

INSPECTION REPORT

WEDDINGTON PRIMARY SCHOOL

Nuneaton

LEA area: Warwickshire

Unique reference number: 130895

Headteacher: Mrs Sue Millhouse

Lead inspector: Mrs Stephanie Lacey

Dates of inspection: 15th - 17th March 2004

Inspection number: 258324

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	444
School address:	Winchester Avenue Nuneaton Warwickshire
Postcode:	CV10 0DR
Telephone number:	(024) 7634 0729
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Betty Rossi
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

The school is a large primary school on the outskirts of Nuneaton. It has two attached bases, one for pupils with hearing impairment and one for pupils with speech and language difficulties. These pupils are fully integrated into the school. Most pupils come from the private housing close to the school, with a few from further afield. The percentage of pupils claiming free school meals is below the national average. About six per cent of pupils are from families from a range of minority ethnic groups. One pupil does not have English as their mother tongue and is at an early stage of learning English. When children start school, their skills, knowledge and understanding are wide-ranging, but above average for their age overall. Twelve per cent of pupils, including the 17 in the two special bases, have been identified as having special educational needs, which is below average. These pupils have a range of learning difficulties and 11 have a statement of special educational need. The percentage of pupils joining or leaving the school other than at the normal time was low last year. The school received an Investor in People Award in 1999.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3764	Stephanie Lacey	Lead inspector	Foundation Stage, Art and design, History, English as an additional language
13895	Angela Smith	Lay inspector	
14848	Kevin Cassidy	Team inspector	English, Geography, Music
28882	Barbara Jones	Team inspector	Special educational needs
24019	Ken Parry	Team inspector	Mathematics, Design and technology, French, Physical education
17995	Roger Purdom	Team inspector	Science, Information and communication technology, Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Weddington Primary provides a sound education. It is a happy school with the headteacher and staff committed to doing their best for the pupils. Standards are average, with pupils achieving well in younger classes because of good teaching. Satisfactory teaching ensures that most pupils make steady progress in Years 3 to 6. However, the school is underachieving because some older pupils are not doing as well as they could. In view of relatively low funding and the average standards achieved, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children achieve well in the reception classes and Years 1 and 2 most of the time because of good teaching.
- Standards in Year 6 are above average in science, but not as high as they could be in other subjects in Years 3 to 6, because some pupils are underachieving.
- Pupils enjoy school and like learning.
- All staff are committed and hardworking.
- Provision for pupils in the speech and language and hearing impaired bases is very good and additional support for other pupils with special educational needs is good.
- Interesting activities outside lessons enrich learning.
- There is a good partnership with parents.
- The school's accommodation and grounds are good, but the design of older pupils' classrooms creates some problems with noise and space.

Overall, the school has made satisfactory improvement since its last inspection in 1998. However, standards are not as high as they were and the quality of teaching is not as strong as it was in Years 3 to 6. The reasons for this include staff turnover and absence. Some aspects of the school's work are better than they were. Staff have worked hard to improve the planning of work in different subjects and teaching has improved in the reception classes. The school has successfully tackled the issues needing attention noted by the last inspection. These were related to staff development, planning of work in some subjects, procedures for checking pupils' progress, the provision for children under five and some minor statutory requirements.

STANDARDS ACHIEVED

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

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

Pupils achieve well in the reception classes and Years 1 and 2. Although most pupils make broadly satisfactory progress in Years 3 to 6, some are not doing as well as they could. For several years, children have started school with more advanced knowledge, skills and understanding than other children of their age. Most have made steady progress, but some have not done as well as they should. In recent years, standards have not been high enough in Year 2 national tests in writing and mathematics or in Year 6 national tests in English. This indicates that some pupils are underachieving. Recent improvements in teaching and learning in the reception class and Years 1 and 2 have resulted in improved standards in Year 2 tests. This has not been matched in Year 6 tests. The inspection found that standards are currently average in Year 2. Unusually, this group of pupils has a large number of pupils with special educational needs and they have done well to reach the standards that they have. Standards are broadly average in Year 6 and above average in

science. In Years 3 to 6, most pupils make steady progress, with some doing better in Years 5 and 6. This is not sufficient to enable each year group to reach the standards of which they are capable overall. This includes higher attaining pupils and those from minority ethnic groups. Pupils with special educational needs, including those in the speech and language and hearing impaired units, make the same progress as their peers, but do well when they have extra support.

Pupils' positive attitudes to school and their satisfactory behaviour are promoted by the school's sound provision for their spiritual, moral, social and cultural development. Pupils behave well in reception classes and Years 1 and 2, but a minority of older pupils are not always as attentive in lessons as they could be. Behaviour at playtimes and in assemblies is good. Pupils' attendance is well above average.

QUALITY OF EDUCATION

Weddington provides a sound education for its pupils. Teaching and learning are satisfactory overall and this ensures that pupils make steady progress. It is good in the reception classes and Years 1 and 2, and satisfactory in Years 3 to 6, where some inconsistencies in expectation affect pupils' learning and teachers do not make best use of assessment information to help pupils to improve. This is particularly so in Years 3 and 4. The curriculum is satisfactory and pupils benefit from many interesting activities outside lessons. Some older pupils' classrooms are not well soundproofed or large enough for practical activities. Pupils in the units for hearing impairment and speech and language are very well provided for. Other pupils with special educational needs are supported effectively. Pupils are cared for well and there is a good partnership with parents that contributes effectively to most pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are sound. The experienced headteacher provides a clear lead. There is a shared focus on raising standards, which is evident in the work in younger pupils' classes. In Years 3 to 6, as a consequence of staff changes, leadership of the teaching team is not yet established. However, with the recent appointment of senior staff, the school is in a good position to move forward. Governors have a good understanding of the strengths and weaknesses of the school and governance is sound.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with all that the school does for their children and have no significant concerns. Pupils are happy at school and are positive about their experiences. They particularly like their teachers.

IMPROVEMENTS NEEDED

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

- Tackle pupils' underachievement and raise standards by:
 - Expecting more of pupils in Years 3 to 6.
 - Using information about pupils' progress to target whole school areas for development and what individual pupils need to do to improve.
 - Making sure that all staff are consistent and positive in the way that they encourage pupils to behave in lessons.
 - Establishing clear lines of responsibility for the leadership of work in Years 3 to 6.
- Improve the accommodation in Years 3 to 6 in order to provide quieter working conditions for Years 4 and 6 and more space for Year 3 pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children achieve well in the reception classes and Years 1 and 2. Pupils make satisfactory progress in Years 3 to 6, but some are not doing as well as they could. Standards in Year 6 are above average in science, but not as high as they could be in other subjects.

Main strengths and weaknesses

- Children achieve well in the reception year and most of the time in Years 1 and 2 because of good teaching.
- Pupils in Year 2 have made good progress from a low starting point.
- Most pupils in Years 3 to 6 make satisfactory progress, but some are capable of higher standards.
- Although standards are broadly average, pupils at Weddington have been underachieving in national tests for several years.
- Pupils in the hearing impaired and speech and language bases achieve very well when they have specialist help.
- Other pupils with special educational needs achieve well when they have extra support.

Commentary

Starting school

1. In most years, the school's records show that children are doing better than other children in Warwickshire when they start school. The exception is the current Year 2, whose knowledge, understanding and skills were well below the Warwickshire average when they started in the reception classes.

National tests and assessments

2. Over the last few years, standards have ranged from well below average to well above average in national tests, with improvement above the national trend in Year 2 tests and in line with the national trend in Year 6 tests.
3. In Year 2, tests standards have been consistently above average in reading and ranged from average to well above average in writing. Standards have ranged from below to above average in mathematics. As the table below shows, in 2003, standards were well above average in writing, above average in reading and average in mathematics.
4. In view of children's above average attainment on entry to school, one would expect standards to be consistently above average. This has not been the case in writing and mathematics, where pupils have been underachieving. There has been some recent improvement, particularly in writing.

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

Standards in:	School results	National results
reading	16.5 (16.7)	15.9 (15.8)
writing	15.9 (14.5)	14.9 (14.4)
mathematics	16.7 (16.3)	16.4 (16.5)

There were 63 pupils in the year group. Figures in brackets are for the previous year.

5. In Year 6 tests, standards have been below average in English for three of the last four years. They have ranged from well below average to above average in mathematics and from average to well above average in science. As the table below shows, standards in 2003 were below average in English, average in mathematics and above average in science. In recent years, underachievement has been most pronounced in English.

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

Standards in:	School results	National results
English	26.3 (26.9)	27.0 (27.0)

mathematics	26.8 (27.7)	27.0 (26.7)
science	29.8 (30)	28.8 (28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

In comparison with other schools

6. In 2003, Year 6 pupils made steady progress from their tests in Year 2. However, when standards at Weddington are compared with schools whose pupils come from a similar socio-economic background, it is clear that pupils at Weddington do not do as well and are underachieving, particularly in English.

Reasons for underachievement in national tests

7. There are several factors that have affected pupils' progress:
- Some year groups have had changes of teacher mid-year because of staff illness, promotion or secondment.
 - In the past, the school's reports show that teaching has not been strong in the reception class and so pupils did not have a good start.
 - Satisfactory teaching in Years 3 to 6 has not been strong enough to drive up standards.
 - The school's own tracking shows a dip in progress in Years 3 and 4.
 - A few pupils miss more than three weeks' schooling during the year. The school's analysis shows that this has affected their progress.
 - About a quarter of children do not do their homework regularly.
 - The work of the newly appointed senior management team has not yet impacted on standards, especially in relation to improving teaching and learning, and the use of assessment information.

Inspection findings

Reception classes

8. The inspection found that provision has improved in the reception classes and that children now achieve well. They are well set to reach the goals expected of them by the end of the reception year in all areas of learning. Many pupils have already reached these goals.

Years 1 and 2

9. Pupils in Years 1 and 2 also achieve well in most subjects. In Year 2, standards are average in reading, writing, mathematics and science. This represents good progress from entry for these pupils because a high proportion of the group have special educational needs. Standards in other subjects are also broadly average, with some examples of high quality work in art and design.

Pupils in Years 3 to 6

10. Pupils in Years 3 to 6 are currently making satisfactory progress, but they are not doing as well as they could. This underachievement is more noticeable in Years 3 and 4. Here, satisfactory teaching is not helping pupils to make the progress that they need to in order to reach their full potential. Standards in Year 6 are broadly average in most subjects and above average in science.

Pupils with special educational needs

11. Although the overall percentage of pupils identified with special educational needs is below average, many of those who are identified have significant difficulties. Fifteen pupils are attached to the speech and language base and two to the hearing impaired base. All of these pupils are fully integrated into the school, although they are withdrawn for specialist support. At these times, they achieve well, and sometimes very well. In class, they achieve well when they have extra help and as well as their peers at other times.
12. In addition to the five pupils attached to the bases who have statements of special educational need, there are a further six pupils in the school who also have statements. They have a range of difficulties, including moderate learning problems, dyslexia, autism and behavioural problems. These pupils also achieve well when they work with specialist staff and when they have extra support in the classroom. They make good progress against their individual targets.

Pupils learning English as an additional language

13. Only one pupil is at the early stages of learning English and is progressing well as a result of extra help and sensitive support from the class teacher.

Pupils from minority ethnic groups

14. The small number of pupils from minority ethnic groups achieve as well as their peers.

Higher attaining pupils

15. During the inspection, higher attaining pupils achieved as well as their peers. In last year's national tests, higher attainers did well in Year 2 in reading and writing, and well in Year 6 in science.

Boys and girls

16. No significant difference was noted in the attainment or achievement of boys and girls during the inspection. In Year 2 national tests, girls have done better than boys in reading and mathematics on average for the last three years, and in Year 6, girls have also done better than boys in English.

Pupils' attitudes, values and other personal qualities

Pupils are positive about school and their attendance is well above average. Their behaviour is satisfactory. Sound provision for pupils' spiritual, moral, social and cultural development underpins the development of their personal skills.

Main strengths and weaknesses

- Pupils have good attitudes to learning.
- Pupils have good relationships with each other and with adults.
- All pupils with special educational needs have very good relationships with their specialist teachers, their classroom assistants and the special educational needs co-ordinator (SENCO).
- The school provides good opportunities for social development, but there is some inconsistency in behaviour management in older pupils' classes.
- Attendance is well above the national average.

Commentary

17. Pupils are as positive about school as they were at the time of the last inspection. There have been no significant changes in the school's provision for pupils' personal development, although behaviour management is not as good as it was.

Attitudes

18. Pupils' interest in school life and the range of activities offered is good. They enjoy talking about their work and speak with confidence. They work well with each other and there is mutual respect, both between pupils and also between pupils and staff. The few pupils from different ethnic backgrounds play and work happily together with others in the school. In talking with pupils, it was clear that they regarded staff as friends, but knew the boundaries within which they had to stay. The majority of pupils enjoy coming to school. When asked what they would change about their school, many pupils said 'nothing'.

Pupils with special educational needs

19. The school places a strong emphasis on personal development for pupils with special educational needs. Consequently, pupils have good attitudes towards learning and behaviour. Sharing and turn-taking is emphasised, particularly in withdrawal lessons. In these sessions, pupils behave well, work in co-operation with others and have very good relationships with adults. They try hard to achieve their targets and are keen to respond to new challenges. Pupils with special educational needs are included well in class and are fully accepted. Signing for the hearing impaired has been introduced to the whole school and is used in assemblies. This increases understanding and acceptance.

Behaviour

20. The majority of pupils behave well in lessons, particularly in younger pupils' classes. The school has high expectations for pupils' behaviour, but, in some lessons seen in older classes, behaviour management

was not positive enough and pupils' learning was affected. In some lessons in Years 3 to 6, pupils do not listen as attentively as they should. In assemblies and at playtimes, pupils behave well. Pupils speak of clear procedures in the school to deal with bullying should it occur and these appear to be effective. There have been no exclusions for inappropriate behaviour in the last year. Overall, behaviour is satisfactory.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	368	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	1	0	0
Chinese	2	0	0
No ethnic group recorded	2	0	0

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

Taking responsibility

21. Although pupils are eager to become involved in helping in school and conscientious in undertaking tasks set for them by the school, most opportunities to take responsibility are given to only the oldest pupils. There are prefects and monitors who take duties at play times and lunch times. There are also house captains. There is a school council with representatives from each year group, but some pupils do not feel that this is as effective as it could be and it has not met recently. It was involved in the interviews for the deputy headteacher.

Pupils' personal development

22. The school provides an orderly atmosphere where all pupils are given every opportunity to achieve. It encourages pupils to become good citizens and the personal, social and health education programme has a positive input into this aspect of pupils' development. The school works hard and successfully to promote good relationships throughout the school.
23. Provision for pupils' spiritual development is satisfactory. There are limited opportunities for the spiritual development of pupils, apart from those in assemblies and religious education lessons. In the assemblies, time is given for reflection and for prayer. Provision for pupils' moral development is satisfactory overall. Pupils have a good understanding of what is right and wrong, and staff provide good role models, showing respect and concern for the individual needs of all pupils. However, there is some inconsistency in the way that teachers manage pupils' behaviour in Years 3 to 6.
24. Pupils are encouraged to see their school as a living community, working together for the good of all and supporting each other wherever appropriate. Pupils are encouraged to work together and play together, and this gives good opportunities for their social development. The number and variety of trips and residential activities that are planned also enhances their social development. Pupils are keen to help other people. They arranged a non-uniform day for an international charity, for example, and take harvest baskets round to people in their local community.

25. Although some work has been done to give pupils more opportunities to learn about different cultures, their cultural development is still only satisfactory. This is because pupils do not have a clear understanding of the multicultural nature of society. Some work has been undertaken and an intercultural support team has been involved with plans for them to spend a week in school, looking at African, Caribbean and the Indian subcontinent cultures. Pupils learn about Chinese culture through cooking. Pupils are encouraged to learn about deaf culture through signing.

Attendance

26. Attendance is very good and well above the national average. It has been maintained well since the last inspection. Unauthorised absence is below the national average. The school works with parents and carers to encourage the regular attendance of pupils and rewards those pupils who achieve 100 per cent attendance in a term. A very few pupils have more than three weeks absence during the school year and this affects their progress. Most pupils arrive in time for the beginning of the school day and are ready to begin lessons promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
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 sound education. Teaching is satisfactory overall and the work planned for pupils is also satisfactory. There is good provision for children in the reception classes and for those with special educational needs.

Teaching and learning

Overall, the quality of teaching is satisfactory. In the reception classes and Years 1 and 2, teaching is good and pupils move forward well in their learning. In Years 3 to 6, teaching is satisfactory overall and most pupils make steady progress, although some inconsistencies in teaching mean that some are not reaching the standards that they are capable of. Procedures for checking how well pupils are doing have improved, but they are not yet used consistently.

Main strengths and weaknesses

- Good teaching in the reception classes and Years 1 and 2 underpins pupils' learning.
- Very good specialist teaching for pupils in the hearing impaired and speech and language bases helps them to achieve very well when they are withdrawn for extra help.
- Other pupils with special educational needs learn effectively because of good and very good teaching when they work in small groups or individually outside the classroom.
- Teaching assistants provide very good support for pupils, especially those with special educational needs.
- Some teachers in Years 3 to 6 do not always expect enough of pupils.
- There are some inconsistencies in the way in which teachers manage pupils' behaviour, especially in Years 3 to 6.
- There are some inconsistencies in the way in which teachers in Years 3 to 6 use information about pupils' progress to help them to move forward.
- There are some inconsistencies in the use of homework in different year groups.
- Some classrooms are very well organised, with very attractive and stimulating displays.

Commentary

27. Overall, the quality of teaching is satisfactory, but not as strong as it was at the time of the last inspection, with a lower proportion of very good teaching. Teaching has improved in the reception classes and is now good. Good teaching has been maintained in Years 1 and 2, although national tests results suggest a dip in the years since the last inspection. In Years 3 to 6, teaching is satisfactory overall, with individual teachers having particular strengths.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (4%)	23 (46%)	25 (50%)	0 (0%)	0 (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.

Teaching and learning in the reception classes

28. Teaching and learning are good overall and this ensures that children move ahead well when they start school. There is a strong staff team, who work together very well. Both teachers and assistants are involved in planning learning activities and children in both classes engage in similar tasks. Staff use the indoor and outdoor space imaginatively, with a shared role-play area, for example, inside the building and a rich range of activities planned for the outside area and courtyard. Good relationships between children and adults underpin learning. In the best lessons, teachers challenge pupils very effectively by careful questioning, whilst in one or two sessions seen, children worked a little noisily. The classrooms and outside areas are very well organised and provide attractive and stimulating learning environments. The teaching of the one pupil in the school learning English as an additional language is good. The regular and additional help that he is given is enabling him to acquire a new language quickly. There is more scope for encouraging children to plan and review their activities during the ‘free choice’ sessions.

Teaching and learning in Years 1 and 2

29. Teaching and learning are also good in Years 1 and 2. Again, teaching is strengthened by good collaboration between staff, especially in planning. Tasks are matched well to the learning needs of pupils of differing abilities and consequently, all achieve well. Teaching assistants provide very good support for pupils, especially those with special educational needs. Classrooms are also organised well and pupils’ work is displayed attractively.

Teaching and learning in Years 3 to 6

30. Teaching and learning are less cohesive in Years 3 to 6, with more inconsistency from class to class. To some extent, this is because there is not currently a teacher with responsibility for leading the teaching in this part of the school, as there is in the early years. Teaching is stronger in Years 5 and 6 than in Years 3 and 4. In Years 3 and 4, teaching is satisfactory and, although this ensures that pupils make steady progress, it does not challenge them to do any better, and some underachieve.

31. There are some inconsistencies in the teaching, which are to some extent whole school issues, but are more pronounced in Years 3 to 6. These are:

- A lack of consistency in approaches to behaviour management. Teachers are not always positive in their approach, the school policy is not followed consistently and, as a result, time is wasted on managing pupils’ behaviour.
- A lack of consistency in the way that teachers use information about pupils’ progress to help them to move forward. This is particularly so in relation to the marking of pupils’ work and in the use of individual pupil targets.
- A lack of consistency in the use of homework. The best practice is in the reception class, where homework is very well organised and both children and parents know what is expected. In some older pupils’ classes, homework is not contributing as effectively as it could to pupils’ learning and opportunities are lost to use the homework planning books to communicate between home and school. About a quarter of pupils do not complete their homework.

Teaching of pupils with special educational needs

32. All specialist teachers for pupils with special educational needs know their pupils very well and motivate them to learn successfully. When pupils are withdrawn for extra help, teaching is consistently good, and often very good. Expertise in questioning and tapping thinking skills successfully promotes pupils' understanding and awareness of language and new concepts. Creative and interesting learning environments are apparent in these small teaching rooms. Pupils are stimulated to try hard and make every effort to rise to the challenge. Pupils want to learn and are successful. Difficult behaviour is handled carefully. Very good relationships are apparent. When pupils are supported in class, they also make good strides in their learning. Teaching assistants throughout the school make a very important contribution. Their work is invaluable. Assessment is used well by specialist staff to evaluate progress and has improved since the last inspection, although mainstream teachers do not always use individual educational plans effectively. When pupils work in class without extra help, staff plan appropriate learning tasks to help them to manage their work without additional support.

Assessing how well pupils are doing

33. Procedures for assessing how well pupils are doing have improved since the last inspection and the school now has a good deal of information available, especially for English, mathematics and science. The school is beginning to analyse this information to identify trends and what needs to be improved. This work is being undertaken by the new deputy headteacher, who is establishing good systems for collating the information.

The curriculum

The curriculum is satisfactory, with a good range of interesting activities outside lessons. The accommodation and grounds are good overall, with satisfactory learning resources.

Main strengths and weaknesses

- Work in the reception classes is planned well, but is not always sufficiently challenging in Years 3 and 4.
- Provision for pupils in the hearing impaired and speech and language units is very good.
- The provision for pupils with special educational needs is good.
- There is a good range of interesting activities outside lessons.
- The accommodation and grounds are good, although the open design of the Years 3 to 6 classrooms means that pupils are distracted by noise from other classes, and some rooms are small.
- There are good arrangements for transfer to secondary school.

Commentary

Curriculum planning

34. The curriculum is broad and balanced. Work in the reception classes is based on the six areas of learning for children in the Foundation Stage and is planned effectively. Work planned in Years 1 to 6 is securely based on the National Curriculum and locally agreed syllabus for religious education. It meets all statutory requirements. However, too often, work planned in Years 3 and 4 is not hard enough for some pupils and they underachieve. Since the last inspection, planning has improved with the introduction of the National Literacy and Numeracy Strategies and the adoption of national planning guidelines for work in other subjects. There is more scope for planning for the development of literacy and numeracy skills across subjects. The provision for the pupils' personal, social and health education is satisfactory overall, with programmes in place for learning about sex, relationships and drugs.

Activities outside lessons

35. Work in lessons is considerably enhanced by local visits, for example, to the Nuneaton Heritage Centre, the Warwick Toy Museum, Avoncroft Museum of Building and Coventry Cathedral. As pupils move through the school, they benefit from opportunities for residential visits. For example, there is a Year 4 trip to the Kingswood Centre in Norfolk and a five-day visit to France for Year 6.

36. The pupils also take part in a wide range of physical and sporting activities, including netball, hockey, football, rugby, dance, multi-sports and cross-country. Other extra-curricular activities, including clubs for computers, engineering and art, also add breadth to the curriculum.

Provision for pupils with special educational needs

37. The provision for pupils with special educational needs is good. The school takes care to ensure that individual learning needs are identified early so that pupils are fully included. Such analysis of need and the individual education plans produced considerably enhance the teaching and individual learning, when pupils have extra help. Classroom assistants make a particularly valuable contribution in supporting the pupils' learning.
38. Provision for pupils in the hearing impaired and speech and language bases is very good. They have specialist help and appropriate resources. Unit rooms offer spacious accommodation and the acoustics have been improved for the hearing impaired pupils. Hearing aids are checked each morning and a radio-microphone used in main school. Two speech and language therapists for all pupils in the speech and language unit enhance their education and personal development, working closely with teachers in all areas of communication. Physiotherapy sessions are held each morning for those in need of gross or fine motor training. Pupils take part in all school visits and events with their peers.

Accommodation and resources

39. The quality of the accommodation is good overall, with a number of additional teaching areas. These include libraries, computer suites, practical rooms and small group teaching rooms. Some of the classrooms in Years 3 to 6 are not enclosed and at times noise from other classes makes teaching and learning difficult, especially in Years 4 and 6. Year 3 classrooms are quite small and this makes it difficult to organise practical work. The buildings are kept very clean, and made attractive by the good quality of the displays of pupils' work, which enhance teaching and learning. The caretaker and his staff work diligently with the school, to ensure that pupils work day to day in a healthy and safe environment. The grounds are extensive and there are separate playing areas for pupils of different ages. There is a large outside area for children in the reception classes, but this is not fully fenced. Learning resources are satisfactory overall. The school has sufficient teachers and other staff to meet the needs of the curriculum. All staff are very committed to the school and the caretaker and office staff make a significant contribution.

Care, guidance and support

The provision for pupils' care, health and safety is good and has been maintained well since the last inspection. Pupils are given sound advice and support, and their involvement in the work of the school is satisfactory.

Main strengths and weaknesses

- Most pupils have a very good and trusting relationship with at least one adult in the school.
- The opportunities for seeking, valuing and acting on pupils' views are satisfactory, with room for further development.
- Provision for child protection and looked after children is good.

Commentary

Support for pupils

40. There are good arrangements for helping children to settle quickly into school when they begin in the reception classes. Good care and support for individual pupils is evident through the school. Most members of staff know pupils well and are always willing to discuss any problems pupils may have. All staff work hard to develop and maintain the good relationships observed within the school community. This helps most pupils to settle down in lessons and to concentrate on their work. Teachers are keen to foster the development of personal and social skills.

41. The school liaises with support staff and outside agencies, and teaching assistants are thoughtfully deployed to give effective support. Pupils feel that all members of staff treat them fairly and that they are well supported by the school. Most are very confident that they can rely on adults in school to offer help and give advice when needed.

Care for pupils

42. Adults in the school are vigilant about the pupils in their care and pupils are well supervised during the school day. The school is a safe environment. There are trained members of staff to deal with any medical or welfare needs of pupils, including those of looked after children. The deputy headteacher has recently undertaken training in child protection procedures and is supported in this work by other members of staff. There are few accidents in the school.

Care for pupils with special educational needs

43. The school provides for pupils with special educational needs effectively, with strong support from the local educational authority. Up-to-date information and training is provided by local education authority team members and school specialists, and includes support assistants and midday supervisors. Several members of staff have been trained to 'sign' for the hearing impaired. A physiotherapist visits regularly and recommends movement activities. Support assistants play an active role in guiding pupils' development. Daily records for each child are kept. Regular reporting occurs, with ongoing contact between class and specialist teachers. Careful evaluations plot progress and inform planning. There is close contact with all outside agencies.

Seeking pupils' views

44. The provision for personal and social education provides some opportunities for seeking pupils' views, but as the school council has not met for some time, there are currently no regular mechanisms for involving pupils more closely in the work and development of the school.

Partnership with parents, other schools and the community

The school has good partnerships with parents, the community, other schools and providers.

Main strengths and weaknesses

- The school welcomes all parents and carers into school and operates an 'open door' policy.
- Many parents actively support the school.
- The school does not have regular procedures for seeking, valuing and acting on parents' views on the working of the school.
- The provision of information for parents about the school and about pupils' progress is good.
- The school has good links with local businesses, schools and colleges.

Commentary

Working with parents

45. The good partnership with parents has been maintained successfully since the last inspection. The school operates an 'open door' policy and encourages parents and carers to discuss personal matters that may affect their children. Many parents and carers offer support to the school and are pleased with what the school provides for their children. The school readily listens to and acts on the views of individual parents and consults the Parent Teacher Association (PTA), but there is no system in place to ensure that the school regularly seeks and acts on the views of all parents and carers.
46. The active PTA, parents, carers and the local community keenly support the many school activities and initiatives, such as the 'Out of Hours' club. Parents are enthusiastic in attending events that involve their children, such as class assemblies, sports day and school performances, and are willing to help in school and with transporting pupils to events outside school. In this way, parents and carers effectively support pupils' personal development and help to broaden the scope of their educational experiences.

Partnership with parents of pupils with special educational needs

47. Parents of pupils with special educational needs are effectively involved in their education. Regular contact through letters, telephone calls and home visits gives parents a good knowledge of procedures and events. Individual educational plans are reviewed each term. Parents are invited to contribute to these and to attend annual reviews. Some pupils are from outside the local area and most parents keep in touch through the school-home diaries.

Information for parents

48. Parents are kept well informed about school activities and are kept up-to-date about their children's development through parents' meetings and good quality comprehensive annual reports. However, the school does not always inform parents immediately when children begin to struggle with work. Parents are given guidance, for example, through curriculum evenings, to help them support their children with their work. The majority are involved to some extent with their children's work at home, although about a quarter of pupils do not complete their homework regularly in Years 3 to 6. Any complaints are dealt with immediately by the headteacher, although some parents feel that they are not always kept informed about the action taken by the school over issues raised.

Partnership with the community and local schools

49. There are productive links with the local community, for example, there is an on site independent pre-school which pupils attend before joining the school. Local businesses are willing to hold events at the school for pupils' benefit and there are some curricular links with the local secondary school to support pupils' move into their next school. There is an impressive transition programme for pupils with special educational needs. The school makes an effective contribution to the initial training of teachers and welcomes students from further education colleges into school for work experience. These initiatives enrich pupils' experiences further.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and senior staff are satisfactory. Governance of the school is also satisfactory with key governors making important contributions.

Main strengths and weaknesses

- The headteacher and senior staff are committed to the all-round development of all pupils.
- Governors know the school well and have a clear understanding of its strengths and weaknesses.
- Changes in leadership of the work in Years 3 to 6 have resulted in some inconsistencies in teaching and learning, but recent appointments to the senior management team means that the potential for improvement is good.
- Work with pupils who have special educational needs is managed well.
- Arrangements for staff development and the school's role in teacher training are good.
- Procedures for checking and evaluating the work of the school need to be strengthened.

Commentary

Leadership

50. The headteacher provides a clear direction for the future development of the school. It is underpinned by her determination to provide for pupils' all-round development. All staff are hardworking and share this commitment. All pupils are valued and this shows in the way that those from the special units are successfully integrated into the life of the school.

51. For several years, there has been a regular turnover of staff leaving the school for retirement, promotion and secondment to other positions, as well as for maternity leave. This has contributed to a lack of continuity in leadership, particularly in Years 3 to 6. This, in turn, has led to inconsistencies in the quality of teaching and learning, and has hindered the school's efforts to raise standards. In the younger classes, teachers are working well together to raise standards by expecting more of pupils.

52. Recent appointments of senior staff and the restructuring of the senior management team have considerably strengthened the leadership team. Although it is too soon for them to have made a significant impact, there is every indication that the school is now in a good position to regain its momentum, move forward and tackle the underachievement in the juniors.

53. All staff and governors are consulted during the early stages of preparing the school improvement plan, which outlines a wide range of areas for development over a two-year cycle. It provides a useful overview and helpfully includes the arrangements for monitoring progress. However, it is not easy for an outsider to see which are the key priorities and the link with raising standards is not sufficiently explicit.
54. Subject co-ordinators are not as effective as they might be as their influence is not always reflected throughout the school. This is partly because some have only recently taken on their responsibilities, whilst some of the others are just developing their roles. In addition, the arrangements to enable senior staff and subject leaders to work together to improve provision need to be clarified and strengthened.
55. Leadership and management of the work with pupils who have special educational needs are good. The SENCO is skilled and experienced and provides good support to staff. The governing body are fully involved. The resource bases are managed independently by specialist teachers, in co-operation with the SENCO and in close collaboration with their county advisory teams. The two bases are very well managed, with a strong sense of teamwork. They are a strength of the school.

Management

56. Overall, the management of the school is satisfactory, and there are clear and effective procedures to help the school run smoothly and efficiently on a day-to-day basis.
57. All staff benefit from the good arrangements for professional development that are supported well by regular performance reviews. The school has made good progress in this area since the last inspection when it was judged to be a weakness. There is a good balance between the professional and career needs of staff and the needs of the school. As a result, support staff are well trained and teachers are well informed about current developments. Staff who are new to the school are welcomed and receive good support from their colleagues. The school makes a strong contribution to the initial training of teachers, working in close partnership with colleges and readily accepting up to ten students each year.
58. Some aspects of the school's monitoring and self-evaluation work well. The school identifies what it needs to do to improve and this is built into the school improvement plan. The analysis of test results and scrutiny of pupils' work, in mathematics for example, is detailed and provides a clear picture of strengths and weaknesses. However, senior staff and subject co-ordinators do not check carefully and frequently enough to ensure that agreed courses of action are consistently implemented. As a result, they do not gain a clear view of the impact of actions taken by the school to raise standards.

Governance

59. Overall, the governance of the school is satisfactory with some good features. Governors are clear about the strengths and weaknesses of the school and provide good support for the headteacher and staff. They have made a significant contribution to improving the facilities and accommodation for the benefit of all members of the school community. The governing body is well managed by the chair, who has a very good grasp of the provision for literacy, in particular. Governors who are able to visit during the school day are welcomed by staff. Visits are carried out in line with a code of practice agreed between teachers and governors, and this has contributed to a supportive working relationship.

Financial management

60. Management of the school's finances is satisfactory. Day to day financial controls and procedures are good and the office staff provide efficient support for the headteacher, staff and governors.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	991,287.58	Balance from previous year	27,522.26
Total expenditure	1,018,809.84	Balance carried forward to the next	2,093.60
Expenditure per pupil	2,295.07		

The school was forced to use its substantial balance from the previous year to cover the high costs of providing supply cover for teachers during 2002-2003.

61. There are satisfactory procedures to ensure that the principles of best value are applied. Full consideration is given to alternative providers for services and resources in order to ensure cost-effectiveness and the headteacher and governors monitor spending carefully. Their evaluation of spending decisions, for example, to measure the impact of part-time teachers on the quality of teaching and learning, is not so well developed. In view of relatively low funding and the average standards achieved, the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

62. There are two reception classes in the Foundation Stage. Children start in these classes in the September after their fourth birthdays. Most have had some pre-school experience and many attend the private pre-school on the school's site. Provision has improved since the last inspection with stronger leadership by a recently appointed senior teacher and improved facilities in the outside area. The two classrooms and outside areas are used very well and the classroom displays and organisation are very good. There is very good teamwork, with the classroom assistants playing a very important part in supporting children's learning. Planning is good and there is a seamless blend between planning for all areas of learning. Teaching is good and ensures that children move forward well in their learning. Most children are well set to reach the goals expected for their age by the end of the year in all areas of learning. Some children have already achieved them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy at school and get on well with each other.
- Children respond well to the staff's clear expectations of good behaviour.
- Children are confident and independent in their approach to learning tasks.
- The strong staff team provide very good role models for the children.

Commentary

63. Children achieve well because of good teaching and most are well set to reach the levels expected for their age by the end of the year. They have settled into school well, as a consequence of good support from staff, and are confident and happy in their new surroundings. Staff are clear about how they expect children to behave. Consequently, children behave well and generally listen carefully to the staff, although in one session a few children were over excited and not as sensible as they could have been. Children get on well with each other and co-operate sensibly in their play. Children show growing independence in the way that they approach learning tasks and select and persevere with their chosen activities during the 'free choice' part of the day. There is scope for encouraging children to plan and then review what they have achieved in these sessions. Staff are calm and positive in their approach and this helps the children in the development of their personal and social skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong emphasis on helping pupils to develop their communication, language and literacy skills, and teaching is good.
- Homework is used very effectively to help children consolidate their skills and understanding.
- There is a good emphasis on teaching phonic skills.
- The organisation of the classrooms and outside area promotes children's learning in this area successfully.

Commentary

64. Teaching is good and underpins children's good achievement. Work is planned well and there are good opportunities for children to develop their speaking and listening skills in whole class sessions and when they work alongside their friends. Good provision is made for the child who is learning English as an additional language and, as a result, he is making good progress in acquiring a new language. There is a good emphasis on sharing stories and books with children and this is fostering an enjoyment of reading.

Children take books home regularly to share with their parents and carers, and this helps them to move forward well. Good attention is paid to helping children to develop their phonic skills. Class sessions are interesting and lively, and children are fully engaged in learning. Again, very good homework arrangements helps children to consolidate their understanding at home. Most children tackle simple texts and enjoy reading. In one session seen, two girls chose to read a book together, using picture and rhyming clues very effectively to help them to read the story. Children have made a good start in developing early writing skills. The writing that they are asked to undertake is purposeful and interesting. In one session, for example, a group of children wrote about 'Mrs Wishy Washy', a character in the story that they had been looking at as a class. Most formed their letters correctly and used their knowledge of phonics to work out the spellings. Children are encouraged to write independently and the writing, or 'graphic' areas, in the classrooms are well organised, well equipped.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and enables pupils to achieve well.
- Good use is made of the outside area to extend children's learning.

Commentary

65. Teaching is good and children achieve well. As in all areas of learning, work is planned effectively. Good use is made of the outside area and, in one session seen, children worked on a number line painted on the playground to add numbers up to ten. In this session, children also had the opportunity to work with large apparatus and engaged in a game with dice, hoops and beanbags to work out simple sums. Often, tasks are challenging. In one session, for example, children ordered numbers between 20 and 30, and with the support of the teacher, managed this successfully. The classrooms are well organised, with equipment readily available for children to use and interesting displays to remind them of what they have been taught.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Good use is made of children's own experiences as a foundation for learning.
- Work is planned very imaginatively and captures children's interest.

Commentary

66. Again, teaching is good and children achieve well. The strengths in the teaching lie in the very imaginative way that worked is planned and woven into work in all areas of learning. One very good example of this is the 'tree' that has been built in one classroom, which is home to 'Sam' the squirrel. The tree is changed with the seasons and children write to and receive notes from Sam, who tells them about his life. Children's understanding of the passing of time is also enriched by the 'birthday' train, showing which months children celebrate their birthdays. Role-play areas also complement the work in this area. At the moment, the role-play area is a hospital and children's understanding of what happens in hospitals is being developed by the opportunities for them to work in this very well equipped area. Good use is made of children's experiences. They have made a map of Weddington, for example, to show the roads and houses. Children have opportunities to work on the class computers and manage this independently.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of activities planned.
- In one session seen, not enough was expected of the children.

Commentary

67. Planning is thorough and children have good opportunities to develop their physical skills. Throughout the day, they engage in a range of activities, which enable them to improve their dexterity and move with increasing confidence. Children work with a wide variety of small tools and construction kits, for example, and are improving their skills as a consequence of the good provision. One boy, for example, who struggled with using scissors, was supported very well by the classroom assistant. The outside area is used well for children to work independently with a range of equipment, such as wheeled toys and balls. There is no fixed climbing apparatus in the reception outside area, but good use is made of the play equipment in the Year 1 and 2 playground. Consequently, children's progress is not impeded. In one class session seen, most children used this confidently, but some were not as focused as they could have been. Overall, teaching and learning in this area are satisfactory.

CREATIVE DEVELOPMENT

68. During the inspection, no sessions with a creative focus were seen and so it is not possible to make an overall judgement on provision. A good range of activities is planned and these activities are linked well across the areas of learning. There are daily opportunities for children to experiment with different media and their work shows a range of paintings and drawings and three-dimensional models. The role-play area provides rich opportunities for children to make up their own stories and is very well equipped. Musical instruments are set out for children to use when they select their own activities. Children come together for music and singing sessions each week.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH and FRENCH

English

The provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is sound and there is some good teaching of writing.
- Planning for the development of literacy skills is thorough.
- The achievement of pupils in Years 3 and 4 is not as good as it should be.
- Checking of teaching and learning needs development.
- There is some inconsistency in the standards and the presentation of pupils' work in different classes.
- There are good procedures recently in place for checking pupils' progress.
- Marking does not always give pupils a clear picture of what they need to do to improve.
- Planning for the development of speaking and listening and for the development of literacy skills in other subjects is underdeveloped.
- The quality of the displays of pupils' work supports the teaching and learning well.

Commentary

69. Standards in Years 2 and 6 are average and not as high as they were at the time of the last inspection. Pupils in Years 1 and 2 achieve well in speaking and listening, reading and writing and make good progress. Progress slows as pupils move into Years 3 and 4 because not enough is expected of them and some underachieve. Progress is slightly better in Years 5 and 6, and this is reflected in improving standards in writing. Pupils with special educational needs make good progress when they are given extra help. They also do well when working in a small group with other pupils who struggle with reading and writing. Pupils from different backgrounds achieve as well as others in their class with similar capabilities.
70. Good opportunities to develop pupils' speaking and listening skills through drama are evident. In Year 1, for example, the role-play of an adult, 'Goldilocks', considerably enhanced the impact of the story, when pupils interrogated 'Goldilocks' about her conduct in the house of the 'Three Bears'. In Year 6, there was successful use of choral speaking in a poetry lesson. In this session, individual pupils had to walk through two lines of their classmates, who formed a 'conscience corridor'. Their reactions to the messages provided by the poem were challenged and this significantly enhanced the effect of the poem being taught. However, in spite of these good examples, there is no clear planning guidance for teachers about the development of pupils' speaking and listening skills as they move through the school.
71. Pupils enjoy reading and most are developing a clear taste for different genres and authors. There is a good focus on phonic teaching in Years 1 and 2, and pupils use their phonic skills and a range of other strategies to help them to tackle new words. Pupils are encouraged to read at home, but there is more scope for using the homework planning books to extend the dialogue between home and school. The two libraries are a good resource, although they were not used during the inspection.
72. The school is working hard to improve standards in writing. Currently, although teachers work together on planning, there is some difference in the expectations of teachers in some parallel classes in Years 3 to 6. In some classes, the expectations of good presentation are not high enough. Marking is not always in line with the school's marking policy. The best marking helps pupils to understand how they can improve their work. It is much less effective when it consists of a brief comment, or is a simple acknowledgement that the work has been seen.
73. Teaching is sound overall with some examples of good teaching in younger pupils' classes and in Years 5 and 6. Teachers usually share the lesson objectives with the pupils at the outset, so that the pupils are clear about what they will learn. They use questioning well, and share planning with their colleagues. The best teaching shows secure subject knowledge and is lively and imaginative. The teaching of writing, particularly poetry, is good in Years 5 and 6. Poems were selected well and the manner in which the pupils were challenged to use 'assonance', 'alliteration', 'simile', and 'onomatopoeia' in their writing, was very effective in extending the learning of the pupils. Good teaching in Years 5 and 6 is beginning to impact positively on the pupils' achievement, across the ability range. Teaching and the learning are enhanced by the good quality of work displays throughout the school.
74. There are two subject leaders, with responsibility for younger and older pupils respectively. In Years 1 and 2, the leader is experienced, while her colleague with responsibility for Years 3 to 6 is new to the role and so has not had the opportunity to look at what happens in classrooms in order to tackle the underachievement. They both have a sound working knowledge of the strengths and weaknesses of the subject. For example, they recognise that their monitoring roles across the school are areas for improvement. The introduction of a computerised assessment system has begun to have a positive impact on the teachers' knowledge of the pupils' attainment, particularly in Years 3 to 6.

Language and Literacy across the curriculum

75. Teachers take care to extend pupils' literacy skills in other subjects. Good examples were seen in science, geography and history. However, there is no clear guidance to identify a clear structure for the planning of literacy skills in different subjects year on year.

French

76. Pupils in Year 6 are taught French for one session a week and one of these sessions was seen during the inspection. This was insufficient evidence to make an overall judgement about provision. The subject leader has liaised with the secondary school in order to plan the programme for the year. This helps to prepare pupils effectively for secondary education and ensures a smooth transition from Year 6 to Year 7. In lessons, there is an emphasis on enabling pupils to develop their spoken French and develop their vocabulary. In the session seen, pupils were learning vocabulary associated with sport. They made steady progress, but noise from the class next door sometimes made it difficult for pupils to hear and be heard. Homework is used well to help pupils to consolidate what they have been taught in class. The subject leader also organises an annual residential trip to Northern France each year, which provides a good opportunity for pupils to practise their French and to experience life in another country.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 because of good teaching.
- There are good systems for checking pupils' progress as they move through the school.
- In Years 3 to 6 pupils are capable of attaining higher standards and some underachieve.
- There are inconsistencies in the quality of teaching and learning in Years 3 to 6.
- Pupils are not always clear about what they have to do to improve.

Commentary

77. Standards in Year 2 are average. These pupils' knowledge and understanding of mathematics was below average when they first entered the school. Good teaching means that they are now achieving well. Most are working within the expected range for their ages. They acquire a sound knowledge and understanding of basic number, shape and measurement.
78. Standards in Year 6 are also average. Most pupils confidently carry out calculations involving larger numbers. They deal competently with fractions and ratio, and measure angles accurately. Although most pupils reach these expected levels, these standards are below those of schools with similar intakes. National test results show that pupils have been under-achieving for several years. There are effective arrangements to assess pupils' progress as they move through the school so the two co-ordinators are aware that these standards are not high enough.
79. Pupils who learn at a slower rate, including those with special educational needs, respond enthusiastically when given extra support, as, for example, in Year 2, when the teacher skilfully developed their understanding of division. Pupils from different backgrounds achieve the same as others in their class with similar abilities. Overall, they make satisfactory progress. There are no differences in the achievements of boys and girls.
80. The National Numeracy Strategy has been adopted as the basis for planning, but it is not being used consistently, particularly in Years 3 and 4. For example, some lessons do not begin with a brisk mental mathematics session, as recommended. As a result, these pupils do not have regular opportunities to explore a range of methods of calculation or to develop a confident recall of number facts. Pupils do not always have a clear idea about what they have to do in order to improve. This is partly because some teachers often do not make the most effective use of the review or plenary phase of the lesson to check their understanding. In addition, when marking pupils' work, teachers do not always provide feedback on how well they are doing.
81. Teaching is satisfactory overall. In Years 1 and 2, it is good and, as a result, pupils make good progress. Progress slows in Years 3 and 4, where there is some underachievement, and then picks up again in the

older classes. Satisfactory teaching in Years 3 to 6 is not good enough to ensure that pupils reach the standards that they are capable of. The most successful lessons were in Year 2 and Year 6. Strengths include:

- good questioning to check pupils' understanding and extend their thinking;
- lively teaching that captures pupils' interest and sustains their concentration;
- clear explanations that ensure all pupils know what is expected of them;
- opportunities for pupils to discuss their work and to explain their strategies;
- planning work carefully to build on previous learning; and
- increasing use of new technology.

82. Although other lessons were satisfactory, they were less effective because:

- teachers do not expect enough from pupils;
- strategies to manage behaviour and ensure that all pupils are fully involved in their learning were not effective;
- in some lessons, teachers talk for lengthy periods and pupils lose concentration; and
- some teachers do not plan for different groups within the teaching sets.

83. The co-ordinators have observed lessons, sampled pupils' work and checked teachers' plans. In addition, their analyses of annual test results in each year group identify areas of weakness. However, their monitoring does not focus sharply on particular aspects of provision, such as mental mathematics or marking. There is an opportunity now to build a closer partnership with the new senior management team to ensure that agreed policies are implemented consistently throughout the school and that underachievement is effectively tackled.

Mathematics across the curriculum

84. There are frequent opportunities for pupils to use mathematics as part of their work in other subjects. For example, their awareness and understanding of pattern is developed well in art and design. In Year 4, pupils measure temperature when investigating thermal conductors and insulators. Teachers throughout the school take advantage of these sorts of opportunities as they crop up but they are not yet identified systematically in the planning frameworks for these subjects.

SCIENCE

Overall provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have been consistently above average in Year 6 national tests.
- A good range of activities is planned, especially for investigative science, but tasks are not always matched to pupils' capabilities.
- Teaching is good in Years 2 and 6.
- Teachers are enthusiastic and clear about what needs to be improved, but do not have sufficient time to check what is happening through the school.
- Pupils are not making good enough progress in Years 3 and 4.

Commentary

85. Overall, satisfactory provision has been maintained since the last inspection. Teaching is good in Years 1 and 2 and satisfactory, with some strengths, in Years 3 to 6. This ensures that pupils make steady progress through the school. Standards in Year 2 are average and pupils achieve well, and have made good progress from a low starting point. In Year 6, standards are above average, with pupils also achieving well. In Years 3 and 4 and in one of the Year 5 classes, pupils are reaching the levels expected for their age, but are not reaching the standards that they are capable of because some pupils are underachieving. Pupils with special educational needs and those from different backgrounds achieve as well as their peers.

86. Work planned is interesting, with a good emphasis on investigational work. In Year 2, for example, pupils have tested different materials to work out which are best for keeping people warm and dry. They have carried out an investigation with ice to find out which is the warmest place in the classroom. Older pupils have investigated the strength of different papers and the effect of heat on solid materials. They have carried out experiments on separating materials, for example, sand and water. This increased attention to investigative science is an improvement since the last inspection.
87. Teaching and learning in Years 1 and 2 are good. In Years 3 to 6, teaching and learning are satisfactory overall, with good teaching and learning in one of the Year 5 classes and in Year 6. The planning of lessons is satisfactory, but often, all pupils work on the same task and so there is not enough challenge for higher attaining pupils. Teachers use question and answer sessions well to move pupils forward. Teaching assistants are well used in the classroom. Pupils with special educational needs are well catered for and given every opportunity to learn. More attention is sometimes given to the higher attaining pupils, but this is inconsistent. Teachers have satisfactory procedures for checking how well pupils are doing, but do not always use the information gained to plan the next step in learning. Marking of pupils' work is inconsistent. Some work is not marked; some work is not corrected and, where there are gaps in the pupils' book, or unfinished work, there is often no follow up to ensure that the pupils have either completed the work or made up the work, having been absent. Pupils withdrawn from lessons, for guitar tuition, for example, seem to miss a lot of work. Homework is not used consistently to enhance pupils' learning. There are good displays of pupils' work around the school, both in the classrooms and in the corridors, and increasing use is made of new technology. These are a good support for pupils' learning.
88. Subject leadership is good, being shared by two teachers, one in the lower school and the other in the upper school. They have a clear vision for the development of the subject. They are enthusiastic for all pupils to achieve well. They are aware of the strengths and weaknesses of the subject and are determined to remedy those areas that need attention. Not enough time has been spent on looking at pupils' work, particularly in the parallel classes in each year. The subject co-ordinators need to maintain their input across all year groups to raise the expectations for the subject. Resources for the subject are satisfactory and the subject leaders are aware of the need for further improvement to tackle underachievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Two ICT suites give all pupils good access to computers.
- The teaching of basic ICT skills is successfully underpinning pupils' progress.
- Enthusiastic leadership is helping to raise the confidence of staff.
- Pupils are keen to learn.
- Computers in the classroom areas are not always used effectively.

Commentary

89. Standards are broadly average in Years 2 and 6 and pupils achieve well as a consequence of good teaching. Standards are not yet any higher because improvements in the provision for ICT have been relatively recent and so pupils are catching up on earlier gaps in their understanding.
90. In Years 1 and 2, pupils have developed understanding, knowledge and skill across a wide range of strands. They have used text, pictures and sounds to communicate their ideas. They know the functions of a variety of keyboard keys and how to use a search engine to find answers to simple questions. They have used a programmable moving toy to give instructions that produce changes in direction.
91. In Years 3 to 6, pupils also experience a broad curriculum. They have used computers to find things out. For example, they have used a database to answer simple questions and created bar graphs from class information. They have produced pie charts and line graphs using a data-handling package. They are introduced to spreadsheets, for example, when recording their results from a science investigation. They have developed ideas and made things happen. Pupils have commanded a screen turtle to follow a route, changing its direction through a series of commands. They have created shapes and patterns. They have

created a multimedia presentation, including power point slides. They have used a digital camera to record the growth of mould, for example, on a food sample. They have learnt to exchange and share information. They have used the Internet to investigate a number of subjects, for example, the Romans and the Caribbean. They have opened and read emails.

92. Teaching is good across the school and so pupils make good strides in their learning. Teachers' knowledge and understanding has improved and so they are more confident in their teaching. The two ICT suites are used well and are a key factor in maintaining pupils' enthusiasm and enjoyment of ICT, but not enough use is made of classroom computers. Planning is satisfactory, but is not sufficiently linked to robust procedures for checking how well pupils are doing. Teachers are imaginative. Some teachers encourage pupils to send text messages back to the control computer in the networked suite, if they have a particular problem, for example. Teaching assistants are used well to support the learning of all pupils. Pupils with special educational needs are given every encouragement to achieve. Pupils are given opportunities to work independently and in pairs. Most strands of ICT are covered well with more work needed on control technology.
93. Leadership of the subject is good. The subject leader is enthusiastic and has a clear vision for the further development of the subject. He encourages staff to develop their own skills and to make use of the computers. The school has increased its resources and this is enabling teachers to provide a broader curriculum. Resources for the subject are good and further improvements are planned. Progress since the last inspection has been good.

HUMANITIES

94. In the humanities, only a few lessons were seen in each subject, insufficient to make a firm judgement about provision through the school. Inspectors also talked to pupils and staff and looked at recorded work and curriculum plans.
95. In **geography**, most pupils reach the levels expected for their age. Pupils' work shows that they are covering a broad curriculum. The quality of the pupils' written work is satisfactory, although the quality of presentation is variable. The work, particularly in Years 3 to 6, shows that the pupils are beginning to develop an understanding of what life is like in different places in the world. This, together with the local studies undertaken, helps pupils to begin to put their own lives into a geographical context. A range of visits, which are suitably followed up in classes, enhances learning in all classes. The good quality of displays considerably enriches both teaching and learning. Limited evidence indicates that teaching and learning are satisfactory. The subject co-ordinator has been working recently on checking and improving resources. These are satisfactory overall, with more good quality atlases needed.
96. In **history**, most pupils reach the standards expected for their age. There have been improvements in provision. The school has recently adopted national guidelines as a basis for planning and there is more use of ICT to help pupils to develop their historical skills. Strong leadership is helping teachers to focus on key areas for improvement. In a recent staff training session, for example, teachers looked at the use of higher order questioning skills in history. There was some imaginative planning in the lessons seen during the inspection. In Year 2, for example, pupils engaged in role-play about mining in Victorian times to help them to appreciate what it was like to be a child in the past. In some sessions, there was good emphasis on pupils working independently. In a Year 4 lesson, for example, pupils worked in pairs to research aspects of Anglo-Saxon life. Overall, pupils' work indicates that they are developing their historical skills year on year in most elements of history, although there is less evidence of work on chronological understanding in Years 3 to 6. Usually, all pupils in Years 3 to 6 tackle a similar task and, in some classes, pupils' work shows that pupils with special educational needs struggle and do not complete the activity. Limited evidence indicates that teaching and learning are sound overall, with pupils doing better in some classes as a result of good teaching.
97. In **religious education**, most pupils met the requirements of the locally agreed syllabus. Pupils' work and the lessons seen indicate that teaching is satisfactory overall and that pupils make steady progress in developing their knowledge and understanding of religion. Teaching and learning in the lesson seen in Year 2 was very good. In this session, the teacher planned interesting activities to capture pupils' imagination and they learnt about food connected to

different religious festivals. In other lessons, pupils made satisfactory strides in their learning, but some did not listen as attentively as they could have done. Good displays around the school enrich pupils' learning. One showed that pupils had used ICT well by accessing the Internet to compare features of three different churches. Pupils' work shows that they have studied Christianity, Judaism and Sikhism. Resources are satisfactory and there is every indication that there has been sound progress since the last inspection in developing teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- There are some examples of work of high quality.
- Some teachers have particular expertise, which enables their pupils to achieve well.
- Good attention is paid to developing pupils' aesthetic skills by good quality displays.
- The art room is a valuable asset, which is under used.
- Pupils' work indicates an under emphasis on printing and three-dimensional work.

Commentary

98. There is good provision for work in art and design, with some teachers having a very positive impact on work in this subject. Most pupils reach the levels expected for their age, but in some classes, there is work of high quality, particularly in Years 1 and 2. This is a similar picture to that at the time of the last inspection.
99. In the better lessons, teachers' subject expertise was used well to help pupils move forward. In one session, for example, pupils in Year 1 worked on weaving. They achieved well because of the teacher's clear instructions and high expectations. In this session, very good levels of adult help meant that all pupils were supported well. Art clubs complement work in lessons and the very good display of oil pastel drawings of flowers, based on the work of Georgia O'Keefe, show that these are helping pupils develop skills effectively.
100. Work is planned well and pupils are developing skills in most strands of art. There is a good focus on drawing and sketchbooks are used well, particularly in Years 1 and 2. There are some very good examples of printing in Year 1, where pupils have made a 'quilt for a princess'. There is little evidence of these early techniques being developed through the school or of three-dimensional work. Nonetheless, it is obvious that art and design have a high profile and that teachers work hard to provide a visually stimulating environment for pupils. Displays are attractive and engaging and the school has invested in some attractive murals for the corridors linking the office block to the classrooms.
101. The school is fortunate in having a dedicated art room and its own kiln. This room is too small to accommodate a whole class, but even so, is not used as much as it could be. Overall, the subject is managed well.
102. Work was sampled in **design and technology**, **music** and **physical education (PE)** and so it is not possible to make a firm judgement about provision. Two lessons were seen in design and technology, and three in PE. Inspectors also looked at pupils' work. Based on the limited evidence available, there is every indication that provision has been maintained since the last inspection.
103. In **design and technology**, teachers' plans show that pupils use an increasing range of tools, equipment and materials to design and produce a variety of products, including different working mechanisms. Their work shows a strong emphasis on the skills of making and the quality of finish. There is less evidence of pupils evaluating their designs and amending them as they proceed. In the lessons seen, teaching was satisfactory. It is clear from both that pupils are taught specific and relevant skills, such as measuring, cutting and joining. However, they are not provided with enough opportunities to develop their own ideas. The co-ordinators provide good support for colleagues. They have adapted the national guidelines to

match the needs of the school and have successfully dealt with the weaknesses identified at the time of the last inspection. Arrangements for assessing pupils' work are at an early stage of development.

104. Whilst no lessons were observed in **music**, two singing practices and several assemblies indicate some accomplished singing throughout the school. In addition, there is specialist training in choral singing. The school orchestra and choir enrich the provision effectively. Pupils have the opportunity to learn a range of instruments, including the violin, clarinet, flute and guitar. Pupils have regular opportunities to perform. They join with other schools to sing and also sing on special occasions in the church and local community. Since the last inspection, staff have had more training and worked closely with the County Music Service to improve their expertise. A new planning framework has been recently implemented.
105. The three lessons seen in **physical education** were gymnastics lessons so it is not possible to make a judgement about standards in the subject as a whole. All aspects of the National Curriculum are taught, including swimming in Years 3 and 4. Almost all pupils meet or exceed the expected levels in swimming by the time they leave the school. Teaching ranged from satisfactory to very good. The success of the lessons was determined largely by teachers' ability to channel pupils' natural enthusiasm into learning. In one lesson, pupils in Year 5 were slow to respond to instructions. Despite frequent reminders, noise levels grew and pupils found it difficult to concentrate. In Year 1 and Year 4, pupils practised hard, keen to improve by refining their performances. As a result of very good teaching in Year 1, pupils made good gains, putting together well co-ordinated sequences of jumps and balances. They quickly became engrossed in their work as they responded to the teacher's skilful blend of challenge and support. Although teachers provide opportunities for pupils to demonstrate, they do not always encourage them to plan and talk about their work or to reflect on the quality of their movements in order to improve. A good range of after-school clubs contributes well to the development of games skills, as well as providing opportunities to take part in competitive sport. In matches and tournaments, teams representing the school enjoy considerable success. Resources and facilities are good and are used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

106. There is insufficient evidence to make a judgement on the overall provision as only one lesson was seen during the inspection. In this, pupils discussed the merits or otherwise of having their own personal laptop. Most found this debate interesting, although a few were not as attentive as they could have been. There is evidence that some aspects of citizenship are being developed, but is at an early stage. The school council has not met recently, for example, and so pupils' understanding of the democratic process is not as developed as it could be. The school is at the early stages of implementing a full programme for work in this area. The school has completed a policy for personal, social and health education and is trialling a new planning framework this term. The subject co-ordinator has a clear plan for the development of work in the future.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	4
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4

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	3
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).

