouts to enhance what they want to say.
42. The improvement in standards and achievement has been the result of good leadership. Good use has been made of training opportunities offered by the LEA, and the effective management of change has meant that the subject has been better planned and taught to the older pupils than hitherto. Care has been taken to ensure that there is clear progression from class to class and year-to-year through the use of the recommended schemes of work related to the national literacy strategy.
43. There has also been an improvement in the use of assessment to measure progress during each year and this is having a beneficial effect on standards especially in writing in Years 3 to 6. Throughout the school the identification of targets for different groups of pupils has challenged them to work harder and achieve more. This has also resulted in teachers, especially of older and

potentially higher attaining pupils, maintaining high and realistic expectations of their achievements. Pupils identified as having SEN receive generally good quality support from both teachers and classroom assistants. They achieve well. In the best taught lessons, especially in Years 1 and 2, the pace of learning is brisk and the teaching is carefully geared to the needs of particular small groups or individuals. Pupils' behaviour in class is good and they settle to work quickly, especially in the best taught classes where the instructions are crisp and clear. This also leads to the careful presentation of their work.

44. The resources for literacy support the good planning based on the national literacy strategy. They are sufficient in quantity and up-to-date in quality. The school library, which is housed in a corridor, on the other hand, appears underused and is in need of review and refurbishment to enable it to support more independent learning. Classroom stocks of books are satisfactory and well used in most cases.

Language and literacy across the curriculum

45. Pupils write for a good range of audiences and in a variety of forms. In the best of the work in science pupils have opportunities to use their good writing skills to write reports on investigations and to explain their scientific conclusions. In some of the work in Year 2 work sheets are over-used and restrict pupils' written response. ICT is used well to develop pupils' word processing skills. Pupils also have suitable opportunities to write at length in history and geography. In most lessons pupils speaking skills are developed well in class discussions and in opportunities for pupils to talk about their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The subject leadership is very good.
- Standards are improving because teaching is good
- Pupils handle numbers efficiently and accurately
- Marking does not always identify how pupils can improve their work
- Performance data is analysed thoroughly
- Because of staffing disruptions, Year 2 has not built effectively on their previous learning

Commentary

46. Standards are average in Years 2 and 6. Since 2001, attainment in Year 2, compared with all school's performance in the national tests, has dipped from well above average to average. However, when compared to the performance of similar schools, standards in 2003 were above average. The dip in performance has largely been due to staffing difficulties. Test results in Year 6 up to 2003 were poor but in the latest tests results, as yet not validated, standards improved significantly. Last year the school failed to achieve the ambitious target set for Year 6. The achievement of all pupils, including those with SEN, is good overall since most pupils start the school with standards that are below average.
47. The National Numeracy Strategy is adhered to and used consistently throughout the school. There is a strong emphasis on mental calculation, especially of basic number calculations. Numeracy is taught well with pupils gaining a good level of understanding of basic number operations. This was exemplified well in a Year 1 class when pupils were asked to go shopping

and calculate the cost of goods. A very able child selected two items costing 20p and 17p and proceeded to show how she would partition and add. Similarly, in Year 6, the teacher played bingo using decimals. Pupils very rapidly and accurately calculated mentally division of, for example, 32.5 by 1000. Pupils thoroughly enjoy these activities and they achieve very well. The standard of written work and presentation is good in Years 3 to 5 and very good in Year 6. This enhances pupils' learning and encourages them to record neatly and accurately.

48. The quality of teaching is good overall. The lesson objectives are stated clearly and shared with the pupils. Where teaching is very good, teachers revisit the lesson objectives during the lesson and identify factors that prevent pupils achieving them. Generally, activities are matched well to the range of ability reflected in the classroom, except for pupils with SEN. Insufficient account is taken of these pupils' targets in teachers' daily planning. Resources are prepared and organised well and this ensures that little time is wasted in lessons. This was exemplified well in a Year 5/6 class where pupils were studying train and bus timetables. The lesson started briskly and finished with a well-planned discussion. Resources were well selected and prepared. For example, the more able group was given actual current timetables; other groups had timetables that were prepared to match their learning needs, including in this case, for children with SEN. All pupils made good progress because teaching was very focused. They could work out which train would get them to their destination quickly, where they had to make changes and how long they would have to wait. Another example of pupils making very rapid progress was seen in a Year 1 class because teaching was excellent. Pupils' enthusiasm for using numbers was 'fired' by the teacher. The pace at which these young children worked was remarkable. The confidence and fun they had at playing money bingo as an oral mental starter, related back to exceptionally good teaching with very high expectations of what pupils can achieve. There was no hesitation that 23 meant two tens and three recalling the rule 'if over ten, start with ten!' They used coins of different values with complete ease working out mentally what combinations they needed. The pace was brisk but no child was left behind because questions were matched to different abilities reflected in the class and also because they were encouraged to call out 'wait for me'!
49. The programme of work is planned well, with the class teacher constructing a weekly plan. The co-ordinator reviews these plans every half term against the master plan and ensures that the teachers are delivering a broad and balanced curriculum; this is a very good example of a subject coordinator monitoring robustly. The analysis of key stage results, the SATs papers and other information is thorough and rigorous. This information is used effectively and efficiently to identify which pupils are not making sufficient progress. While teachers mark pupils' work regularly and include supportive comments, marking does not give sufficient guidance on how pupils might improve their work and set specific targets. The setting of targets has been introduced recently and, until it is embedded, inconsistencies remain. ICT is used, but not regularly or in a planned way, to enhance pupils' statistical knowledge.
50. Leadership and management are very good; the co-ordinator's immense enthusiasm for the subject is infectious. There is a great capacity to identify weaknesses in the subject and improve standards.

Mathematics across the curriculum

51. Mathematical skills are used satisfactorily in one or two subjects, such as science and geography. Teaching of co-ordinates is linked well to mapping skills in Year 6. Overall, however, more should be made of pupils' mathematical skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Achievement is good overall, but is often better in scientific knowledge than in scientific enquiry
- Standards are above average in some of the work

Commentary

52. Only three lessons were observed in science but a good range of pupils' work in Years 1 to 6 was scrutinised. Standards are average overall but are good in Year 1, and in much of the work in Year 5. High attainers in Year 6 achieve well and reach above average standards. After several years of low standards in the Year 6 national tests, standards have improved significantly in the most recent tests. The good achievement in the work seen and the improved standards indicate that the teaching is mainly good.
53. In most year groups, pupils showed good progress from September 2003 to the current term. Pupils in Year 1 have recorded their work at greater length as the year has progressed, for example, when writing about light sources. Recently they have undertaken good work in fair testing and achieved especially well in writing about forces and movement. Pupils in the Year 2 class have covered a good range of work in scientific knowledge and have achieved satisfactorily. However, they have not undertaken enough work in scientific enquiry. Their opportunities to record their observations are often too restricted by unchallenging work sheets. Low attaining pupils in the mixed Year 1/ 2 class make good progress in investigative work, for example, in work on materials and their properties.
54. Achievement dips in Year 3 but this is mainly due to staffing instability. It improves in Year 4, where a good range of investigative work is covered sometimes at an above average level, for instance, in separating materials and accurate explanations of fair testing. Pupils in Year 5 present their work well when they are recording results from scientific enquiry, and these skills improve over time. Their written comments indicate good understanding of scientific knowledge such as animal habitats. They take care when drawing diagrammes. They are well aware of what factors to change and what should remain constant to ensure fair testing. A good feature of the work in Year 5 is that it increases in complexity throughout the year. Pupils in Year 6 achieve well in their testing of their predictions and in their scientific conclusions. They use scientific language well. Good links are made with mathematics, for example in constructing line graphs after work on dissolving.
55. In the lessons seen the standard of teaching was satisfactory overall but good in Year 6. In the good lesson the teacher's instructions were very clear and pupils were provided with a good opportunity to make predictions before they tested what affects the size and position of shadows. A good feature of the teaching in the Year 5 class was the teacher's teaching of key skills pertaining to materials that do or do not reflect light.
56. The subject co-ordinator has undertaken some useful observations of teaching and learning and subsequent action included a greater concentration on teaching scientific enquiry. There is little doubt that the curriculum improved. Generally, however, there is still more work to do in developing pupils' enquiry skills. The work scrutiny and lessons observed indicated that there is scope for pupils to have more opportunities to explore their own ideas. Also, ICT is under-used. Rightly, the co-ordinator has highlighted the development of assessment as a future priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good
- Teaching and learning are good

Commentary

57. Lessons in ICT were seen in every year group except Year 6. Overall standards are satisfactory but they were good in the work seen in Year 1. Provision has improved since the last inspection. All classes are timetabled in the computer suite and all classrooms have at least one computer. The computers are becoming out-of-date and the school plans to provide more updated hardware. However, they are used regularly.
58. Pupils in Year 1 achieve very well in using instructions to control devices. In two lessons very good teaching captured the pupils' enthusiasm as they learnt the importance of giving clear instructions for different movements and angles of turn. In both lessons very good support was given to pupils with SEN to ensure they participated fully and achieved success. Pupils in Year 2 make satisfactory progress in collecting and organise data for entry into a database. They also use a good range of fonts in their writing. Pupils in Year 3 achieve well in their understanding that messages can be sent over distances in different forms including email. In a good lesson in Year 4 good links were made with mathematics as pupils drew a range of shapes using different angles of turn. They used the mouse and computer functions confidently. Pupils in Year 5 send email and use the Internet. They are aware of hyper links and how to use image maps. Some of their good work includes control technology. In a good lesson they improved their knowledge of how to use a database. Throughout the school pupils are developing sound word processing skills. The record of work in Year 6 indicates that standards are average overall. Work includes multimedia presentations incorporating images, sounds and text. Pupils have used the Internet to search for information and have also made use of spreadsheets.
59. In the lessons seen teachers taught key skills clearly and, as a result, pupils made good progress. The teaching captured their interest quickly and they showed enthusiasm for the subject. In several lessons the teaching assistants were well involved and gave good support to individuals or groups. At key points in lessons, for example, in Year 4, teachers stopped the activity to make sure pupils understood what they were doing. On these occasions pupils subsequently improved their rate of learning quickly.
60. The subject co-ordinator was absent during the period of the inspection. The school is shortly to upgrade its ICT resources, including the provision of interactive whiteboards, once alterations to the building are completed. This will help the school to make more use of ICT across the curriculum.

Information and communication technology across the curriculum

61. ICT is used well in English, especially for word processing. Pupils organise and present their work in a variety of ways using images as well as text. ICT is underused in mathematics and

science, but there are good examples of younger pupils giving directions, including the angle of turn, to an electronic devise.

HUMANITIES

62. Provision was sampled in **history** and **geography**. Two history lessons, in Years 1 and 2, and one geography lesson in Year 2 were observed. Work for each class was scrutinised and pupils from Years 2 and 6 were interviewed, as were the coordinators for history and geography.
63. Both history and geography have carried on with little oversight for several years. Standards have been maintained at a satisfactory level and the pupils have developed satisfactory levels of achievement in both subjects. One result has been that the topics studied have not followed a sequential pattern and there has been some duplication as a result of having two mixed year classes. The coordinators of both subjects are aware of the need for this to be addressed, not least because future plans involve the school in managing Years 3 to 6 with two mixed age class groupings. In both cases a two-year rolling programme is being modified, with an eye to avoiding as far as possible any duplication of work already done.
64. The teaching observed in both subjects was good and the pupils achieved well. Both sets of pupils had a sound understanding of the geographical and historical topics they had studied. The pupils in Year 2 demonstrated a satisfactory level of understanding of the idea of time past and of the way in which old things could be identified. In the lesson involving toys from the past compared with contemporary ones they described the evidence they used clearly, talking about the materials the toys were made from, and the evidence of age in the condition of the toys. Pupils in Year 1 demonstrated a good level of knowledge and understanding of the past when they prepared an exhibition of historical objects in their classroom showing their understanding of the importance of correct labelling and good display. In a more sophisticated way pupils in Year 5 discussed the use of secondary evidence to find things out in geography. They used as an example a video clip of a market in Kenya to compare shopping in that part of Africa with their experience of Coventry Market. A satisfactory range of topics was studied including, for the older pupils, the rainforest as well as Baricho in Kenya and, for the younger pupils, the Scottish island of Struay. Other environmental topics also appeared in the geography programme. For the older pupils there were historical studies of the Tudors as well as of World War Two, which included reference to Coventry during that war. In Years 5 and 6 the difference between history, myth and legend was imaginatively explored through the stories of Lady Godiva and Saint Osburg. There were also displays of work on the Romans and of a Saxon village.
65. The coordinators of these two subjects are well aware of the need to tidy up and revise the programmes of study to provide a coherent and developmental approach to learning. They also recognise the need to review the resources, which are satisfactory for what has been taught, to match the new requirements. In both cases, the groundwork for improvements has already been laid.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Work was sampled in this curriculum area. Owing to timetable arrangements, no lessons were seen in music and art and design, and only two were seen in design and technology. One lesson was seen in physical education. There is too little evidence to make judgements about the quality of provision in these subjects. Scrutiny of work and teachers' planning indicates that standards in art and design, design and technology and music are as expected for pupils' ages.

67. In **art and design**, while some work on display and in sketchbooks is of a good standard, most is average or below average. The work done by Year 4 pupils on observational work is of a good standard. Pupils were taught well how to sketch and shade and the finished sketches of a jug and a trainer demonstrate that the pupils were acquiring new skills and using them well. Pupils' past work shows a reasonable coverage of using a very elementary range of materials and processes. There was some very basic work on studying work of artist from different time, such as Monet and William Morris. While there is a useful portfolio of work, its value is limited as the work is not dated or levelled.
68. In **design and technology**, the quality of the work seen in all year groups is in line with that expected for pupils' ages. Teaching was satisfactory except in one lesson, which was very good. Generally, pupils' progress is satisfactory. For example, in Years 1 and 2, pupils are beginning to generate ideas and plans. They were asked to design and make equipment for the playground. They chose to design and make swings. They learnt many useful skills, such as selecting appropriate materials, measuring accurately and considering some simple health and safety issues. In Years 5 and 6, pupils were learning how to make moving toys using a cam. Very good, clear instruction and teaching resulted in pupils understanding how a cam works. The teacher had high expectations that pupils would understand a relatively complex mechanism and ensured that they also learnt and understood demanding technical vocabulary, such as 'oscillating' and 'reciprocating'. Pupils were engrossed and attentive because the teaching captured their attention and interest. Most experiences required in the National Curriculum are covered. As yet, there are no formal systems to record pupils' progress, particularly for pupils who have SEN. In both these lessons, pupils received good support from a learning assistant and they made good progress but their achievement was not recorded in their IEP.
69. No **music** lessons were seen. Standards in singing during assembly were satisfactory. Younger pupils successfully kept to the beat of the music and kept time well with a creditable result; older pupils did not participate as enthusiastically. In the one lesson seen in **physical education** the teaching and learning were good. The school enhances pupils' opportunities for physical education by a range of sporting activities outside the school day including netball, football, athletics and "mini" Olympics. Swimming is included for pupils in Years 5 and 6 on a two year cycle.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

70. Provision for **personal, social and health education** is good and permeates the life of the school from the Nursery onwards. Good use is made of specialist visitors, for example, to talk to pupils about drugs misuse. Pupils also have the chance to take part in "emotional literacy" sessions where they can talk about their personal worries. Although good and often very good attention is given to pupils' behaviour and relationships in classes, so that they learn how to be good citizens, less successful attention is given to their behaviour outside classrooms.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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