

# INSPECTION REPORT

## **WEMBROOK PRIMARY SCHOOL**

Nuneaton

LEA area: Warwickshire

Unique reference number: 130889

Headteacher: Mrs Lynn Johnson

Lead inspector: Mrs Stephanie Lacey

Dates of inspection: 23<sup>rd</sup> - 26<sup>th</sup> February 2004

Inspection number: 258339

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	595
School address:	Avenue Road Nuneaton Warwickshire
Postcode:	CV11 4LU
Telephone number:	(02476) 382 961
Fax number:	(02476) 366 317
Appropriate authority:	The governing body
Name of chair of governors:	Dr John Evans
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is a very large primary school near the centre of Nuneaton. It is the largest primary school in Warwickshire. Pupils come from a wide range of social, economic and academic backgrounds. The percentage of pupils claiming free school meals is above the national average and this reflects the economic hardship that some families experience. There are few houses close to the school. Some pupils come from the Hilltop estate, with some from older private housing towards the town centre and some from the Attleborough area of Nuneaton. Most pupils are White British, with 12 per cent coming from other ethnic backgrounds, the largest group being Asian or Asian British Indian. Fifty-nine pupils do not have English as their mother tongue, with eight at an early stage of learning English. When children start school, their skills, knowledge and understanding are wide-ranging, but well below average for their age overall. In recent years, children have not been as far forward as they had been in the past. This is related to a change in the areas of Nuneaton where children come from. Twenty-nine per cent of pupils have been identified as having special educational needs, which is above average. These pupils have a range of learning difficulties and six have a statement of special educational need. The percentage of pupils joining or leaving the school other than at the normal time was slightly above average last year. The school gained the School Achievement Award in 2001 and 2002 for improving standards in national tests. It also achieved a School Safety Award in 2001 and an Artsmark Gold Award, a Healthy Schools Award and Investor in People re-assessment in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3764	Stephanie Lacey	Lead inspector	English English as an additional language Art and design and Music
14756	John Lovell	Lay inspector	
20959	Graham Lee	Team inspector	Special educational needs Geography and History
24019	Ken Parry	Team inspector	Mathematics Physical education
19302	Chris Perrett	Team inspector	Foundation Stage Personal, social and health education and citizenship Religious education
30618	Paul Story	Team inspector	Science Design and technology Information and communication technology French

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 10</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 16</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16 - 18</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19 - 30</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Wembrook is a good school with very good features.** A commitment to do the best for individual pupils lies at the heart of its work. The headteacher is a very strong leader and is working very well with all staff and governors to raise standards. Teaching is good and pupils achieve well. In view of the relatively low cost of running the school and the good achievement of pupils, the school gives good value for money.

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

- Good teaching means that pupils achieve well.
- Pupils behave very sensibly and are very keen to learn.
- The school is very welcoming and encourages pupils to value learning.
- The provision for pupils with special educational needs is very good.
- The headteacher is a very good leader and manager.
- The provision for children in the Nursery and Reception classes is very good.
- Support and guidance for pupils is very good.
- The school's partnership with parents is very good.
- Staff work hard to provide an attractive and stimulating learning environment.
- Although pupils achieve well standards are below average.

The school has made good progress since its last inspection in 1998 as a consequence of the very good leadership and management of the headteacher and the hard work of staff and governors. Standards have risen in Year 6 tests and pupils continue to achieve well because of the good quality of the teaching. Pupils' behaviour has improved and they are very enthusiastic about school. Planning for work in different subject areas has improved and there have also been improvements made to the building and resources for learning. The school's partnership with parents has developed very well. The school has successfully tackled the areas noted for development by the last inspection. These were related to standards in mathematics and science, the role of subject co-ordinators, marking, and work with pupils who have special educational needs.

### 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	C	B
mathematics	C	C	D	B
science	B	B	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those in the same free school meals' band. Wembrook is in the 20% - 35% band.*

**Pupils achieve well at Wembrook because of the good provision made for them.** Pupils with special educational needs, gifted and talented pupils, those learning English as an additional language and those from minority ethnic groups all achieve equally well. When children start school in the Nursery or Reception classes, their knowledge, understanding and skills are wide ranging, but well below those expected for their age. Children make very good progress overall in both the Nursery and Reception classes, but in spite of this some do not reach the goals children are expected to by the end of the Reception Year. Pupils make good progress in Years 1 and 2, and although many reach the levels expected for their age, standards in reading and writing were below average last year, in national tests. However, pupils did as well as those in schools where a similar percentage are entitled to free school meals. Standards in national tests for mathematics were

average, with pupils doing better than those in similar schools. Pupils also achieve well in Years 3 to 6 and last year standards in national tests were below average in mathematics, average in English and above average in science. Pupils did better than their peers in similar schools in English and mathematics and much better in science. The inspection found that standards are currently just below average in Years 2 and 6 in English and mathematics and broadly average in science. Standards are slightly lower than last year because of the number of pupils with special educational needs in these year groups.

**Pupils' personal development is very good, as a consequence of the very good provision for their spiritual, moral, social and cultural development.** Pupils are keen to learn and behave very well. Attendance is below average.

## **QUALITY OF EDUCATION**

**The school provides a good quality education.** Teaching is good overall and very good in the Nursery and Reception classes. Consequently, children make very good progress in the early years and take good strides in their learning in Years 1 to 6. Work planned for the pupils is interesting and enriched by a good range of activities outside lessons. Pupils are cared for well, with very good support and guidance for their academic and personal needs. There is a very good partnership with parents and very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**The school is led and managed very well.** The headteacher provides a very clear lead. She is very well supported by the deputy headteacher, with other senior staff making a good contribution. Management procedures are very good and ensure that the school runs very smoothly. Governors are very supportive and the school is governed well.

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

Both parents and pupils are very positive about the school. Parents find the staff very approachable and are pleased that the teachers expect a lot of the children. Pupils like their teachers and find their work interesting.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to continue to raise standards. It already has a very good improvement plan to tackle this in place, which it should continue to implement. It includes plans to develop speaking and listening, literacy, numeracy and information and communication (ICT) skills in most subjects. It also highlights the need to improve pupils' handwriting.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Children in the Nursery and Reception classes achieve very well. Pupils achieve well in Years 1 to 6. Their attainment is wide-ranging but standards are below average overall in English and mathematics because of the high proportion of pupils with special educational needs. Standards are broadly average in work seen in other subjects.

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

- Children in the Reception and Nursery classes move forward very quickly because of very good teaching.
- Pupils in Years 1 to 6 achieve well and make good progress.
- Pupils with special educational needs make good progress because of the very good support that they receive.
- Some pupils attain high standards in English and mathematics, but overall standards are below average.
- In all subjects, but particularly art and design and design and technology, there are examples of high quality work.

#### **Commentary**

##### *Starting school*

1. When children start school in the Reception class, the school's own assessment shows that in recent years their knowledge, skills and understanding have been wide-ranging but well below average overall. Children have not been so far ahead in the last few years as they had been in the past. Many children have particular difficulties in communicating clearly.

##### *Standards in national tests*

2. Overall, standards have been maintained in Year 2 national tests since the last inspection and have improved in Year 6 tests. In 2001 and 2002, the school received a National Achievement Award for the good progress made. Standards have kept pace with the national trend in Year 6 tests, but have not improved as fast as the national picture in Year 2. This is because for the last few years, children's skills, knowledge and understanding when they start school have not been as developed as they have been in the past. Despite good progress, they have not caught up sufficiently to reach national standards.
3. The table below shows that in 2003, standards in Year 2 tests were average in mathematics and below average in reading and writing. Standards in mathematics were higher because a larger proportion reached Level 3 than did in reading and writing. Pupils did as well as their peers in schools with a similar percentage entitled to free school meals and better than them in mathematics. Overall, girls have done better than boys in reading and writing tests for the last few years, with the difference greater than the national difference.



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

Standards in:	School results	National results
reading	15.2 (15.2)	15.9 (15.8)
writing	14.2 (13.8)	14.9 (14.4)
mathematics	16.3 (16.2)	16.4 (16.5)

*There were 86 pupils in the year group. Figures in brackets are for the previous year.*

4. The table below shows that in 2003, standards in Year 6 tests were above average in science, average in English and below average in mathematics. Higher attaining pupils did well in science and the gap between the attainment levels of boys and girls has narrowed. Standards had dropped slightly from the previous year because of the make-up of this particular year group. In comparison with schools where pupils are entitled to a similar percentage of free school meals, pupils at Wembrook do better in English and mathematics and much better in science. It is not possible to compare standards with those in schools where pupils attained similarly at the end of Year 2 because more than 20 per cent of the year group did not take the Year 2 tests at this school.

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

Standards in:	School results	National results
English	26.6 (27.0)	27.0 (27.0)
mathematics	26.4 (27.3)	27.0 (26.7)
science	29.6 (29.5)	28.8 (28.3)

*There were 85 pupils in the year group. Figures in brackets are for the previous year.*

### **Inspection findings**

5. The inspection found that pupils achieve well because of good teaching in Years 1 to 6 and very well in the Nursery and Reception classes. The school is working hard to raise standards and has sensibly highlighted the development of pupils' speaking and listening skills as a key to improving standards across all subjects. It has very clear plans to raise standards in all subjects and particularly in English and mathematics.

### **The Nursery and Reception children**

6. From a low start, children make very good progress through the Nursery and Reception classes in their personal, social and emotional development and in their communication, language and literacy skills. They move forward well in other areas of learning. In spite of the very good progress that many children make, some children are unlikely to reach the goals expected of them by the end of the Reception Year.

### **Years 1 to 6**

7. Pupils in all year groups achieve well. Standards are slightly below average in English and mathematics because, in spite of the school's hard work and pupils' good achievement, the high proportion of pupils with particular difficulties in these subjects brings down the overall standard. Standards in science, ICT and all other subjects are broadly average. Higher-attaining pupils are challenged effectively and there are examples of particularly good work in art and design and design and technology.

### *Pupils with special educational needs*

8. Pupils with a variety of special educational needs make good progress and achieve well in class lessons because they are supported well and teachers plan to meet their needs effectively. Those with more acute learning difficulties, including those with statements of special educational need, make very good progress when receiving intensive support in small groups. Similarly, those with emotional and behavioural support receive sensitive support in class and in small groups, which enables them to take a full part in lessons and make good progress.

### *Pupils learning English as an additional language*

9. Pupils learning English as an additional language make the same good progress as their peers. Staff are sensitive to their learning needs and explain new vocabulary carefully. Pupils who are at the very early stages of learning English receive extra help and are doing well. Most of these children are in the Nursery and Reception classes.

### *Gifted and talented pupils*

10. The school has identified pupils with particular gifts and talents in different subjects and provides good encouragement for these pupils. They make the same good progress as their peers.

### *Boys and girls*

11. There was no significant difference in the attainment of boys and girls in the lessons seen.

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

Pupils' behaviour, attitudes, values and other personal qualities are very good. Very good provision is made for pupils' spiritual, moral, social and cultural development. Attendance levels are below average.

### **Main strengths and weaknesses**

- Relationships are very good between all members of the school community.
- Pupils enjoy school, have very positive attitudes and behave very well.
- Very good provision is made for pupils' spiritual, moral, social and cultural development.
- Levels of attendance are below the national average.
- Procedures to monitor individual pupils' attendance are good and the school has effective strategies to involve parents in seeking to ensure that their children attend school regularly.

### **Commentary**

#### *Attitudes and behaviour*

12. The very caring environment promoted by the school is central to its ethos. It has a support structure at its heart in which all pupils are valued and treated equally. As a result, pupils are very keen to come to school and learn. When interviewed, pupils said they enjoy school, finding it a friendly place with interesting activities and helpful adults. Children with special educational needs have very good attitudes towards learning and behave very well. Those with emotional and behavioural difficulties develop self-esteem and confidence because of the great efforts that are made to make them feel included in all that the school has to offer.
13. The school sets high expectations for behaviour, and the school behaviour policy is consistently applied so that all pupils are very aware of the standards expected. All pupils are

party to the few agreed rules that govern daily life, and, with rare exceptions, pupils abide by them. In and around the school, well-established routines are followed and behaviour is orderly and calm. In lessons, no time is lost because pupils' very good behaviour and willingness to learn mean that teachers can focus on teaching and learning. Pupils form very good relationships with adults and with their peers. Staff deal with any isolated incidents of inappropriate behaviour quickly and effectively. As the table below shows no children were excluded for inappropriate behaviour last year. A small minority of parents were concerned about bullying. The inspection found that any incidents were dealt with quickly.

***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	418	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	24	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
No ethnic group recorded	23	0	0

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

***Spiritual, moral, social and cultural development***

14. Very good provision is made for pupils' moral, social and cultural development. There has been an improvement in the provision for pupils' spiritual development since the last inspection and this is now good.
15. The very good relationships that exist at all levels underpin provision for pupils' spiritual, moral and social development. In their daily interactions with pupils and through their teaching, all staff show that they value each and every pupil. This helps pupils to know themselves and to develop self-confidence. At the same time, every effort is made to foster pupils' spiritual, moral and social development through reflection. In assemblies, pupils are encouraged to reflect and to value the power of prayer. There are strong ties with the local church, visits to other places of worship, visitors who talk to pupils about their own religions, and the study of religious principles in a number of world faiths. These all serve to enhance pupils' spiritual development.
16. Strong spiritual, moral and social themes are promoted in assemblies. School and class rules, and discussions in personal and social education lessons, help to develop pupils' understanding of right and wrong and of moral issues. When studying the natural world, and when raising money for different charities, pupils are made aware of the decisions that need to be made if people are to fulfil their moral responsibilities by caring for others, protecting the vulnerable and caring for the environment. The school council enables pupils to learn about citizenship and they make sensible suggestions for school improvements. Many activities provide pupils with more direct opportunities for social development, for example the residential

visit for Year 6 pupils. All pupils have opportunities to become involved in various clubs and sporting activities. During lessons, pupils of all ages are accustomed to working with a partner, and older pupils increasingly work in groups where tasks make demands on their collaborative skills.

17. Very good provision is made for pupils' cultural development. The 'Diversity Week' provides pupils with a wide range of activities to widen their understanding of many different cultures. Very good use is made of a number of visitors to the school who share their expertise to heighten pupils' understanding of their own culture and other cultures. Good use is also made of the diversity of cultural backgrounds within the school population, especially in religious education lessons. Year 6 have opportunities to learn French, so developing their understanding of a European country.

*Attendance*

18. As the table below shows, attendance is below the national average, as it was at the time of the last inspection. Over the last three years, attendance levels have been erratic compared with a steady upward national trend. The significant majority of parents ensure that their children attend school regularly and arrive punctually. Procedures to monitor and promote good attendance have improved since the last inspection. The majority of absences arise through sickness or medical visits.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	6.1	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 good quality of education. Teaching is good and work in different subjects is planned well. Pupils' progress is very carefully checked and they are given very good advice and support to help them to improve. Staff work very effectively with parents to help them to support their children's learning at home.

**Teaching and learning**

The quality of teaching is good and provides a firm basis for pupils' good achievement. Teaching is very good in the Nursery and Reception classes and good through the rest of the school. There are very good procedures in place for assessing how well pupils are doing. These are used effectively as an integral part of teaching and learning in all classes, although there are some inconsistencies in the way the agreed procedures are implemented.

**Main strengths and weaknesses**

- Teaching is good throughout the school and very good in the Nursery and Reception classes.
- The quality of lesson planning and preparation is very good and pupils are clear about what they are expected to learn in each lesson.
- Teaching assistants make a very good contribution to work in classrooms.
- Teachers manage pupils' behaviour very well and successfully foster their self-esteem.
- Different groups of pupils are challenged and supported well.
- The school has very good procedures for assessing how well pupils are progressing.

- The quality of marking of work and feedback to pupils is consistently very good and so pupils are clear about what they need to do to improve.
- Teachers in year group teams work well together.
- The best classrooms are very well organised, with attractive displays.
- In a few lessons, teachers talk too much, which limits opportunities for pupils to be actively involved.

## Commentary

19. The table below indicates the quality of teaching seen in lessons during the inspection. It is quite evident that teaching is good overall and very good in the Nursery and Reception classes. Consequently, pupils achieve well and make good progress in Years 1 to 6 and do very well in the Nursery and Reception classes. The quality of the teaching has improved since the last inspection.

### **Summary of teaching observed during the inspection in 66 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	16 (24%)	34 (52%)	16 (24%)	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 in the Foundation Stage (Nursery and Reception classes)*

20. Teaching in the Nursery and Reception classes is very strong. This ensures that children move forward very quickly. Particular strengths include the very good teamwork between all staff, the very good concentration on helping pupils to develop their personal and social skills and the teaching of communication, language and literacy skills.

### *Teaching in Years 1 to 6*

21. Good teaching throughout the rest of the school ensures that pupils achieve well. Overall, the teaching is slightly stronger in Years 1 and 2 than it is in Years 3 to 6. Particular strengths include the good teamwork between teachers in parallel classes, which has a very good impact on lesson planning.

### *Teaching of pupils with special educational needs*

22. The teaching of children with special educational needs is good, with some very good features. In class lessons, teachers meet the pupils' needs through careful planning and the effective use of assistants. The special educational needs co-ordinator (SENCO) also withdraws small groups for intensive support. Relationships in these sessions are very good and the very focused support helps pupils to make very good progress in developing their literacy skills. In numeracy in Year 6, these pupils work in a small group in which they develop confidence and make very good progress as a result of high quality teaching.

### *Teaching of gifted and talented pupils*

23. Higher-attaining pupils and those who are gifted and talented are challenged effectively. Often, higher-attaining pupils work on harder tasks in a separate group, especially in literacy and numeracy.

### *Teaching of pupils learning English as an additional language*

24. Pupils learning English as an additional language are taught well. Most of the children at the early stages are in the Nursery and Reception classes and they have additional and appropriate support.

### *Strengths in the teaching throughout the school*

25. There are several strengths underpinning the good teaching throughout the school.
- Teachers plan very carefully and are very clear about what they want pupils to achieve in lessons, making sure that pupils in parallel classes cover the same work. Activities are interesting and engaging and so pupils are quickly involved in learning. Work is planned effectively to successfully challenge all groups of pupils. Resources are very well prepared and readily available for pupils when they need them.
  - Assistants provide very effective and encouraging support for pupils, especially those with special educational needs.
  - Very good relationships provide a firm foundation for learning. There is mutual respect between staff and pupils. Pupils trust the teachers and assistants.
  - Staff have very high expectations of pupils' good behaviour. They have a very positive approach, pupils respond well and consequently, staff waste little time on managing behaviour.
  - Teachers provide pupils with very good written and verbal feedback on how well they have achieved and whether they have learnt what they were meant to and what they should do to improve. Teachers make good use of the information gathered in this way to amend their daily plans and their longer term planning.
  - There are very good procedures for assessment. Setting individual targets in English and mathematics is successful in promoting purposeful dialogue between teachers and pupils. As a result, pupils know how well they are doing and what they need to do in order to improve, but there are some inconsistencies in practice in different classes. Teachers check progress regularly in all subjects and keep detailed records that provide a ready source of reference to check on standards and achievement. Results of tests and statutory assessments are carefully recorded and good use is made of this data to track pupils' progress as they move through the school. These results are analysed carefully to ensure that all groups of pupils are achieving well. Teachers are keen to extend pupils' involvement in self-assessment.

### *Particular strengths*

26. In the very good lessons seen, teachers were particularly effective in asking challenging questions and in extending pupils' thinking. Some classrooms are particularly well organised, with stimulating and interesting displays.

### *Areas for development*

27. In lessons where the teaching was satisfactory, but not better, pupils had to sit and listen for too long, which restricted the opportunities for pupils to engage in learning activities or speak themselves.

### **The curriculum**

The curriculum is good overall and has improved since the last inspection. It is broad, well balanced and meets the needs of all groups of pupils. It includes carefully planned activities to interest pupils and enrich their learning as well as a strong emphasis on literacy and numeracy. The school is well staffed and the accommodation and provision of learning resources are good.

### **Main strengths and weaknesses**

- The work planned in different subjects enables all groups of pupils to achieve well.
- A strong emphasis on literacy and numeracy is helping to raise standards.
- Literacy, numeracy and ICT skills are developed in other subjects, but this is not planned systematically.

- The curriculum promotes creativity and the arts as well as providing a good variety of cultural experiences.
- Very good provision for pupils with special educational needs enables them to make good progress.
- Very good provision for personal, social and health education helps to promote very good attitudes, behaviour and relationships.
- Pupils are very well prepared for transfer to secondary school.

## **Commentary**

### *Planning*

28. The curriculum is firmly rooted in the National Curriculum and the locally-agreed syllabus for religious education. French is also taught in Year 6. Teachers plan their lessons in detail, making good use of national guidelines to ensure that pupils' learning builds progressively as they move through the school. The national strategies for literacy and numeracy are used consistently and are contributing to the improvement in standards in English and mathematics. Although some opportunities occur for pupils to use these and ICT skills in other subjects such as science, history, geography, and art and design, they are not planned for systematically. This means that pupils do not learn as effectively as they could. The school is currently working to improve this aspect of planning. Provision for personal, social and health education, including sex education and drugs awareness, is very good.

### *Planning for pupils with special educational needs*

29. Wembrook makes very good provision for pupils with special educational needs. Great emphasis is placed on the early identification of their learning needs. Specific programmes and targets are then set up to help meet their needs and the SENCO and class teacher review these regularly. A variety of strategies are used to good effect to support the varied learning needs of these pupils. They are included in all classroom activities for the most part but effective support is also provided in small groups by the SENCO. The 'Nurture Group' and the support of the LEA specialist support team also enrich the curriculum for those with emotional and behavioural difficulties.

### *Planning of pupils learning English as an additional language*

30. Pupils learning English as an additional language are provided for well. Most of the children at the early stages of learning English are in the Nursery and Reception classes and have specialist support. Teachers are sensitive to the special learning needs of these pupils.

### *Curriculum innovation*

31. The curriculum is reviewed regularly and this often leads to new strategies being implemented to meet changing circumstances or to improve provision. For example, the recent 'Diversity Week' enriched pupils' learning with a wide range of stimulating activities. The many attractive displays of work that arose from the week show that pupils made very good gains in creative and cultural aspects of their learning.

### *Clubs and other activities*

32. The school provides a typical range of after school activities that are popular and well attended by boys and girls. They include opportunities to take part in sport, music, art, chess and ICT. Educational visits are planned carefully to enhance learning. These include a residential visit for older pupils, with good use of Nuneaton by all age groups for local visits. In addition, a good variety of visitors from the local community share their experiences and expertise with pupils. The curriculum is considerably enriched through these activities, which contribute strongly to pupils' personal development.





### *Links with secondary schools*

33. Very successful links with secondary schools help to prepare pupils very effectively for the next stage in their education. Local secondary schools provide useful support in subjects such as mathematics and technology. Higher-attaining pupils in Year 5, for example, benefit from the extra challenge provided by a specialist mathematics teacher on her fortnightly visits to the school.

### *Staffing, accommodation and learning resources*

34. There is a good match of staff to the needs of the pupils, with a good blend of experienced and more recently qualified teachers and assistants. The accommodation is good. Since the last inspection, a new computer suite and a covered outdoor play area for the Nursery and Reception classes have been added, each of them leading to improved standards. Learning resources are of good quality and are well organised. They benefit all pupils and support their good progress.

### **Care, guidance and support**

The care, guidance and support for pupils are good overall, with some significant strengths. Pupils enjoy very good relationships with staff which benefit their confidence in seeking support when they have any concerns or wish to share their news. The school has good procedures for seeking and taking account of pupils' views.

### **Main strengths and weaknesses**

- Staff know the pupils very well and class teachers have very good relationships with the pupils in their classes. Consequently, pupils readily approach staff for support and guidance.
- Parents are very happy with the induction arrangements for children joining the school.
- The school values pupils' views and has good arrangements to seek them.
- Arrangements for ensuring the safety and wellbeing of pupils are good.

### **Commentary**

#### *Support and guidance*

35. Since the last inspection, the consistency of the school's care, guidance and support for pupils has improved and is of a good quality, with some notable strengths. Staff know the pupils very well and class teachers have very good relationships with the pupils in their classes. Consequently, pupils feel that they can readily approach staff for support and guidance.
36. Parents express a very high level of satisfaction with the induction arrangements. These arrangements help pupils to settle into the routines of school and learning and encourage parents to become involved in their child's learning.
37. Children with special educational needs receive very good care, guidance and support. Their progress is checked carefully and extra support is made available where necessary. The very good care and support of those with emotional and behavioural difficulties has allowed the school to successfully reintegrate pupils who have been permanently excluded from other schools. Pupils learning English as an additional language are also supported well and their progress is monitored carefully.

#### *Seeking pupils' views*

38. The school has good procedures to seek pupils' views and to involve them in considering how the school can be improved. This process is underpinned by the school council, which has elected representatives, and initiatives such as a suggestion box. One issue identified recently

by pupils has resulted in them becoming actively involved in devising strategies to promote and achieve a reduction in litter around the school and grounds.

#### *Pupils' care, welfare, health and safety*

39. The school's procedures for ensuring the safety and wellbeing of pupils are generally good. Safe practice is promoted well in lessons and the school has an appropriate health and safety policy. Child protection procedures are good. They meet requirements fully and all staff have received training. External agencies are supportive. The school exercises its responsibilities with vigilance and care.

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

The school's links with parents and the community are very good. There are good links with local schools. These links play a very positive role in promoting and supporting pupils' learning and personal development at school and at home.

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

- Parents are very pleased with the school and the education that it provides.
- The school's partnership with parents makes a very positive contribution to pupils' learning.
- The newly formed committee of the Friends of Wembrook is working hard to support the work of the school.
- The school has very effective procedures to obtain parents' views and use them to help develop the school and the effectiveness of the partnership between school and home.
- Reports to parents about their children's progress provide clear information about what their children need to know to move to the next stage in their learning.
- Very good links with the community and good links with local schools provide very good learning opportunities for pupils and good support for their personal and social development.
- The 'family learning' group is helping children and parents to work together very successfully.

#### **Commentary**

##### *Working with parents*

40. The school has improved its partnership with parents since the last inspection. It is now very good and benefits pupils' learning. Parents are very pleased with the school and the education that it provides. A small minority have some concerns about bullying and harassment. Inspectors support parents' positive views and found no evidence of any systematic bullying.
41. The information provided to parents is good. The good reports provide parents with clear targets as to what their children need to do to progress to the next stage of their learning and clearly show the good knowledge that teachers have of individual pupils. Regular newsletters provide good information about the life and work of the school and timely reminders of key dates. In addition, teachers are very accessible to parents at the beginning and end of the day and this makes a very positive contribution to the information provided to parents about pupils' achievements and about the life and work of the school.
42. The school has very good relationships with the parents of children with special educational needs. A very helpful information leaflet has been published and parents are fully consulted and involved in discussions about the targets relating to their children. The key issue from the last inspection about the involvement of parents has been fully met. Parents of pupils who are learning English as an additional language are kept well informed and have the opportunity for discussions in their mother tongue about their children's progress.
43. The majority of parents support their children very well at home by sharing books with them and helping them with their homework. The Friends of Wembrook was established last

September and is run by a small but hardworking committee that supports the work of the school. Volunteers provide practical support by, for example, tidying the library, making 'story sacks' and fund-raising. Their activities benefit pupils' learning and provide opportunities for pupils' personal and social development.

44. The school has very good arrangements to gain an understanding of parents' views, and to provide feedback on topics such as behaviour, study skills and the quality of reports. These views contribute to the school improvement planning process.

#### *Community links*

45. There are very good links with the community. These have improved since the last inspection. One very strong link is the privately run 'Kids' Club' which operates before and after school on school premises and allows working parents to drop their children off early or collect them late. The 'family learning group' is a very exciting initiative organised by the community education department in collaboration with the school. It is very successful in involving some parents in their children's learning.

#### *Links with other schools*

46. Links with other local schools are good and Wembrook is involved in many joint training and curriculum activities, such as a sculpture trail, which involved both primary and secondary schools locally.

### **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are very good. Governors make a good contribution to the work of the school and governance is effective.

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

- The headteacher's very good leadership provides a very clear focus and direction for school improvement and in promoting the school's caring and supportive ethos.
- The well-informed governors work well with the headteacher and her staff to shape the direction of the work of the school.
- Senior staff, middle managers and subject leaders work together well.
- There is a strong and supportive culture of staff development with all committed to improvement.
- The school has very good management structures and procedures in place.
- The school has identified appropriately the role of subject leaders in checking on work in classrooms as an area for further refinement.

#### **Commentary**

##### *Leadership*

47. The headteacher provides a very strong educational direction for the school. This is firmly based on raising pupil achievement through effective teaching in an enlivening and supportive environment and inclusive setting. She has built a cohesive staffing structure very successfully and worked hard to overcome the disadvantaged backgrounds of some pupils and the below-average skills pupils begin school with. She is complemented and supported very well by the deputy headteacher. Together they have established a rigorous process for assessing and comparing pupils' progress and monitoring the quality of teaching and learning. This is tied very effectively to staff development through the performance management process and used very well to evaluate how well the school is doing. The high quality of this approach was clearly recognised in the recently successful 'Investor in People' re-assessment.

48. Recent leadership training for the assistant headteachers has enhanced their contribution to the senior management team and they support the headteacher and deputy well. Subject leaders are central to improving provision in their specific subjects. Those who are also middle managers make a good contribution by undertaking or leading specific development tasks. The school's commitment to inclusion is demonstrated by the appointment of a full-time SENCO in recent years. Work with pupils who have special educational needs has a high priority in the school and it is an area that is led and managed very well by the SENCO in conjunction with the senior management team.
49. The cohesive approach to leadership at all levels, constant reviewing of performance and clear agenda for improvement have helped to raise standards and created a strongly supportive and inclusive climate for learning. Almost all parents feel that the school is led and managed well.

### *Management*

50. The overall management of the school is also very good. There are very good systems in place to ensure smooth day-to-day running, to evaluate how well the school is doing and plan for the future. Very careful analysis of pupils' performance and monitoring data is used very well to create an agenda for improvement. All staff and governors contribute to this.
51. Since the last inspection, the headteacher and governors have worked hard to create effective teams at different levels for managing this very large school. Management structures have evolved to match specific needs. These include innovative approaches such as the recent introduction of middle managers. Very clear lines of management have been established. Managers are involved in programmes for checking how well the school is running, professional development of staff and the drive to raise standards. Year teams work effectively together to plan pupils' work. At all levels, there are good examples of key staff providing good leadership and management in their areas of responsibility as, for example, in English, English as an additional language and mathematics. Since the last inspection, the school has developed the role of subject leaders well, addressing an area identified as a weakness. Recent review of subject responsibility means most subjects are led by two teachers, with some subject leaders being relatively new to the position. The school has sensibly identified the need to increase the scope of subject leaders' work by direct involvement in classroom observation or working alongside colleagues.
52. The creation of a supportive and encouraging work environment means all staff make a very full contribution to the life and success of the school. The hardworking teaching and non-teaching staff not only feel valued and that their opinions matter but work very well together in creating a very supportive and enlivening climate for learning in this very inclusive school. The effectiveness of this is clearly echoed in the 'Investor in People' assessor's report and has aided the school in the recruitment, retention and development of its workforce at all levels.

### *Governance*

53. Governors work closely with the school, have a good understanding of its strengths and weaknesses and provide appropriate challenge. They work well with the headteacher and staff to shape the direction of the school's work and the quality of education provided. Governors have specific subject responsibilities and many visit the school regularly to observe lessons and talk to the subject leaders. The governing body successfully shares its responsibilities and is kept well informed of pupils' achievement and subject development through termly subject reports and regular analysis of test results and pupil progress data. To improve their understanding, governors willingly undertake training. All statutory requirements relating to their work are met.

### *Strategic and financial planning*

54. Strategic planning is very good and the school improvement plan identifies priorities clearly and reflects the headteacher's clarity of vision. The school improvement plan is linked to financial planning and has been extended to cover a three-year period relating to projected pupil numbers, sharper success criteria and utilisation of the surplus balances which accrued during a period of uncertainty about staffing levels. The current balances are in excess of the recommended five per cent but are to cover planned building work and to protect staffing numbers in the event of anticipated falling rolls.
55. The governing body monitors expenditure carefully and financial controls and procedures are efficient. The school uses its resources well to support pupils' learning and additional funding, obtained through grants, is applied properly. Funds allocated to support pupils with special educational needs are used effectively, as are other specific grants.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	1,288,837.76	Balance from previous year	123,128.47
Total expenditure	1,287,739.95	Balance carried forward to the next	124,226.27
Expenditure per pupil	2,077		

56. The school has satisfactory procedures to ensure that it applies the principles of best value appropriately. Governors' understanding of the application of the principles of best value is not well developed, although the headteacher and her deputy compare school data with local and national data to inform decision-making and benefit the advice provided to governors. Fair competitive tendering and the securing of goods and services are managed well to ensure that competitive quotations enable the school to obtain best value in its use of resources. The school has very good relationships with pupils and parents and listens to their views. Governors use national and local data to compare standards, but have not fully developed the use of national and local financial data to compare Wembrook with other schools.

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

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

57. Provision for children in the Nursery and Reception classes has improved further since the last inspection. After a very good induction programme, including home-visits, children enter the Nursery in the September after their third birthday, and transfer to Reception in the September before their fifth birthday. Children enter the Nursery with a range of abilities which are well below those expected for the age. Children respond to the very good teaching in all the areas of learning, and achieve very well from a very low starting point.
58. The good curriculum is planned well to meet the requirements in all the recommended areas of learning, as well as achieving a good balance of formal teaching, with many opportunities for purposeful play so that children can learn from direct experience. The outside areas are used well to extend learning in the classroom. There is a good ratio of adults to children, and much of the work is done in small groups, which enables the staff to concentrate effectively on individual needs. All adults work closely as a team, carefully checking children's progress by keeping rigorous assessments that are used very well to plan work at the correct level for each child, including those with special educational needs and those learning English as an additional language. The Nursery and Reception classes are managed very well and work like a well-oiled machine. There is very good liaison between the Nursery and Reception to ensure a continuum of learning. The staff welcome parents into the classroom, and there is a happy relationship between home and school.

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

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

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

- Very good relationships between adults and children create an atmosphere where all children are valued and happy to learn.
- Every opportunity is used to reinforce the high standards of behaviour expected by the staff and children's achievement is very good.

#### **Commentary**

59. Great importance is placed on this area of learning as soon as the children enter the Nursery, because the majority of children have poorly developed personal and social skills. Teaching is very good, and activities are planned well to encourage children to work independently and co-operatively from an early age. The teachers and assistants in Nursery and Reception form very effective teams. They are consistent in their expectations, present very good role models through their positive attitudes, clearly value the children, and give them every encouragement to succeed. As a result, the children soon learn the difference between right and wrong, and even the youngest children know the routines and rules of the class, and abide by the boundaries set by staff. They know what is expected of them, and they respond well to clearly established routines, such as registering themselves at the start of the day, moving quietly between free-choice activities, and, when necessary, tidying things away. The very good relationships with the adults increase the children's confidence, raise their self-esteem and ensure that they really enjoy school.
60. In the Nursery, children learn to sit still quietly, to take turns, raising their hands when they wish to answer questions, and waiting patiently for their turn. A few children still find waiting difficult. There are also a very few children who do not feel confident enough to answer questions when

working in large groups and who sometimes remain silent. The children achieve very well, although some children are still below average when they enter Reception.

61. The good work habits that are established in the Nursery are consolidated in the Reception classes, where staff have a consistent approach to the clearly defined rules. Carefully planned activities encourage children towards independence. With only very occasional exceptions, the children are beginning to flourish in such circumstances. Their behaviour is good, they show interest in all activities, and they are able to work sensibly, whether or not they are directly supervised.
62. Adults take evident pride in the children's developing skills, recording achievements of a personal and social nature just as rigorously as those of a more 'academic' kind. It is for these reasons that they are able to build effectively on the skills children bring with them from home, and it is also why the children make very good progress in these aspects of their development throughout the early years, to enable the majority to attain the expected goals by the time they join Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- A strong emphasis is given to the development of children's communication, language and literacy skills, and children progress very well as a result of very good teaching.
- Adults grasp every opportunity to enhance the children's communication skills.

### **Commentary**

63. Children enter Nursery with poorly developed communication and language skills. However, they make very good progress as a result of the very good teaching, where every opportunity is grasped to extend children's literacy skills. Very good relationships and a positive atmosphere mean that the children are developing confidence and are willing to talk and share ideas. While most children engage happily in sociable conversation, few have a wide vocabulary, and most reply to probing questions about their learning with short phrases or single words. The school places great importance on learning to read and children are encouraged to share books at home. In the Nursery, children begin to learn the sounds of letters and some children identify the initial sound to help them identify an object.
64. The development of children's speaking and listening skills is a high priority for the school, especially for those at the early stages of learning English, and continued emphasis is placed on this as children move to the Reception classes. Children are given good opportunities to talk and to describe what they have done during the day and what they are going to do. Children generally listen well to what other children have to say, but do not always listen carefully to instructions from the teacher. All children enjoy stories and most understand how books 'work'. Children are beginning to appreciate the difference between fiction and non-fiction books, and the most able know that the contents page shows what is inside the book. Children are given a very secure foundation in the early skills associated with reading and writing, and this results in them recognising the names and sounds of a bank of letters, and some children write their own name. The teaching in this key area of learning is very good, and thorough assessments ensure that children are set tasks that challenge them. Only a few children are set to reach the recommended goals by the time they enter Year 1.



## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good and children learn through practical activities and achieve well.

### **Commentary**

65. Teaching and learning are very good in both Nursery and Reception. Teachers plan a range of interesting activities to promote mathematical understanding. Already, children in Nursery are developing an understanding of numbers to five, with several higher-attaining children ordering and matching numbers accurately. Activities are appropriately practical so that children learn through direct experience, ensuring that they sustain interest and do not become bored.
66. Children in Reception build on these firm foundations and enhance their understanding of number to at least ten. Very good use is made of role-play to enhance this area of learning. For example, children used the shoe-shop to buy and sell shoes using real money, developing their language skills alongside their understanding of coins. Children measured each other's feet, made choices, paid for goods, and, if necessary, gave change with some help from the teacher. In spite of the exciting activities planned to enhance this area of learning, and good achievement by all pupils, only a few children are on line to attain the expected goals by the end of the Reception Year.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- An exciting range of opportunities is provided to develop this aspect of children's learning.

### **Commentary**

67. Very good teaching in the Nursery and Reception means that children's knowledge and understanding of the world develop well, from a very low base. All children achieve well as a result of the very good teaching and the wide range of learning opportunities. Children enter school with very limited experiences and poor general knowledge. All staff use every opportunity to enhance the children's knowledge and understanding of their world. For example, in one lesson observed in the Nursery, children explored their garden, identifying the materials they saw, matching objects to digital photographs. This was a very challenging activity, as the object in the photograph was not always viewed from the same position as the children looked at it. This meant the children really had to puzzle out where the objects were.
68. Good use is made of visits to such places as a local supermarket and a walk into town to identify the different shops they passed. In sessions seen in the Reception classes children made a fruit salad linked with their Big Book, 'Oliver's Fruit Salad', and were very aware of the need for cleanliness. They learnt to follow instructions in the correct order, and to identify unusual fruits. The children, with the help of the teacher, ordered the ingredients for the salad from the local supermarket via the Internet. There was a real sense of wonder when goods were actually delivered, as most children did not believe it would happen. Children have regular access to computers and are making good progress in developing their early skills. Regular religious education lessons are planned when children celebrate occasions such as 'Pancake Day'. Although children achieve well, they are not on line to achieve the expected goals by the end of the Reception Year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and a wide range of learning opportunities is provided.

### **Commentary**

69. Teaching and learning are good, and a wide range of interesting activities is planned to challenge the children to ensure they achieve well. Children have weekly physical education lessons in the hall, but only one lesson was observed, with Nursery children. In this lesson, children moved with increasing control and were becoming aware of the space around them. They explored different ways of travelling across the floor, paying due attention to others around them. Adults took an active part in the lesson, setting good role models for performance. In both Nursery and Reception, good use is made of the outside areas, where an exciting range of activities and equipment is available to further develop children's physical development. There are also many opportunities for children to manipulate a range of tools, including brushes, pencils and glue sticks, which they do with increasing dexterity. By the end of Reception, indications are that many children will reach the expected goals in this area of learning, although some have underdeveloped fine motor skills so find such skills as cutting and holding a pencil difficult.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- An exciting range of activities is provided to enhance children's skills.
- Children are making good progress in developing their creative skills through very good teaching.

### **Commentary**

70. The quality of teaching and learning are very good. Children achieve well and make good progress when experimenting with different media. Children in the Nursery use paint freely, and use a wide range of collage materials in an imaginative way. In Reception, children look at the work of other artists and are effectively taught different techniques for applying colour to a picture. For example, they experiment with smudging and mixing different coloured pastels, and use different methods of folding or scrunching paper before adding it to their paper sculpture. Children co-operate amicably with their classmates when engaged in role-play, and the staff enrich the experience by joining in the play, especially in the Nursery. By the end of the Reception Year, many children will meet the expected standards in their creative development.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND FRENCH

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Teaching is good overall and ensures that pupils achieve well.
- The work planned is interesting and pupils enjoy the tasks given.
- Procedures for checking how well pupils are doing are very good.
- Pupils with special educational needs are very well supported, with teaching assistants making a particularly strong contribution.
- Classrooms are organised very well with attractive book corners and displays to engage pupils' interest.
- Teachers are working hard to develop pupils' speaking and listening skills; some more successfully than others.
- Handwriting is not taught consistently.
- The very good partnership between home and school means that pupils are encouraged to read at home.
- The subject is led well and co-ordinators provide good support for colleagues.

#### Commentary

71. Overall, pupils make good progress between joining and leaving the school. Standards in Year 2 national tests have fluctuated between average and below average over the last few years. In Year 6 tests, this has also been the case, with standards dropping to well below average in one year. It is to the school's credit that overall standards are rising in line with the national trend in Years 3 to 6 in spite of a lower starting point when children come into school. Provision has improved since the last inspection, with new planning frameworks based on the National Literacy Strategy and more 'catch-up' programmes.
72. The inspection found that currently standards are a little below average in Years 2 and 6, as they were at the time of the last inspection. This is because of the large proportion of pupils with special educational needs in these year groups. Overall, pupils achieve well. This includes those with special educational needs, higher-attaining pupils and those learning English as an additional language.
73. The school is currently focusing on the development of pupils' speaking and listening skills in order to provide a firmer foundation for pupils' learning. This is the key to raising standards further. Staff are about to embark on an extensive training programme in order to develop their expertise further. At the moment, there is no separate planning guidance for the development of pupils' speaking and listening skills, but opportunities are exploited effectively in some classes to help pupils to progress. Throughout the school, pupils are very attentive to their teachers. It is not always easy for teachers to know how much they have understood. Some pupils have a very limited vocabulary and do not understand the meaning of common words. In a Year 6 lesson, for example, very few pupils knew what 'defect' meant and found the work that they were tackling on idiomatic language difficult. Many pupils find it hard to speak in whole sentences when they start school, but, with good support, become more confident and communicate more clearly as they move through the school. Some good examples were seen during the inspection of teachers encouraging pupils to develop their speaking skills through activities like paired discussions and 'hot seating'. In a few lessons teachers talked for too long in the introductory parts of the lesson and this limited the opportunities for pupils to develop their own skills.

74. Pupils enjoy books and stories and the development of their appreciation of these goes hand in hand with their progress in tackling the mechanics of reading. Staff work hard to help pupils to love stories. Successful strategies include:

- A good emphasis on role-play; the castle used by Year 1 pupils is a good example of this.
- Attractive book areas and displays in classrooms.
- 'Story sacks', which are being put together by parents.
- Reading stories to the pupils.
- Special book weeks.
- Visiting writers, such as Birmingham's poet laureate.

Staff are committed to introducing pupils to good quality literature and in Year 6, for example, there was some very interesting work based on 'Hamlet', involving digital cameras and the use of ICT. The skills of reading are taught well. There is a good emphasis on helping pupils to understand phonics and from Year 1 onwards, pupils use a variety of strategies to help them to tackle new words. The progress of many pupils in reading is enhanced by the good support that they receive from home.

75. Pupils enjoy writing and through the school engage in purposeful activities. In most classes, for example, pupils contribute to books for all to share. 'The Adventures of Custard the Dragon' is a good example of this from Year 2. In most year groups, there is a good balance between focused work to develop skills of comprehension and understanding and independent writing tasks. Pupils' work from Year 4 indicates that more time is spent on exercises than independent writing. Pupils frequently look at the work of famous writers to help them with their own writing. It is clear that pupils achieve well and make good progress in developing their spelling and drafting skills. Their progress in using a neat, joined handwriting style is not so well established. Pupils are taught a common style, but expectations and teaching methods are not consistent in this aspect of writing.

76. Overall the quality of teaching is good, with some very good features. Work is very well planned, teaching assistants are deployed well to support pupils who need help, tasks are interesting, most staff have good subject knowledge and the marking of pupils' work is very good. Good support programmes are in place for pupils who need extra help and teaching assistants make a very valuable contribution to catch up programmes.

77. The subject is led and managed well by two experienced teachers. They offer good support to colleagues and have a clear agenda for improvement in place.

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

78. Teachers take care to develop pupils' literacy skills through work in other subjects. At the moment, this is on an ad-hoc basis, with no formal planning guidance. The school is currently working on developing these plans.

### **FRENCH**

79. French is taught in Year 6. A teacher with specialist expertise takes the weekly sessions. Pupils are developing knowledge and understanding of everyday vocabulary including days of the week, hobbies, snacks and the weather. Evidence seen in teacher's planning, pupils written work, displays and the one lesson seen demonstrate that pupils' are being very effectively introduced to the language and are achieving very well. The teacher's quick-fire oral approach, repetition of vocabulary and use of only French quickly enabled and encouraged pupils to correctly identify elements of the 'meteo' and give answers in simple, well-pronounced sentences. Tasks were very well used to check pupils' progress and reinforce their understanding. Pupils are very enthusiastic about these sessions, which prepare them well for the next stage of their education.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are steadily improving.
- Teaching is good overall so pupils achieve well.
- Very good leadership of the subject includes regular checking to identify opportunities to improve provision.
- There are good systems for checking pupils' progress, but more scope for involving pupils in self-evaluation.
- Teachers plan well to meet the needs of all groups of pupils.
- Developing numeracy skills in other subjects is at an early stage of development.

### Commentary

80. Standards are improving steadily although currently, they are still below average in both Year 2 and Year 6, because not enough pupils reach expected levels. In addition, the standard in Year 6 is brought down because too few pupils are working above the expected level. Pupils' mathematical skills are poorly developed when they enter the school. However, good teaching ensures that they make good progress and achieve well as they move through the school.
81. There are several other reasons for this good achievement. The joint co-ordinators lead the subject very well and, in partnership with the headteacher, monitor standards closely. As a result, areas of potential weakness are identified and quickly dealt with. For example, pupils' work seen during the inspection shows that teachers are responding positively to the need to develop and extend the use of ICT to support pupils' learning. Thorough systems for assessing pupils' progress help to ensure that they are given tasks that are well matched to their level of attainment. This means that all groups of pupils, including the more able, those with special educational needs and those learning English as an additional language, make good progress and achieve as well as their peers.
82. In Year 2, teachers build systematically on the good progress made in the Reception classes and Year 1. Compared with the low standards of mathematical understanding when they enter the school, levels of achievement are good and pupils acquire a basic knowledge of number, shape and measurement. In Years 3 to 6, this good progress continues although it is more patchy as the quality of teaching is a little more variable. Teachers have quite rightly identified weaknesses in speaking and listening throughout the school. These limit the progress that many pupils make in developing their problem solving skills, in explaining their strategies for calculating and in their ability to apply their mathematical knowledge in practical situations.
83. The quality of teaching and learning ranged from satisfactory to very good. It is good overall, an improvement since the last inspection. It was particularly strong in lessons seen in Years 2 and 6 where there is a clear sense of purpose. Thorough teachers' planning was a feature of all lessons. Suitably challenging activities were prepared for the different ability groups and teaching assistants were used effectively whenever they were available. In a Year 2 class, this was particularly successful in ensuring that pupils in three different groups were fully involved in a brisk mental mathematics session. Marking of pupils' work is another shared strength. It provides pupils with detailed information about how they are getting on and what they need to do to improve. In many lessons, there was evidence of teachers amending their plans in response to this regular checking of pupils' work to ensure that they move forward at the right pace.
84. All lessons follow the format of the numeracy strategy and the plenary or review phase is used to check pupils' understanding. However, in most classes there is scope to involve pupils more actively in assessing their own progress. In Year 6, a very successful lesson was

rounded off by introducing a challenging investigation that held pupils' interest right through to the end of the session.

85. In a minority of lessons, there was too much teacher talk, sometimes keeping pupils sitting on the carpet for too long. Occasionally, it resulted in activities that were too heavily directed by teachers. These have the effect of limiting the opportunities that pupils have to share their experiences, to talk about their work and to learn from their mistakes and from each other.

### **Mathematics across the curriculum**

86. There are frequent opportunities for pupils to use mathematics as part of their work in other subjects. 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. The school is currently working on improving this area.

### **SCIENCE**

Provision in science is **good**.

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

- There has been improvement in standards.
- Good teaching and a strong emphasis on subject vocabulary helps pupils achieve well.
- Leadership and management of the subject is good with a clear agenda for improvement.
- There is an increased focus on practical activities to capture pupils' interest and increase understanding.
- There are not enough opportunities for pupils, especially the more able, to plan and carry out their own experiments and investigations.
- Opportunities for observing teaching and learning in order to check on provision could be developed further.
- ICT is not used systematically to enhance learning in the subject.

#### **Commentary**

87. Standards at the end of Years 2 and 6 are broadly average. This is an improvement since the last inspection when standards were below average by Year 6. The school has done well to maintain standards in Year 2 in view of the more limited skills pupils now largely begin with. Good teaching means all pupils achieve equally well, including those with special educational needs and those for whom English is an additional language. There is no difference in the achievement of boys and girls.
88. Since the last inspection, the school has carefully analysed assessment results and used them to identify areas for development. It has adopted national guidance as the basis for planning to ensure a consistent approach and provided staff training and the introduction of commercial schemes. Teachers make very good use of these when planning lessons. These factors, together with well-focused leadership and management of the subject and a clear programme for development, have led to the improvement in standards by Year 6.
89. Practical activities are used well to capture pupils' interest and spark their enthusiasm. Year 1 pupils were fascinated by the process of applying the same amount of water to different materials to test waterproof properties. This helped them develop the notion of ensuring a fair test. Good use is made of practical approaches to help pupils understand more complex ideas as, for example, when Year 2 pupils sorted and classified electrical appliances. The school has rightly focused on the need to improve the way pupils use scientific knowledge. Teachers use a range of worksheets to help all abilities undertake tasks and to mitigate the problems many have with literacy skills. However, this does not encourage the development of

pupils' own methods of recording and gives few opportunities for pupils to design their own investigations.

90. Teaching and learning are good. Lessons are consistently very well planned and prepared with good use of resources. Clear explanations and well-chosen activities help pupils to develop their understanding well. A brisk pace and high expectations of behaviour ensures pupils gain maximum benefit. Pupils largely complete the same tasks, with teachers and the well-briefed teaching assistants supporting less able pupils very well. There is scope for extending the more able pupils through focused activities. Marking is used well to show pupils how they are doing and reinforced through the ongoing assessments and end-of-unit tests. Increasing use is made of ICT, with good examples seen in Year 6 of its use to model and explore electrical circuits and in Year 5 to demonstrate the working of the heart. However, it is not yet consistently and regularly used to extend pupils' learning.
91. Good leadership of the subject in recent years has focused on raising standards and developing teachers' expertise. Recent changes mean this is now shared between a knowledgeable and enthusiastic member of staff and another who is new to the task. Analysis of test results and monitoring of teachers' planning and pupils' work has been instrumental in raising standards through a well-constructed action plan. There has been little additional time available for observing teaching and learning or working alongside colleagues.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Improvements in resources and teachers' confidence and expertise are increasing pupils' opportunities to use ICT and are consequently raising standards.
- Good subject leadership and management are promoting initiatives and developing practices that improve pupils' skills and knowledge.
- Very good planning and good teaching make effective use of resources to provide stimulating learning activities that help raise pupils' levels of achievement.
- ICT is not used sufficiently to enhance learning in other subjects.
- Opportunities for observing teaching and learning in order to check on provision are limited.

### **Commentary**

92. Standards in Years 2 and 6 are at least at the expected levels. Since the last inspection, resources have improved considerably and training for teachers and support staff has led to better subject knowledge and confidence. This has helped to raise standards further. Very good use is made of national guidance as the basis for planning. Teachers make good use of their weekly sessions in the computer suite, providing well-chosen and interesting activities that develop pupils' ICT skills well. Pupils enjoy these sessions, respond well to their teachers and persevere with tasks.
93. Pupils' skills and understanding are developed progressively from year to year across the expected subject strands. From Year 1, pupils develop word-processing skills and the ability to combine information from different sources. By Year 5, they are confidently producing publicity brochures combining a variety of sources. They are taught to use ICT to sort and order information in Year 1 and by Year 3, pupils are shown how to use cells and fields to enter and select information.
94. Pupils' work shows that they are working at the expected level and, when a more innovative approach is adopted, well beyond this. This is a direct reflection of teachers' expertise and specialist resources. Examples include the good quality audiovisual presentations in Years 3,

5 and 6. These highly effective presentations showed good evidence of editing and application of special effects.

95. Overall, teaching and learning are good. In most lessons, very good planning and preparation made maximum use of good resources to enable pupils to make good progress and achieve well. Brisk introductions using the digital projector ensured all pupils understood how to complete the task successfully. Constant reinforcement of subject-specific terms and well-targeted questioning extended pupils' understanding well. Good, well-timed intervention by teachers and, when available, the well-briefed support assistants, ensured all quickly progressed through the task. Consequently, all pupils achieve well, including those for whom English is an additional language and those with special educational needs who are very well supported by their teachers and support assistants. Pupils' work is assessed against learning objectives and stored on the school's network.
96. The joint subject leaders provide good, enthusiastic and knowledgeable leadership of the subject. They undertake and lead new initiatives such as digital recording and constructing the school's website. They have close and supportive links with local secondary schools, allowing them to access equipment and expertise. Links with the local authority support subject and resource development well. However, much of their time is taken resolving technical problems that occur when the technician is not available. Time constraints limit opportunities to work alongside colleagues or regularly observe teaching and learning in order to identify needs and improve provision further. They make good use of the school's network to review teachers' planning and pupils' assessed work. The school is trialling a new comprehensive software package for the local authority that will support learning across a range of subjects and is about to embark on a local pilot using touch-pad technology.

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

97. During the inspection, there were examples of good use of ICT to develop pupils' skills and understanding in other subjects. However, few record the results of investigations in science or mathematics, use it to take readings or to plan and undertake work in design and technology. The school has recognised the need for a more consistent and imaginative approach and this is the focus of a current development initiative.

### **HUMANITIES**

98. During the inspection, two lessons were seen in history, two in geography and four in religious education. Displays and pupils' work in each subject were also seen. Based on this limited evidence, provision overall in the humanities is of sound quality with some good features and is at least as strong as at the time of the last inspection. Provision in history is particularly strong.
99. It is evident that **history** has a high profile in the school from the range of interesting and lively displays around. Both lessons seen were in older pupils' classes. The quality of teaching and learning in both was good and displays and children's work confirm that the subject is well taught. There is a strong emphasis on the skills of historical enquiry and interpretation in Years 3 to 6. In a Year 3 lesson on the Anglo Saxons, for example, pupils considered the artefacts that were found at Sutton Hoo. They were able to deduce that a rich warrior had been buried there but good teaching led to the conclusion that not everything could be deduced from the historical remains. Teachers help pupils to understand about historical events by encouraging them to empathise with people from the past. There was less evidence of history in Years 1 and 2, although it is clear, for example in work on Florence Nightingale that pupils are aware of how we find out about the past and that there are sometimes different versions of what happened. There are good links with other subjects and history is used particularly effectively to develop pupils' literacy skills. Planning for history is a strength as the school has successfully adapted national schemes to its own local circumstances and needs.



100. Both lessons seen in **geography** were in Years 1 and 2. The quality of teaching and learning was satisfactory in one and of high quality in the other. In Year 1, pupils were able to recall in some detail the physical features of the local area following a walk they had undertaken before half-term. The teacher prompted this learning effectively with photographs of some of the main buildings they had seen. In a Year 2 lesson, pupils had impressive recall of their work on the Isle Of Struay (from the previous term) and could identify some of the main differences between the island and Nuneaton. They also confidently identify the four countries of the United Kingdom on a map and name their capital cities. No lessons were seen in Years 3 to 6 and there was limited evidence of work in displays and books. However, it is clear from planning that the full range of political and physical geography is taught. In Year 3, for example, in the work on the local environment, there is clear evidence of progression from Year 2. Pupils consider their own local environment and identify potential problems within it. In Year 6, pupils make detailed studies of river systems using appropriate vocabulary. Planning systems are very strong and make effective links with other subjects and the local area.
101. In **religious education**, standards of attainment of pupils in Year 2 and 6 meet the requirements of the locally-agreed syllabus and pupils' achievement is satisfactory. Good use is made of the diversity within the school population so that pupils soon learn to appreciate the beliefs of others. Teaching is satisfactory, with some good features. A good feature in one lesson observed was the contribution it made to pupils' spirituality through looking at stunning examples of the beauty of our world. Good use is made of discussion, and teachers are alert to the sensitive nature of some topics studied, such as death, when they explore the happy memories of a beloved pet that died, as well as the sadness at the loss. However, there are few opportunities for pupils to write at length, particularly as they get older, and so enhance their literacy skills. Resources are good and there is a good bank of artefacts to support learning about the major world faiths.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

102. Two lessons were seen in art and design and design and technology, three in music and six in physical education. In view of the large number of classes in this school, this was not sufficient to make a firm judgement about overall provision in any subject.
103. In **art and design**, standards were broadly average in the work seen, with some examples of work of high quality. Pupils achieve well because of the school's commitment to helping pupils to develop their creative and aesthetic skills. This commitment is evident in the very good attention paid to making sure that the school environment is visually stimulating. Artist's work is displayed in the entrance area, with a series of wooden sculptures providing a good visual and tactile experience for the pupils. Displays of pupils' own work also contribute to the vibrant visual impact. Pupils' work indicates that they have experience of working with a good range of media. On display, are examples of drawing, painting, printing, fabric work, three-dimensional work and collage. Work in sketchbooks shows that these are now used more effectively, with some particularly good work in Year 2. Some very interesting work is planned in art and design. In lessons, teachers often make use of examples of work from famous artists to help pupils develop their own skills. Special events and weeks also have a very positive impact on pupils' achievements. The recent 'Diversity Week', for example, was a very useful way of helping pupils to develop their skills and become more aware of the artistic richness of a range of cultures.
104. Work seen in **design and technology** clearly illustrates the strong emphasis that teachers place on the development of pupils' planning skills when approaching 'design and make' activities. Good examples of this were the Year 4 lesson where pupils investigated the mechanisms of a very wide range of pop-up books and the Year 6 lesson where pupils considered the design features of different styles of slippers. The benefits of this structured and systematic approach to design are reflected in the quality of the Year 6 shelters' display in their classroom and Year 2 glove puppets in the school entrance. Beneficial links are made with the local business and enterprise college and industry to enhance work in the subject.

105. In **music**, a specialist teaches some class lessons; in others the class teacher takes the lesson. There is also some instrumental tuition, with a few children learning the violin or guitar. In the few lessons that were seen, standards were broadly average. In these lessons, and during assemblies, pupils sang tunefully and enjoyed making music. Work is planned thoroughly, with good links made with other subjects. In Year 1, for example, the class worked on a song related to 'The Three Billy Goats Gruff', which they were studying in literacy. Pupils in Year 5 had made musical instruments during a design and technology day. In most lessons, pupils respond well to teachers' high expectations of good behaviour and this helps them to do well. Part of a lesson was seen where pupils did not move forward so well because they were not attentive and fussed during their work with instruments.
106. Work in **physical education** is based on the school's comprehensive planning framework that shows good coverage of all the strands of the National Curriculum. It includes swimming in Years 3 and 4. The school reports that most pupils swim at least 25 metres by the end of Year 4. However, lessons were seen only in games and gymnastics. Teaching and learning were satisfactory in most of the lessons seen. In a better lesson, good attention to the teaching of basic skills helped pupils in Year 5 to move forward more quickly. They made good gains in catching and throwing as a result of the teacher's expertise and skilful interventions. Pupils in Year 4 showed very positive attitudes to gymnastics and practised individually and with their partners to refine their balances. In other lessons, pupils worked with similar enthusiasm but they did not achieve as well. 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. Although opportunities to take part in after school clubs are limited, these make a positive contribution to learning. Good use is made of the spacious hall, well-maintained grounds and the neighbouring sports centre to enrich learning opportunities.

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

107. The school places a high priority on the pupils' personal, social and health education and weekly sessions are timetabled for every class. There has been good improvement since the last inspection and the skilled subject leader has worked hard to raise the profile of this area of learning within the school. There is an up-to-date policy and scheme of work for the subject, which gives teachers clear guidance for their planning. Three lessons were observed during the inspection, and in these lessons, the quality of teaching and learning was good overall. The strength of the teaching was the sensitive way teachers approached issues that some pupils may find distressing, such as families and relationships. In most lessons, good opportunities were given for pupils to discuss issues and share their thoughts, thus enhancing their speaking and listening skills. However, in one lesson where a commercial scheme was used, there were no opportunities given for pupils to talk through their emotions, as all activities were very prescribed. This had a negative impact on pupils' ability to express themselves. The very good provision has a very positive impact on the very good attitudes and behaviour of the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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