

INSPECTION REPORT

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

Wood End, Coventry

LEA area: Coventry

Unique reference number: 103714

Headteacher: Miss M Cantillon

Lead inspector: Mr K Williams

Dates of inspection: 4th – 6th May 2004

Inspection number: 257902

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:	3-11
Gender of pupils:	Mixed
Number on roll:	189
School address:	Deedmore Road Wood End Coventry
Postcode:	CV2 1EQ
Telephone number:	024 76612671
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Appropriate authority:	Governing body
Name of chair of governors:	Julie Feeley
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

St Patrick's Catholic is an average size primary school with 189 pupils on roll, situated in Wood End, Coventry, an area with significant deprivation. The pupils usually join the nursery in the term after their third birthday. The attainment of pupils on entry to the school is well below average. Almost three-quarters of the pupils are of white ethnic background and the remainder are from a wide range of backgrounds including those of mixed heritage and black African or black British heritage. Seven pupils are learning English as an additional language. Forty-three pupils have been identified with special educational needs, including two who have a Statement of Special Educational Needs. Over a half of the pupils are eligible for free school meals, which is well above average. The school is part of the Coventry Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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27100	Trevor Davies	Team inspector	Mathematics; science; geography
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Patrick's Catholic Primary School provides a **satisfactory standard of education**. The quality of teaching and of leadership and management is satisfactory overall. Pupils' attainment on entry to the school is well below average and, by the end of Year 6, standards of attainment are generally average. However, there is some inconsistency in the pupils' progress. Overall, the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has a positive ethos, in which pupils of all backgrounds are valued and those with special educational needs are well supported
- Some of the pupils in the Foundation Stage and Year 2 underachieve and standards could be higher
- The teaching is good in Year 1 and the upper part of the school, the pupils achieve well and standards are rising, but they could still be higher in English
- Although a check is kept on the teaching and learning, it is not sufficiently rigorous
- Most pupils have positive attitudes to their work, behave well and their moral and social development is good
- Attendance is well below the national average and a few pupils are regularly late

Overall, the school has made satisfactory progress since it was last inspected in June 1998. Standards are rising at the end of Year 6, although they are still not as high as they should be in English. Strategic planning and the role of governors and senior managers have improved, although the monitoring of teaching is not yet sufficiently rigorous. Teachers' planning and assessment are good in the upper part of the school; the planning in the Foundation Stage is unsatisfactory and, in Year 2, it takes too little account of the needs of the more able pupils. Good progress has been made in improving the provision for information and communication technology (ICT) and standards are now in line with what is expected.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

E means that the results were among the lowest five per cent nationally.*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Overall, pupils' **achievement is satisfactory**. Within this picture there is some variation. The children in the Foundation Stage underachieve and few of them are likely to reach the goals expected of them by the end of Reception. The pupils achieve well in Year 1, but their progress slows in Year 2 and, by the end of the year, standards remain below average in mathematics and well below average in reading and writing. More could be expected of the most able pupils in this year group. The rate of progress improves and pupils achieve well as they move through Years 3 to 6 so that, by the end of Year 6, they attain average standards in mathematics and science. Standards are rising in English, too, but the pupils have much catching up to do and their levels of attainment are below those

expected in Year 6. The pupils with SEN achieve well across the school. Amongst other subjects, standards are in line with what is expected in ICT, geography and physical education.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have positive attitudes to school and their behaviour is good. Despite the school's efforts, the attendance rate is well below the national average and a few pupils are regularly late.

QUALITY OF EDUCATION

The school provides a **satisfactory quality of education**. The **teaching is satisfactory** overall, but there is some variation across the school. The teaching of children in the Foundation Stage is unsatisfactory and, consequently, the children underachieve. The temporary staff in Reception are providing the children with very good teaching and, in a short time, their progress, attitudes and achievement have improved considerably. The teaching is often good and sometimes very good in Years 1, 3, 4, 5 and 6, which accounts for the good levels of achievement in these classes. In Year 2, the planning takes too little account of the pupils' differing levels of ability and there is some underachievement, particularly amongst the more able pupils. The provision for pupils with SEN is good: they are well supported by the teachers and teaching assistants and make good progress.

The school provides a satisfactory curriculum, with a good emphasis on the pupils' personal development, and there is a good range of activities to enrich the curriculum. The planning for the children in the Foundation Stage is unsatisfactory. The children have access to a wide range of experiences, but opportunities to extend the children's learning through timely adult intervention, or sustained teaching, are missed. The care, welfare and guidance offered to the pupils are satisfactory. The school benefits from good links with parents, the local community and other schools.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are satisfactory**. The headteacher, deputy and senior staff have created a positive ethos in which all pupils, regardless of background, are valued and play a full part. Finances are well managed and the governance and management of the school are satisfactory. There are shortcomings in the leadership and management of the Foundation Stage and, although teaching and learning are checked regularly, there is not a clear enough focus on using the results of lesson observations to check that agreed improvements are achieved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most of the parents have positive views of the school. They are particularly pleased that their children like school, are expected to work hard, are treated fairly and are made welcome when they first join the school. A few parents are not happy with the arrangements for homework, although the inspection evidence indicates that this is appropriate for pupils of this age. No evidence was found to support the views of a minority of parents about bullying and the pupils report that they are confident that the school would deal with such instances swiftly.

IMPROVEMENTS NEEDED

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

- Improve the teaching, learning and achievement in the Foundation Stage and Year 2
- Monitor the teaching more rigorously to ensure that agreed improvements are achieved
- Continue to raise standards in English

- Continue to take action to improve the pupils' attendance and punctuality

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is satisfactory overall but, within this picture, there is considerable variation. Standards in the upper end of the school have been rising in recent years.

Main strengths and weaknesses

- Pupils achieve well in Year 1 and Years 3 to 6
- Standards in English are still too low in Year 6
- Standards are below average in mathematics and well below average in reading and writing in Year 2
- The pupils in the Foundation Stage make a slow start and pupils in Year 2 could achieve more
- The pupils with special educational needs achieve well because they are well supported

Commentary

1. The school's results in the 2003 National Curriculum tests for pupils in Year 2 were among the lowest five per cent nationally in reading and were well below average in writing and mathematics. When compared with schools in similar circumstances, the results in reading, writing and mathematics were below average. The proportion of pupils reaching the higher Level 3 was in the lowest five per cent in reading, below average in writing and well below average in mathematics. The results have been declining over recent years, although the results for mathematics in 2003 were better than those for the previous year.

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

Standards in:	School results	National results
reading	12.5 (12.8)	15.7 (15.8)
writing	12.1 (12.3)	14.6 (14.4)
mathematics	13.9 (12.9)	16.3 (16.5)

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

2. In Year 6, in 2003, the national test results were well below average in English, average in mathematics and below average in science. When compared with schools having a similar proportion of pupils eligible for free school meals, the results for English were above average and those for mathematics and science were well above average. The proportion achieving the higher Level 5 was lower than that found in other schools. Results are improving at a faster rate than that seen nationally.

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

Standards in:	School results	National results
English	24.9 (23.9)	26.8 (27.0)
mathematics	26.5 (25.0)	26.8 (26.7)
science	27.9 (26.0)	28.6 (28.3)

3. The children's attainment when they first start school is well below average overall. Shortcomings in the teaching, leadership and management of the Foundation Stage mean that they make slow progress and many of them underachieve. The children who are currently in Reception benefit from very good teaching, albeit a temporary arrangement secured by the school. However, these children have a lot of ground to make up and few of them are likely to reach the goals expected by the end of Reception. In the Nursery, there is too little emphasis on guiding the children through the activities and this lack of intervention by the staff means that opportunities for extending and challenging them are often missed.
4. In Years 1 and 2, the pupils' achievement is satisfactory overall. The pupils make good progress in Year 1 and achieve well because the teaching is regularly good and sometimes very good. The pupils' progress slows in Year 2, because the teaching takes too little account of the differing needs of the pupils. This is most noticeable amongst the more able pupils, who sometimes mark time because the work is not challenging enough. This is reflected in the Year 2 national tests, where the proportion of pupils reaching the higher Level 3 is low. As a result, the pupils' attainment at the end of Year 2 remains below average in mathematics and well below average in reading and writing.
5. The teaching in Years 3 to 6 is regularly good and contributes to the good progress made by these pupils and to the improving picture in the national tests. The pupils achieve well and, by the end of Year 6, levels of attainment in mathematics and science are in line with what is expected of pupils of this age. Achievement in English is good, too, but the pupils have more ground to catch up and standards are below average by the end of Year 6. There has been a major focus on raising standards of literacy and numeracy. Standards are rising in the older classes but the pupils still need the intensive support they have received in the past two years. Older pupils are developing a good understanding of how well they are doing and what they need to do to improve. They have more opportunities to write at length and are becoming more analytical about their work. This self-awareness is contributing to the rising standards. The improving levels of literacy and numeracy are having a positive impact on other subjects where, in information and communication technology, geography and physical education, standards are in line with national expectations. In the case of ICT, this represents good improvement since the last inspection.
6. Across the school, those pupils with special educational needs make good progress towards their targets and they achieve well. They receive good support in lessons and when they are withdrawn and taught in small groups from the teachers, teaching assistants and the co-ordinator for special educational needs. The few pupils who are learning English as an additional language receive the extra help that they need to achieve appropriately.

Pupils' attitudes, values and other personal qualities

The pupils have good attitudes to their learning. Their behaviour and personal development, including their spiritual, moral, social and cultural development, are good overall. Attendance is well below the national average and a few of the pupils are regularly late.

Main strengths and weaknesses

- The pupils' positive attitudes, good behaviour and very good relationships help to create a positive ethos for learning

- The provision for the pupils’ moral and social development is good, but more could be done to promote the children’s personal development in the Nursery
- There are good procedures for monitoring and improving attendance but the overall level of attendance remains well below average

Commentary

7. The pupils’ positive attitudes and their good behaviour have a significant impact on the progress they make and their achievement by the time they leave the school. This is reflected in the views of most of the pupils spoken to during the inspection and those who completed the questionnaires. The pupils respond well to the staff’s high expectations of their behaviour in and out of lessons. The staff use rewards and praise fairly and consistently and this ensures that the pupils develop confidence and maturity as they move through the school. The headteacher and staff have a firm, fair and consistent approach and a good understanding of the problems and needs of individual pupils. Potential problems are dealt with effectively. The pupils understand the difference between right and wrong and how their actions can impact on others. The staff value the contribution of all pupils, whatever their background, and work to ensure that they are included in all of the activities on offer. Behaviour is good at break-times, and the pupils are managed by the midday staff. This reflects the very good relationships established throughout the school.
8. The school makes good provision for the pupils’ personal development, particularly their moral and social development. This is an improvement since the last inspection. Spiritual development is soundly promoted through assemblies, when the pupils are given opportunities to reflect on their feelings and to respect those of others. Assemblies are used well as a focus for the school ‘family’ and to celebrate the pupils’ achievements. The provision for the pupils’ moral and social development is strong. They are reminded of the importance of honesty and respect and there are clear expectations for acceptable behaviour. They have many opportunities to practise and develop their social skills, both in the classroom and during lunch breaks and playtime. The pupils respond well to the opportunities to work with partners or in small groups, often supported by learning mentors and play workers. They have a good knowledge of their own culture through lessons and through the good provision outside of lessons. For example, the pupils benefit from their involvement in the local creative arts programme which is funded by New Deals for Communities. The school has identified the need to improve the pupils’ understanding of life in a culturally diverse society.
9. The school’s systems for monitoring and following up absences are good, as are its range of rewards for encouraging good attendance. However, a small group of pupils account for the bulk of the total authorised absence and the attendance rate remains well below the national average. The school has made great efforts to encourage these children to attend but is finding this difficult. Similarly, a few pupils are persistently late. There were no exclusions during the last year, so the table showing exclusions is omitted.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.1	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. The teaching and learning are satisfactory overall. The school provides a satisfactory curriculum and the care, welfare, health and safety of the pupils are satisfactory. There are good links with parents, the local community and with other schools.

Teaching and learning

The quality of teaching and learning is satisfactory and there are satisfactory procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teaching and learning are good in Years 3 to 6 and the pupils achieve well
- There is too little direct teaching in the Nursery and opportunities to extend the children's learning are missed
- More could be expected of the children in the Nursery and the pupils in Year 2, particularly the more able
- The staff make sure that all of the pupils, including those with special educational needs, are able to play a full part in lessons and they have high expectations of how the pupils should behave
- The results of assessments are well used in the upper part of the school to plan the next step for the pupils and let them know how they are doing
- The teachers do not always expect high enough standards in the presentation of the pupils' work

Commentary

10. Overall, the quality of teaching is satisfactory. Within this picture there is variability across the school. The teaching in the Foundation Stage is unsatisfactory and there are weaknesses in Year 2. The temporary arrangements in Reception are providing these children with very good teaching, but they have a lot to catch up and, overall, children in the Foundation Stage underachieve. The teaching in Years 1 and in Years 3 to 6 is often good and this contributes to the pupils' good achievement in these year groups.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (17%)	14 (40%)	13 (37%)	2 (6%)	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.

11. The school has focused on raising standards in the core subjects and this is proving to be most successful in Years 3 to 6, where the pupils are making good progress and are achieving well. The teachers' planning is clear about what the pupils are expected to learn and a significant strength is the way that the objectives are communicated to the pupils in lessons. The teachers ensure that the pupils understand what they are to learn and why it is important. The objectives are displayed prominently in classrooms and are revisited throughout the lesson. Consequently, the pupils understand the purpose of their work and are developing a good awareness of how well they are doing and how they can improve. This is further supported by the on-going assessments, the results of which are shared with the pupils. The older pupils, in particular, know what they need to do achieve the higher level.

12. The shortcomings in the teaching in the Foundation Stage mean that few of the children are likely to reach the goals expected of them by the end of Reception. The planning in the Nursery, in particular, is unclear about the intended learning and how the adults will guide the children. Although a wide range of activities is planned, opportunities are missed to intervene and to provide sustained teaching and questioning. The recent temporary arrangements in the Reception class are improving the situation rapidly, but this very good teaching is only available in the short term. This teaching is very effective because the sessions are planned, prepared and managed very well and the purpose of each activity is very clear. The questioning is open-ended and the children's contributions are used to engage them in discussion. The children are making rapid progress, but have too much to catch up to reach the levels expected of them and this is having a significant impact on the pupils' achievement higher up the school, particularly in English.
13. More could be expected of the children in the Nursery and a similar picture is found in Year 2. Although the pupils make good progress in Year 1, where the teaching is often good and sometimes very good, this is not built upon sufficiently in Year 2. The planning does not always take account of the differing needs of the pupils, particularly those who are capable of reaching the higher levels. As a result, the work is often too easy for the more able pupils and this limits their progress and achievement. This was evident in a mathematics lesson where the more able pupils were not challenged and the other pupils became confused when what was being taught was not clear to them. In the same lesson, there were weaknesses in the management of the pupils' behaviour. Elsewhere in the school, the teachers manage the pupils' behaviour well.
14. The staff provide good support for those pupils with special educational needs. In most cases, the work planned caters for their specific needs, in line with the intentions of their individual learning plans (IEPs). The teaching assistants play a significant part in ensuring that these pupils make good progress. They make sure that the pupils understand the introductions to lessons and encourage them to join in the discussions and answer questions. They support group activities well, providing a good balance of support, explanation and questions. The co-ordinator for special educational needs provides good support in lessons and on those occasions when the pupils are withdrawn from their class for individual and group work. As a result, the pupils with special educational needs are making good progress across the school.
15. Across the school, there is too much of the pupils' work that is untidily presented and few of the pupils have achieved a fluent handwriting style. Where high standards of presentation are insisted upon, for example in some of the work in the pupils' assessment books, the pupils respond well. However the gap between each pupil's 'best' writing and their regular standard of presentation is often too great, indicating that the teachers' expectations are not high enough.

The curriculum

The school provides a satisfactory curriculum that is supported by a good range of extra-curricular activities. The quality of accommodation and resources is good overall.

Main strengths and weaknesses

- The teachers' planning in the Foundation Stage is unsatisfactory
- The school offers many opportunities for enrichment through its programme of visits, school activities and events
- The provision for pupils with special educational needs is good
- The school's accommodation and resources are good and this enhances opportunities for learning

Commentary

16. The curriculum is planned to meet statutory requirements. The planning for the Foundation Stage covers the six areas of learning. However, the teachers' planning indicates that the implementation of this curriculum has a narrow focus. It is often unclear what the children are expected to learn and how the adults will intervene to guide the learning. These shortcomings in the planning contribute to the slow progress made by the children and, as a result, many underachieve and few are likely to reach the goals expected of them by the end of reception.
17. The school is well supported through the local education authority's (LEA) Intensive Support for Primary Schools programme and, as part of the local Education Action Zone (EAZ), the school has ensured that there are a wide range of opportunities that meet the requirements of the national curriculum. The school is involved in a Creative Arts programme for music and dance and the Physical Education for Primary Schools Project. This involvement has given the pupils access to a wider range of activities and visits than could normally be provided in the school. The 'Let's Create' programme for younger pupils also enables them to explore cultural similarities and differences. The pupils in Years 5 and 6 have the opportunity to go on residential visits to an activity centre in Wales. A good range of extra-curricular clubs such as an 'imagineering' and a gardening club, provide further enriching experiences for different age groups.
18. The National Strategies for Literacy and Numeracy and the intervention programmes are used well. The impact is most evident in Years 3 to 6, where well-planned lessons and focused teaching have had the greatest impact on the pupil's achievement and are leading to a rise in standards. Amongst other subjects, art and design and design and technology are under-emphasised in some classes. The use of computers in other subjects has improved since the last inspection, although there is still more to be done to ensure that further opportunities are not missed.
19. The school has a positive ethos. Every child is valued and this has an impact on the pupils' attitudes and their eagerness to learn. There is a clear commitment to ensuring that all groups of pupils are able to play a full part in school life and the school endeavours to ensure that all pupils, including the few who are learning English as an additional language, receive the help they need to access the curriculum. The provision for those pupils with special educational needs is good and is a strength of the school. From the time the pupils enter the school, their needs are assessed and, where necessary, extra support is provided to enable them to grow in confidence and participate in all that the school offers. The special educational needs coordinator (SENCO) helps class teachers to draw up appropriate individual education plans (IEP's) and regularly monitors the pupils' progress. Classroom assistants are well trained and play an important role in helping pupils to achieve the targets set for them. There are close and effective links with professionals from local agencies such as the speech and language unit and the pupils benefit from this expertise. Learning Mentors provide further support for other children with specific learning needs.
20. The school's accommodation and resources contribute well to the quality of education. The provision for information and communication technology has improved. The computer suite provides a well equipped central facility and several teaching areas have well-used interactive whiteboards¹. The library provides a very good resource, particularly for independent readers,

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

and a wild life garden in the school grounds encourages pupils to understand issues of conservation. Outdoor facilities for physical education are good.

Care, guidance and support

The arrangements for the care, welfare, health and safety of pupils are satisfactory and the school provides satisfactory support and guidance. There are satisfactory procedures for seeking and acting on the pupils' views.

Main strengths and weaknesses

- The teaching and support staff know their pupils well
 - The arrangements for child protection are good
 - There are few formal arrangements for seeking and acting upon the pupils' views
21. The headteacher and staff work hard to provide a safe and secure environment for the pupils. They keep a close check on the pupils' social and emotional needs. A significant number of the pupils have emotional and behavioural problems, but the positive way in which behaviour is managed helps to raise their self-esteem. All of the staff spend time supporting the pupils' emotional development by acting as good listeners and role models. Interviews with the pupils confirm that they feel safe and secure in school and that they have someone to turn to when they need help.
22. Complementing this work are the good arrangements for child protection. The headteacher is the designated Child Protection Officer and she is well supported by the deputy head and SENCO who provide cover when she is absent. Records are stored appropriately and information is shared appropriately to ensure that the specific needs of these pupils are met.
23. Whilst the pupils are encouraged to raise issues with staff and the head teacher involves herself in personal, social and health education (PSHE) lessons to hear their views, there is no formal mechanism in which all pupils can have a say in the running of their school. As a consequence, apart from the involvement of a small number of pupils in the selection process for the appointment of the Learning Mentors, there are very few examples of the school acting upon pupils' views. The school is in the process of establishing a school council and this will go a long way to addressing the issue.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are good.

Main strengths and weaknesses

- The learning mentors and the parent link worker make a positive contribution to the school's links with parents and reducing barriers to learning
 - The school works hard to involve parents in their children's education
 - There are good links with the church and local businesses and schools
 - The arrangements for the transfer of pupils to secondary schools are good
24. As part of the New Deal for Communities, the school runs a number of good initiatives aimed at removing the barriers to learning for both pupils and their parents. This is supported by the parent link worker, play worker and learning mentors. This work has already made an impact,

particularly with regard to improving the social skills of a group of Year 3 pupils, so that they now interact with one another in a far more positive way. In addition, behaviour in the playground has improved. These initiatives seek to promote education as a positive experience. A range of courses and weekly events have been organised, including six-week courses in literacy and numeracy, weekly coffee mornings, a family taster session art club and parenting groups. Although the number of parents attending has been small, those who did attend found the experience very positive. By supporting parents in this way, it is hoped that the positive comments from those who attended will encourage others to get involved. The school continues to place a high priority on developing its links with parents.

25. St Patrick's has developed good links with a number of organisations that are having a positive impact on both children's learning and the local community. Strong links exist with the parish church, through which children and parishioners share a weekly liturgy. Business links with Jaguar have resulted in improvements to the grounds and the headteacher gains from a mentoring programme with one of the company's managers. A representative from CIS insurance regularly comes to hear children read and, through the EAZ network of schools, the school shares the use of a computer technician who supports the delivery of ICT in the school and trains the staff. There are good links with other Catholic schools in Coventry and the Catholic cluster has been responsible for employing the services of a property officer who has supported the school's bid for funding to improve the fabric of the building.
26. The close links with local secondary schools have helped to ensure that the transfer of pupils to the next stage in their education is managed well. Learning Mentors at St Patrick's and Cardinal Wiseman School meet regularly to share academic and pastoral information on pupils. Well organised reciprocal visits of both staff and pupils help to ensure that the pupils are comfortable with the challenges. Last year pupils who were particularly apprehensive about moving up to the secondary school were given extra visits to meet with pupils in Year 7 and to find their way around the school.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher, staff and governors have created a positive ethos in which all of the pupils are valued, whatever their background or needs
- The monitoring of teaching and learning is not sufficiently rigorous
- The leadership and management of the Foundation Stage are unsatisfactory
- The financial management of the school is good

Commentary

27. The headteacher, staff and governors have created a positive ethos. The school promotes racial equality well and has a clear commitment to valuing all of the pupils. In return, the pupils have positive attitudes to their work and relationships with each other, and with the adults in school, are very good. The accommodation and resources enhance the learning environment. Pupils enjoy coming to school. Much of this is due to the calm but influential leadership of the headteacher, and the strong example set by the deputy headteacher, who acts as a positive role model for other staff. Both are well respected by governors, staff, parents and pupils. There is a strong emphasis on providing the pupils with the support they need to make full use of their opportunities. For example, the provision for pupils with special educational needs is managed effectively and is also well supported by the governor who oversees the provision, and meets regularly with the SENCO. As a result, those pupils with special educational needs make good progress and achieve well. Although there are few pupils who are learning English as an additional language, the provision for these pupils is also well managed.
28. The governing body provides strong support for the headteacher and promotes the aims and values of the school well. It compares the school's performance with others nationally and locally, as well as with those schools that are of a similar type. Within the structure of the governing body there is one committee with sole responsibility for standards and attainment. They set challenging targets for school improvement and work closely with the Headteacher in monitoring progress towards these objectives. The governors make regular visits to the school to see for themselves how it operates. The school leadership has responded well to the extra support provided by the LEA, through its Intensive Support Programme, the support from the Education Action Zone and other professional agencies in raising standards. The headteacher has managed this provision effectively and has ensured that external support is targeted at identified priorities for school improvement. Consequently, standards at the end of Year 6 are rising and the pupils achieve well. However, there remain weaknesses in the school's work that need urgent attention, particularly in raising the achievement of children in the Foundation Stage and the pupils in Year 2.
29. Due to the long-term illness of some staff, the school has experienced great difficulties with staffing and recruitment in the Foundation Stage and it has not been possible to appoint a suitable co-ordinator for the department. A lack of strong leadership, together with a succession of temporary teachers, has led to poorly planned work that does not build on the children's previous learning and their present needs. This situation is a cause of great concern to the governors and headteacher and it is important that they make a suitable appointment as a matter of urgency. The temporary secondment of a teacher to the Reception class is providing these children with very good teaching in the short term. However, there is too much for them to catch up and,

together with weaknesses in the teaching in the nursery, this means that many of the children in the Foundation Stage are underachieving and few will reach the goals expected of them by the end of Reception.

30. The school improvement plan gives a clear outline of the areas requiring immediate attention, but there is insufficient evidence of strategies for longer-term improvement. For example, the school has identified, through its staff performance management programme, the immediate need for all staff to raise pupil achievement in specific areas. Whilst a check is kept on the quality of teaching and learning, there is not a clear enough focus on using the results of lesson observations to check that agreed improvements are achieved. As a result, although standards are rising at the end of Year 6, they could still be higher, particularly in English across the school and in mathematics and science at the end of year 2. The management of the curriculum is satisfactory overall. The co-ordinators for literacy and numeracy provide strong leadership for these areas and have contributed to the rising standards at the end of the school. The school provides a range of educational support programmes for parents, families and members of the community and these are well managed. The roles of the learning mentors, the play worker and the parent link worker are well developed and effective.
31. Finances are well managed. The governors use their financial resources effectively to support school improvement priorities and are prudent, but competitive, in ensuring that the school meets the principles of ‘best value’ in its purchases.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	697,497
Total expenditure	667,521
Expenditure per pupil	3,305

Balances (£)	
Balance from previous year	72,731
Balance carried forward to the next	29,976

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the time of the inspection there were forty-one pupils in the Foundation Stage. Eighteen of these children attend a part-time session in either the morning or the afternoon. The rest attend the Reception class full-time. There is a teacher and a full-time teaching assistant in each classroom. Induction procedures are satisfactory, ensuring that parents and children are given the opportunity to visit the school to meet the staff prior to their starting date. When the children enter the school their attainment is well below average, particularly in speech and language and in their personal and social development. The provision, leadership and management in each of the areas of learning are unsatisfactory and, as a result, the children are underachieving and most of them are unlikely to achieve the goals expected of them by the end of Reception. This represents a decline since the last inspection. The provision for children with special educational needs is good and they are well supported in their learning.

The children's underachievement is directly related to unsatisfactory teaching. The organisation of group work is weak and learning intentions are often unclear. A wide range of curricular activities is planned but opportunities to extend the children's learning through timely adult intervention, or sustained teaching, are missed. Temporary measures have been taken to improve the quality of provision in the Reception class with the secondment of a teacher from another local school for six weeks. This teaching is very good and is having a marked effect on the progress of the children in this class; their attitudes to work and achievement have improved considerably in the three weeks since she took over.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- The teachers are welcoming and caring
- Too little is expected of the children in the nursery

Commentary

32. A variety of activities is laid out for the children when they are welcomed into class each day. They quickly become engaged and interested in whatever they choose to do. The children learn the class routines and most are keen to participate in all that goes on. They begin to understand the need to work together and to share equipment. In the nursery, the children find it particularly difficult to sit in a whole class group, listen carefully to what the teacher is saying or listen when other pupils are answering questions. They have not yet learned that it is unacceptable to interrupt others or to call out answers to questions and it is necessary for staff to be more consistent in reinforcing their expectations. The quality of teaching and learning in the nursery is variable in the group work that follows the whole class teaching sessions. There are no clear objectives for the children's self-selected activities and too little guidance is given to help them make a sensible choice. This results in a large number of children drifting from one activity to another, never settling to anything and becoming restless and disinterested. Opportunities are missed to extend the children's learning by adult intervention at appropriate moments – for example, as they count and match using the interactive white board. The routines in the nursery are not planned with sufficient care to promote children's independence. For example, there are

too few opportunities for them to take responsibility for assisting with clearing up and tidying their classroom at the end of lessons.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- The children enjoy looking at books
- There is too little emphasis on developing the children's writing

Commentary

33. The nursery and Reception classrooms have good library areas, invitingly furnished and well supplied with books. The children are encouraged to use them at all times. They enjoy listening to stories and are eager to answer questions about what they hear. However, the teachers' planning does not link the group activities to the story being read that week and there are too few occasions when the children sit down spontaneously to enjoy a book with an adult. The writing corner in the nursery is not used consistently and there is no effective system for ensuring that all pupils are helped to 'choose' to spend some time there during group activities. In the Reception class, the basic skills of handwriting are now being taught and some of the more able pupils are beginning to make satisfactory progress. The children have opportunities to develop their spoken language during whole class sessions, but their progress in reading is slow and they are not confident in using letter sounds to support their development in reading. Some parents help to hear their children read on a regular basis at home and the comments they add to the reading records are valued by the school. The range of children's literacy skills and understanding is limited and the majority are unlikely to achieve the goals expected of them at the end of Reception.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- The children are underachieving because mathematical skills are under-emphasised

Commentary

34. When the children enter the Foundation Stage, their mathematical development is below average. They learn to recognise and name simple shapes and to sort and classify objects by colour and size. They count to ten as they work out how many children are present in their class, count the number of boys and girls and then decide which number is the bigger of the two. There are opportunities for counting as the children line up to go out to play or into dinner and they enjoy number songs and rhymes. A few are able to count accurately beyond ten and recognise numbers to 10. However, there are too few planned activities that offer interest and challenge to the more able children. Games and practical activities are not used effectively to extend mathematical understanding. The children in the Reception class demonstrate some understanding of 'taking away' as they throw a dice and remove that number from 10. Although the teacher explains the concept very carefully and provides good resources to illustrate the operation, many of them find it very difficult to understand. Their progress is unsatisfactory and most are unlikely to achieve the goals they are expected to reach.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- The outdoor area is well laid-out and encourages an interest in nature
- There is a narrow range of activities planned

Commentary

35. The children are beginning to show an understanding of the world about them. In the nursery, they check the weather each day, which is recorded on the board by the teacher. By studying the colour and shape of the clouds they are able to estimate if the day is likely to be wet or dry. All of the children were fascinated by the animals brought into school by a teacher from the local secondary school and showed breathless excitement when they were permitted to hold and stroke these creatures. Many of them found the snake particularly magical and were amazed that it felt so dry. The pupils in the Reception class continued to use this experience to enrich their literacy lesson the following day, as they tried to write sentences about their favourite animal. The school garden is used to find interesting items such as birds' feathers, leaves, ladybirds and pieces of bark. However, there are too few planned activities that challenge and interest the children and the range of learning opportunities is narrow. The learning outcomes for many of the group activities in the nursery are unclear and much of the apparatus that is put out remains unused during each lesson. The children experiment with an interactive white board and these skills improve in Reception.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Outdoor resources are good but the planning is not clear about what the children are expected to learn

Commentary

36. The school provides good resources for physical development, both out of doors and in the school hall. However, poor weather during the inspection curtailed the use of the outdoor space and there was no time-tabled physical education in the hall during the inspection. The purpose of the Reception children joining the nursery class after morning break is unclear and there is little evidence in the teachers' planning of what the children are expected to learn in these sessions. The poor state of the roof over the covered section of the outdoor area severely limits its use during poor weather. Manipulative and co-ordination skills are developed through the use of a range of pencils, pens and brushes. The children learn to use scissors and were observed cutting paper and card safely. There are some opportunities to develop fine manipulative control by completing jigsaws and using construction kits.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- The staff plan a suitable range of artistic experiences
- There are too few planned activities in dance, drama and music

Commentary

37. The children in the nursery are enthusiastic about their art lesson and they begin work eagerly on their animal models. The teacher gives praise and encouragement as the children cut and stick card, using glue and tape effectively. Some children are absorbed in role-play in the home corner where they busily 'make tea' and offer it to anyone nearby. The children in both the nursery and Reception classes enjoy singing nursery rhymes and action songs. However, there are too few

experiences provided in dance, drama and music. Although taped music is played softly as the children enter the nursery at the start of each session, it is not discussed, so limiting its use to enhance the children's learning. There are good supplies of percussion instruments available.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils achieve well in Years 3 to 6 and standards are rising, but could they still be higher
- The pupils enjoy English lessons, work hard and behave well
- The pupils with special educational needs receive good support and they achieve well
- The monitoring of teaching has not ensured that the work in Year 2 builds upon the good start made in Year 1
- Too much of the pupils' work is presented untidily

Commentary

38. The pupils join Year 1 with language skills that are well below those expected of pupils of this age. By the end of Year 2, their achievement is satisfactory, although standards in reading and writing remain well below average. This is because the pupils in Year 2 do not build sufficiently upon the good start that they make in Year 1. The picture improves in Years 3 to 6 but, by the end of Year 6, standards are still below average. The school's results in the national assessments for pupils in Year 6 have been regularly well below the national average. However, the results for 2003 showed an improvement on the previous year and the inspection evidence indicates that standards are continuing to rise. This reflects the success of the intensive work to raise standards over the past two years. There remains more to do, however, particularly in raising the pupils' attainment at the end of Year 2.
39. The quality of teaching is satisfactory overall and good teaching was seen in Years 1, 4, 5 and 6. The school has successfully reappraised its approach to the National Literacy Strategy. A strong feature of the best teaching is the way that, at the beginning of lessons, the teachers make sure that the pupils are clear about what they are about to learn. This, together with the regular assessments made of the pupils' progress in reading and writing, is rapidly increasing the pupils' awareness of how well they are doing and what they need to do to improve. This contributes to the older pupils' good achievement. Reading is taught well through guided groups, often outside of the daily literacy lessons and the school has extended the range of opportunities for developing the pupils' writing. The pupils write for a variety of purposes, including stories, poems, reports and book reviews, and they learn to evaluate and analyse their work. Targets for improvement are set regularly and these are often displayed prominently in classrooms, giving the pupils' learning the highest priority. In some classes, however, the teachers' expectations of the pupils' handwriting and presentation are not high enough.
40. The co-ordinator has responded well to the LEA's intensive support programme and leads the subject well. Although a check is kept on teaching and learning, this has not been sufficiently rigorous to ensure that agreed improvements in teaching have been achieved. While standards are rising in Years 3 to 6, many of the pupils have much catching up to do and standards remain lower than they could be. Additionally, more could be expected of the pupils in Year 2, particularly those capable of attaining the higher levels. There are too few examples of the more able pupils being provided with more demanding work and, occasionally, too little time is left in lessons for them to develop their ideas in their writing. As a result, these pupils underachieve.

41. The pupils respond well to English lessons. They listen attentively and are eager to answer questions and join in with the discussions. For example, the pupils in Year 6 were very enthusiastic in their discussion on story settings and how the opening to a story needs to capture the reader's attention. Skilful questioning by the teacher encouraged the pupils to think deeply and develop and verbalise their ideas. Relationships in lessons are generally very good. Across the school, the staff make sure that those pupils with special educational needs are able to play a full part in lessons. The teaching assistants support these pupils well during the lesson introductions, encouraging them to answer questions and clearing up any misconceptions, so enabling them to make good progress towards their particular targets.

Language and literacy across the curriculum

42. Sound use is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. They respond well to the opportunities to write reports and accounts in subjects such as science, history and geography. The pupils' speaking and listening skills are generally promoted well through the discussions at the beginning and end of lessons. Most pupils know how to use books and computers to carry out research. The attractive library is well stocked with books to support independent learning and the internet is often used to enhance this provision.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The teaching is good in Years 3 to 6 and standards are rising
- Standards could be higher at the end of Year 2
- Insufficient emphasis is placed on practical work to develop the pupils' understanding of mathematical ideas
- The teaching assistants provide effective support

Commentary

43. The pupils leave Reception with mathematical skills that are below expectations. They achieve well in Year 1, where the teaching is good, but the rate of progress slows in Year 2 and standards remain below average. The pupils achieve well and make good progress in Years 3 to 6 and, by the end of Year 6, standards are in line with what is expected of pupils of this age. This is because the teaching in these year groups is often good and this is reflected in the improving results in the national tests for pupils in Year 6. Standards at the end of Year 6 are similar to those found in the last inspection, but those at the end of Year 2 are lower.

44. The quality of teaching is satisfactory overall but, within this picture, there is some variation. Unsatisfactory teaching was seen in Year 2, where the more able pupils were not sufficiently challenged and others became confused when what was being taught was not clear to them. Shortcomings in the management of the pupils' behaviour meant that too much teaching and learning time was lost. The pupils' previous work shows too little emphasis on practical work to extend, enhance and enliven the pupils' learning. As a result, many of this year group underachieve and standards could be higher. The pupils' presentation of their work is not consistent across the school, but where the teaching is good the quality and presentation of the work improves.

45. The National Numeracy Strategy has had a strong impact on the teaching of mathematics and is used effectively to support teaching throughout the school. In the good lessons observed, teachers had high expectations of behaviour and what the pupils were capable of achieving. In a successful Year 6 lesson, the pupils were ordering fractions confidently, at speed, by changing denominators and identifying equivalent fractions. The planning for this lesson catered for the wide range of ability in the class and all of pupils were engaged and challenged. Also evident in this, and the other junior classes was the good use of investigational mathematics. In Year 4, the pupils investigated weights and measure whilst, in another class, the pupils presented information accurately using graphs and pie charts.
46. The teaching assistants make a valuable contribution to the pupils' learning, particularly for those pupils with special educational needs. Their work is usually well planned and directed by the teachers and the teaching assistants use a variety of strategies to support the pupils. They place a good emphasis on practical learning and developing mathematical language so that the pupils make good progress.
47. The co-ordinator is a skilled teacher and a strong manager and has a clear picture of what needs to be done to raise standards. Assessment data is used effectively to track the pupils' progress through the school. There is a programme of monitoring the teaching and learning, but more needs to be done to improve the quality of teaching to the level of the best and ensure greater consistency in its quality and impact. The co-ordinator has responded well to the LEA's programme of intensive support and contributes effectively to school improvement planning.

Mathematics across the curriculum

48. Mathematics is used appropriately in other subjects. In science, for example, the pupils use their number skills to measure during practical work and gather and present information in a variety of graphs and charts. In geography, they use co-ordinates and grid references in their map work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The teaching in Years 3 to 6 is good and standards are improving
- The older pupils are particularly skilful in carrying out investigations
- The monitoring of teaching and learning is not sufficiently rigorous, so there are some inconsistencies in marking and presentation
- The pupils with special educational needs achieve well
- More could be expected of the more able pupils in some classes

Commentary

49. Whilst the pupils' achievement in Years 1 and 2 is satisfactory overall, the rate of progress they make slows in Year 2 and standards are below the expectations of pupils at the end of Year 2. This represents a decline since the last inspection. The pupils' progress improves in Years 3 to 6; they achieve well and, at the end of Year 6, standards are in line with what is expected of pupils of this age, which is an improvement since the last inspection. The results in the Year 6 national assessments in science have improved over the last two years.

50. The quality of teaching is satisfactory overall. Good teaching was seen in Year 1, where the pupils were exploring the root formation of different plants and discovering how the roots help to anchor the plant in the ground. One group of pupils discussed the ‘network’ of white threads that formed the root system and they understood the function of other parts of the plant. The pupils make better progress in Year 1 because the work is planned to take account of the ability in the class. Across the school, the pupils with special educational needs are well supported by the teaching assistants. In some lessons, however, more could be expected of the more able pupils.
51. An analysis of the pupils’ work in Years 3 to 6 shows that the teaching is good. They cover a wide range of science topics, make good progress and engage in challenging investigations which emphasise the skills of scientific enquiry. This is particularly evident in the older age groups. In Year 5, for example, the pupils explored the different conditions for germinating seeds, whilst Year 6 pupils investigated friction and forces, representing their results graphically and drawing conclusions from their findings. Very good teaching was seen in Year 6, where the teacher’s expectations were particularly high. In this lesson, all of the pupils were challenged to think carefully and they responded confidently and enthusiastically to the brisk questioning.
52. The teachers’ planning and assessment are satisfactory. The school follows the national guidelines and the pupils are assessed at the end of each topic. The leadership and management of science are satisfactory. The subject leader is aware of standards and what needs to improve. However, monitoring procedures are largely informal, not focused on specific priorities and are insufficiently rigorous. One consequence of this is that the teachers’ marking of the pupils’ work is inconsistent. At its best, marking is used well to inform the pupils how they are doing and how they might improve their work. Similarly, the teachers’ expectations of the pupils’ presentation of their work is inconsistent. The school is generally well resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have risen since the last inspection and are now in line with what is expected of pupils of this age
- The planning for developing the pupils’ knowledge, skills and understanding in ICT is good, but the way that computers are used in other subjects is not always clear
- The pupils have positive attitudes, work well together and use the equipment carefully

Commentary

53. The standards achieved by the pupils at the end of Years 2 and 6 are in line with those expected. This represents good improvement since the last inspection, when standards were judged to be below expectations. Under the enthusiastic leadership of the co-ordinator, the school has worked hard to improve the quality and quantity of computers and ensure that all of the required aspects of the subject are covered. These improvements, together with the teachers’ improved knowledge and confidence in the subject, have contributed significantly to the rising standards.
54. The teaching was satisfactory in the lessons seen in Years 1 and 2 and good, overall, in those in Years 3 to 6. The evidence of these lessons, together with the scrutiny of the work previously carried out by the pupils, indicates that the pupils’ achievement is satisfactory in Years 1 and 2 and they are achieving well in Years 3 to 6. The pupils in Year 1 were observed programming a

'turtle' on their computer screens. The lesson was well organised and there was a clear focus on the pupils' learning. In Year 2, the pupils are able to find information on the computer and they can use the internet. In both lessons, the pupils were interested in their work, behaved well, worked hard and learned about the subjects they were studying. All of the pupils are expected to cover the same work, however, and this limits the progress of the more confident pupils, who are capable of attempting more demanding work.

55. The pupils in Years 5 and 6, in particular, make good progress because of the consistently good teaching they receive. Across the school, the teachers' confidence in using computers has been improved through in-service training and this has been extended to teaching assistants. The teaching assistants make a good contribution to the lessons in the computer suite and to the work that takes place in classrooms. Similarly, the technician, provided by the local EAZ, maintains the equipment well and helps to ensure that lessons run smoothly. For example, a few of the pupils in a Year 6 lesson were having difficulty in programming the equipment to operate traffic lights. They were well supported by the teacher, teaching assistant and technician and they soon solved the problem.
56. The pupils have access to a broad and balanced range of activities that covers the requirements of the National Curriculum. The national planning guidelines are modified where appropriate. As a result, the work planned builds well on the pupils' previous learning and the level of challenge increases from year to year. The school has recently revised its approach to assessing and tracking the pupils' progress and the current arrangements, whilst satisfactory, are at an early stage.

Information and communication technology across the curriculum

57. The way that computers are used in other subjects has improved since the last inspection but it is not clear that the work in other subjects is planned explicitly and systematically. Hence, opportunities are missed. There are, however, many examples of the pupils word processing, for example when creating leaflets or writing letters. There are good links with mathematics, as when Year 2 pupils developed their understanding of directions and distance by guiding a 'screen turtle.' The internet is used regularly, for example when researching mountains in geography or World War 2 in history. The interactive white boards in the suite and in some classrooms are well used and there are plans to extend these facilities to all classes. The pupils in Year 6 are able to use the computer suite before school each morning to revise previous work and consolidate their understanding.

HUMANITIES

It was only possible to observe one **history** lesson. Discussion with the subject coordinator, evidence from curriculum documents and analysis of work around the school indicate that the pupils are covering the required aspects of the subject. In the well-planned lesson observed in Year 1, the standard of teaching was good. Using well-prepared resources, the teacher led the pupils to discuss the clues which tell them whether toys are modern or old. The pupils were able to put several toys into a 'time line' and give sensible justification to support their ideas. A good pace was maintained throughout the lesson and the level of interest was high. The teaching assistant was very well briefed and further enhanced the pupils' learning with the toys that she had brought from home. There was a strong emphasis on teaching the pupils how to interpret evidence. The subject is enhanced by visits to places of interest such as Coventry Cathedral and Warwick Castle and the use of museums such as Living History.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- The planning is good because it provides a broad range of activities and builds on what the pupils have learned previously
- There are too few ways of tracking the pupils' progress as they move through the school

Commentary

58. Two lessons were seen, in Year 2 and Year 5. The evidence from these lessons, from the pupils' work in books and on display and from discussions with the pupils indicates that standards are in line with what is expected of pupils at the end of Year 6 and, overall, their achievement is satisfactory. The curriculum is broad and balanced and offers a good range of opportunities for pupils to study the world in which they live. Throughout the school, the pupils have the opportunity to study countries such as Pakistan. They find out about different climatic zones, the main features of mountains and rivers and they consider environmental issues within the local area and further afield.
59. In Years 1 and 2, the pupils gain an understanding of places in the world by following the adventures of Barnaby Bear. When questioned about his latest visit to Dublin, a group of Year 2 pupils could identify the British Isles from the map on the wall. Although a few of the pupils can recognise the continents of Africa and America on a map of the world, the work seen and the lessons observed indicate that, by the end of Year 2, the pupils have a limited understanding of the work they cover.
60. The teaching was satisfactory in the lessons seen. The available evidence indicates that progress and achievement are better in Years 3 to 6 and the pupils have a better understanding of the main themes and ideas of what they are taught. In a Year 5 lesson, the pupils were able to consider environmental issues in a local study, when considering the options for siting a restaurant in one of three possible locations. In discussion, pupils in Year 6 can describe the climate of the rain forest and they know that it is situated near to the equator. These pupils have a sound understanding of how rivers were formed and can name the major mountain ranges of the world.
61. The subject co-ordinator leads the subject conscientiously, although there is little emphasis on monitoring the teaching and learning. The school follows national guidelines for planning geography and the staff use a selection of geography websites for teaching materials and information. However, there are no formal systems for assessing and tracking the pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to see any lessons being taught in **art and design**. However, an examination of curriculum documents, the teachers' planning, samples of the pupils' work (from all but two classes) and discussions with school staff and children indicate that pupils experience a worthwhile range of experiences. The subject coordinator has worked hard to raise the profile of art within the school. A broad curriculum provides a wide variety of interesting and stimulating topics and activities. It ensures that basic skills are built up and improved at regular intervals as children progress through the school. There were some interesting samples of work from children in Years 1 and 2, including

flower paintings and class portraits. No work was submitted from Years 3 and 4, but the pupils in Years 5 and 6 produced numerous examples of very good work – notably their designs for theatrical costumes and masks and their enchanting fabric designs inspired by Rangoli patterns. It is clear that the pupils in these classes are learning to appreciate the work of great artists, as they try to emulate the inspiration of Van Gogh, Monet, Constable and Archimboldo. The school makes good use of visiting artists to further enhance the subject for the pupils.

No lessons in **design and technology** were seen. The evidence from the teachers' planning and the limited amount of work on display around the school indicate that the pupils receive a worthwhile range of experiences that become progressively more challenging as they move through the school.

No **music** lessons were seen, but two singing practices were observed. The evidence from these sessions, together with discussions with teachers and a scrutiny of planning documents, indicates that music features regularly in the school time table. In both singing practices the pupils behaved very well, sang enthusiastically and tunefully and maintained good rhythm. The pupils in Years 1 and 2 showed enormous enthusiasm for action songs such as 'The Jungle Song' and demonstrated a good grasp of syncopated rhythms. There pupils participated well as percussion instruments were added to the performance and a musical accompaniment was built up using a wide variety of instruments. The older pupils, in their hymn practice, were able to maintain tuneful singing and good timing in a four-part round. The music teacher has good subject knowledge and is able to lead pupils with a piano accompaniment. Extra-curricular enhancement of music provision is provided through the Dance and Rhythm Workshops.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The pupils enjoy PE lessons and work hard
- There is a good range of out-of-school sporting activities

Commentary

62. It was only possible to observe two PE lessons during the inspection. The evidence of these lessons in Years 3 and 4, from teachers' planning and from discussions with pupils and teachers indicates that standards are in line with the expectations of pupils at the end of Year 6. The pupils' achievement is satisfactory overall. Older pupils have the opportunity to swim and the majority of them are able to swim 25 metres unaided before they leave the school.
63. The quality of teaching is satisfactory overall. The planning for both of the lessons seen was clear about what the pupils were expected to learn and ensured that the lessons ran smoothly and were safe. In a good gymnastics lesson in Year 3, the main focus was on moving and balancing in different ways. A strength of the teaching was the way in which the teacher intervened throughout the lesson to develop and extend the pupils' skills, sometimes using the performance of individual pupils to demonstrate good practice. The pupils achieved well because they had a clear understanding of what they needed to do to improve.
64. In a similarly well organised games lesson in Year 4, the pupils practised passing and controlling a football. Here, the teacher had a sound understanding of the techniques used and, together with the teaching assistant, supported the pupils well. The good level of resources enabled the pupils

to work in pairs, so giving them many opportunities for practice. In both lessons, the pupils worked hard and concentrated well. They worked well alone, in pairs and in small groups. The provision for PE is well organised under the sound leadership of the co-ordinator. The pupils enjoy the good range of opportunities to use and develop their skills outside of lessons. These include clubs for netball, cricket and football, opportunities for outdoor pursuits at residential visits to the LEA's centre at Dol-y-Moch and coaching at a local centre through the Physical Education in Primary Schools project. The school takes part successfully in competitive sports with other local schools. Not only do these activities help to improve the pupils' skill levels, they also contribute to their personal development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It was only possible to see one lesson dedicated to personal, social and health education, so an overall judgement is not possible. However, it is clear from the lesson seen and other available evidence that the programme is well organised and contributes towards the pupils' personal development, their positive attitudes to learning and their very good relationships with each other. Good behaviour is reinforced throughout the school and older pupils report that rare instances of bullying are taken seriously by staff and are dealt with well. There was a lively discussion about the qualities that make a good friend in the very good lesson seen in Year 3. This lesson was supported by the play worker. The pupils responded thoughtfully to the teacher's probing questions and the lesson made a very good contribution to their personal development by encouraging them to be confident about expressing their opinions. The pupils' speaking and listening also benefited from the discussion. Although the school responds well to suggestions made by the pupils, there are few formal ways of seeking their views.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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