

INSPECTION REPORT

WHITMORE PARK PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103685

Headteacher: Mrs K Skoro

Lead inspector: Mrs J Ikin

Dates of inspection: 7th - 10th June 2004

Inspection number: 258417

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	644
School address:	Halford Lane Coventry West Midlands
Postcode:	CV6 2HG
Telephone number:	(02476) 332 945
Fax number:	(02476) 338 640
Appropriate authority:	The governing body
Name of chair of governors:	Ms Amanda Richards
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Whitmore Park Primary and Nursery School is much bigger than other primary schools. The pupils who attend the school come from a very wide range of social backgrounds. The socio-economic nature of the area, from which about half of the pupils come, is broadly average. The school's character has changed since the last inspection. More pupils now come from outside the immediate area and there is a specialist speech and language unit based at the school which serves the needs of Year 5 and 6 pupils in the north-west of Coventry. The majority of pupils at the school are from White British and European backgrounds. In addition, a large proportion of pupils are from Indian, Pakistani, Bangladeshi, Caribbean and African backgrounds. A large proportion of pupils speak English as an additional language, eight of them being at an early stage of English acquisition. Attainment on entry to the Nursery is broadly average, although a significant minority of pupils have speech and communication difficulties and poorly developed personal and social skills. About 20 per cent of pupils in Years 3 to 6 joined the school in the junior phase. The percentage of pupils with special educational needs and of those with a statement of special educational needs is above average. These needs include specific and moderate learning difficulties, social, emotional, behavioural and communication difficulties, physical disability and autism.

The school has a 'Sports Active Mark', 'Investors in People' status and a 'Healthy Schools' award. It won a 'School Achievement Award' in 2001. It is part of the 'National Primary Leadership Programme' and a local sports partnership scheme. It participates in the 'ECO Award' scheme for raising environmental awareness.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs J Ikin	Lead inspector	English Religious education English as an additional language
9189	Mr J Horwood	Lay inspector	
10120	Mr P Crookhall	Team inspector	Mathematics Art and design Geography Music
23245	Mr A Farrage	Team Inspector	Information and communication technology Special educational needs
14991	Mr A Hardwick	Team Inspector	Science Design and technology History Physical education
32954	Ms W Hawkins		The Foundation Stage Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's overall **effectiveness** is **satisfactory**. It is well placed to improve, as a result of the good leadership of the headteacher and a strong and shared commitment by staff and governors. The achievement of most pupils is satisfactory overall, although some more able pupils do not achieve as well as they should in Years 3 to 6 and standards of writing are too low in these year groups. Teaching and the curriculum are both satisfactory. The school provides good levels of care and there are very good links with parents. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The strong and principled leadership of the headteacher is ensuring that standards, teaching and learning are at the heart of the school's agenda for improvement.
- An atmosphere of mutual care and respect pervades the school, behaviour is good and relationships are very good.
- Provision in the Nursery and Reception classes is good and children are well prepared for their work in Year 1.
- Provision for pupils with special educational needs is good and in the speech and language base it is very good.
- Pupils achieve well throughout the school in information and communication technology, religious education, music and physical education and, in Years 1 and 2, they achieve well in reading and writing.
- In the junior phase, most pupils achieve the levels expected in reading, but standards in writing are too low.
- More able pupils do not achieve as much as they should in mathematics and science in Years 3 to 6.
- The curriculum is generally well planned, but opportunities to extend pupils' literacy and numeracy skills in other subjects are not fully exploited.
- Teaching in Years 3 and 4 is satisfactory, but it is good and sometimes very good in other parts of the school.
- The school provides a very good range of additional activities in sport and music.

The school was last inspected in 1998. Since then, standards, as measured by national test results, have not improved as much as they have in other schools. This can be explained by changes in the character of the school since then, but disruptions to staffing have also contributed. There are strong indications that improvements have been taking place since the appointment of the headteacher. She has strengthened the leadership team, implemented rigorous systems of self-evaluation and planning, and improved assessment systems and provision for information and communication technology. Most of the weaknesses found in the last inspection have been addressed. Improvement is judged to be satisfactory because of this. Although these changes have not yet fully impacted on standards, the school is well placed to improve further because it has a very good awareness of its strengths and weaknesses and a very receptive and committed staff team.

STANDARDS ACHIEVED

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

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

Similar schools are those with similar numbers of free school meals.

Caution is needed in interpreting the figures for similar schools because the number of free school meals does not entirely reflect the backgrounds of pupils and the figures do not take into account the fact that the school has a unit for pupils with special educational needs.

Pupils' achievement is satisfactory overall and good in the Foundation Stage and in Years 1 and 2. Most children in the Foundation Stage reach the goals set for them by the end of the Reception Year and exceed them in their personal and social development. Standards in Year 2 are average in reading, writing, mathematics and science. In Year 6, standards are well below average in English and below average in mathematics and science; pupils' achievement in writing is not good enough and some more able pupils do not achieve as well as they should in mathematics and science. Pupils achieve well in information and communication technology (ICT), music, religious education and history, and standards are broadly in line with those expected. The achievement of pupils with special educational needs in the main school is good; for those in the speech and language base, it is very good. Pupils with English as an additional language achieve satisfactorily.

Pupils' **personal qualities** are **good** overall. Their attitudes and behaviour are also good. **Spiritual, moral and social and cultural development** is **good**. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**.

Teaching and learning are **satisfactory** overall. They are good in the Nursery, the Reception classes and Years 1 and 2. They are satisfactory overall in the junior phase, although good, and often very good, in Years 5 and 6. Assessment is satisfactory, and good systems for tracking the progress of individual pupils are now in place. Teachers plan their lessons well, with clear objectives for learning. The curriculum is good in the Nursery and Reception class. Elsewhere it is satisfactory, but links between literacy and numeracy are not yet fully developed. There is a very good range of additional activities to make learning interesting. Provision for pupils with special educational needs is good and, in the speech and language base, it is very good. There is satisfactory provision for pupils who speak English as an additional language. The accommodation and resources are satisfactory, although the computer suite is too small for whole-class use. Links with parents are very good and links with the community are good. Links with other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

The **leadership of the school** is **good** and its **management** is **satisfactory**. The governance of the school is good. The leadership of the headteacher is good. She has a clear vision and is highly committed to improving the school for the benefit of pupils. The deputy headteacher and assistant headteacher provide good leadership. Governors give good support to the headteacher and fulfil their statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold the school in high regard and particularly appreciate the care and welfare that it provides for their children. Pupils like the school and appreciate the very wide variety of opportunities that it offers them to learn, both during school and at the end of the day.

IMPROVEMENTS NEEDED

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

- Improve standards and achievement in writing in Years 3 to 6.
- Improve the achievement of more able pupils in mathematics and science in Years 3 to 6.
- Strengthen teaching in Years 3 and 4.
- Develop opportunities to extend pupils' literacy and numeracy skills across the curriculum throughout the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall **achievement is satisfactory**. Most children in the Foundation Stage are on course to reach the goals set for them by the end of the Reception Year and to exceed them in their personal and social development. Standards in Year 2 are average in reading, writing, mathematics and science. In Year 6, standards are well below average in English and below average in mathematics and science. Standards in information and communication technology (ICT), music, religious education and history are broadly in line with those expected.

Main strengths and weaknesses

- Children achieve well in the Nursery and the Reception classes.
- Standards and achievement are beginning to improve in English, mathematics and science in Years 1 and 2, although more remains to be done in writing and for more able pupils in Years 3 to 6.
- Pupils do not make sufficient use of their literacy and numeracy skills in other subjects of the curriculum.
- Pupils throughout the school achieve well in information and communication technology, music, religious education and physical education.
- Pupils with special educational needs achieve well.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	15.8 (16.6)	15.7 (15.8)
writing	14.3 (14.7)	14.6 (14.4)
mathematics	16.3 (16.7)	16.3 (16.5)

There were 90 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	25.6 (25.1)	26.8 (27.0)
mathematics	25.6 (24.5)	26.8 (26.7)
science	27.9 (27.6)	28.6 (28.3)

There were 89 pupils in the year group. Figures in brackets are for the previous year.

1. The results of the 2003 national tests for Year 6 pupils in English and science were below the national average and well below the results in similar schools. In mathematics, results were well below the national average. In national tests for Year 2 pupils, the school's performance was in line with the national average and the average for similar schools for reading and mathematics and below the average for writing. Although the test results are similar to those at the time of the last inspection, they have not improved as much as those of other schools over the last six years. However, standards have improved steadily from a low point in 2002 and there are early indications that the results of the 2004 tests for Year 2 and Year 6 pupils show an improvement in reading and mathematics and that writing has improved significantly in Year 2. However, not enough pupils attain at the higher levels in mathematics and science and not enough achieve the levels expected in writing in Year 6.
2. Standards are not as high as they were when the school was last inspected. This can be partly explained by the fact that the character of the school has changed since then. It now has a specialist unit for Year 5 and 6 pupils with speech and language difficulties and there are more pupils with special educational needs in the junior classes. Twenty per cent of pupils join the school in the junior phase, most of whom have special educational needs. They come to the school because of its good reputation and its inclusive ethos.
3. The findings of the inspection are that overall standards for English in Years 3 to 6 are below average in reading, speaking and listening and well below average in writing. In mathematics and science, they are below average. The examination of the year-on-year attainment of individual pupils as they move through the junior phase shows that their achievement overall is satisfactory in relation to their starting points on entry to the school in reading, mathematics and science. Neither boys nor girls achieve as much as they should in writing because of weaknesses in the general vocabulary and insufficient understanding of the differences between their own colloquial English and grammatically correct Standard English. The more able do not achieve as much as they should in science because of weakness in the development of their scientific enquiry skills. Few pupils attain at the higher levels in mathematics because there are insufficient opportunities for them to extend their powers of logical reasoning through challenging mathematical investigations. There are insufficient opportunities throughout the school for pupils to extend their literacy and numeracy skills by applying them in other subjects of the curriculum.
4. In information and communication technology (ICT), standards are in line with expectations in Year 2 and Year 6. This represents good achievement in relation to pupils' starting points. The school has improved its resources and there is good teaching in the subject. For example, good use is made of the expertise of one teacher in Year 6 to ensure that all pupils have opportunities to learn the whole range of computer skills.
5. The school has worked hard to improve its provision for music and now offers all pupils an opportunity to learn a musical instrument. This, together with good teaching from skilled musicians, is contributing to pupils' good achievement in the subject. Standards are in line with those expected for pupils of a similar age. Pupils with special educational needs, particularly the boys, are attracted by the opportunities offered to learn to play the drums and electric guitar. They generally do well and their success in the subject contributes to raising their self-esteem and confidence. Pupils throughout the school sing tunefully with good pitch and rhythm.
6. Pupils achieve well in physical education in relation to their starting points on entry to the school, and standards are in line with those expected for pupils at the end of Year 6. This is a result of good teaching, the wide and varied provision the school makes for physical education, good leadership and management by the co-ordinator and the very good range of additional activities provided through the 'Sports Partnership' initiative.
7. Pupils achieve well in religious education and attain standards in line with those expected. This is the result of good teaching, good curriculum guidance and good assessment that help

teachers to plan for a yearly increase in pupils' knowledge and skills. The subject and the way it is taught make a very good contribution to the school's overall ethos and to pupils' attitudes of respect for different faiths and traditions.

8. Pupils with special educational needs achieve well from their starting points on entry to the school. The school's focus on literacy and numeracy meets many of the learning needs of the pupils, and their entitlement to a broad curriculum is met through careful planning and sensitive support in mainstream classes. Pupils who speak English as an additional language achieve satisfactorily overall. The co-ordinator keeps detailed records of their growing skills in spoken English and of their attainment in general. This enables her to target support on individual pupils when it is needed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Attendance is satisfactory and punctuality is good. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- The ethos of the school successfully promotes pupils' spiritual and cultural awareness and their moral and social growth.
- Staff have high expectations of pupils' behaviour and consistently follow the school's behaviour policy and procedures.
- Pupils have good attitudes to learning and enthusiastically join in the many after-school and lunchtime activities that are available to them.
- The personal and social development of children in the Nursery is very good.

Commentary

9. An atmosphere of trust pervades the school. This promotes pupils' spiritual development well and results in them showing very good levels of respect for the feelings, values and beliefs of others. This is similar to the findings of the last inspection. Staff give a positive lead in engendering good relationships by giving praise and encouragement at every opportunity as well as acting as good role models. Pupils are effectively encouraged to be proud of their beliefs and backgrounds. Relationships in the school are very good. Pupils care about each other and value and respect each other's religious and cultural customs and traditions as well as viewpoints that are different from their own. These attitudes of respect are extended to those who have additional support from the speech and language base and, when they are fully integrated into the main-school lessons, these pupils are welcomed and supported by their peers. Pupils who speak English as an additional language say that they are given the help they need to make progress and enjoy being in school.
10. Standards of behaviour are good and pupils have clear sense of right and wrong. The high expectations of behaviour promoted in the school, together with the consistent application of the school's rewards and sanctions, ensure that most pupils behave well in lessons and around the school. Incidents of bullying and racism are rare but, on the very few occasions that they occur, both parents and pupils say that they are dealt with very well and do not re-occur. There are a few pupils with emotional and behavioural problems and they do, on occasions, present challenging behaviour. Teachers have to work very hard to manage these situations, but do so very well, and this contributes to pupils' achievement because there are no undue disruptions to

lessons. There have been a small number of exclusions in the past year, demonstrating the school's high expectations of behaviour - offenders have not repeated their offences.

11. Pupils of all abilities have positive attitudes to learning. They are keen to work hard in lessons and to do their best to meet teachers' expectations. They concentrate well, listen to instructions, persevere with their tasks and take a pride in their work. Many pupils participate enthusiastically in the wide range of activities offered at lunchtime and after school and an increasing number enjoy the opportunities now given to learn a musical instrument. The success of this was seen during the inspection when a 'rock band' was heard practising one of their own compositions with a high degree of commitment and enthusiasm in preparation for a performance that they had initiated to raise money for charity.
12. When they first start school in the nursery, pupils have poorly developed personal and social skills. Routines and procedures are firmly established at an early stage. Children are given clear guidance on what is acceptable and what is not, and are encouraged to take responsibility for their actions, to work independently and to carry out jobs appropriate to their age. As they move through the school, they are given a wide range of opportunities to work together in groups. The involvement of older pupils in the school council further extends their understanding of matters which affect the whole school community.
13. The school has worked hard to improve rates of attendance, and the involvement of the educational welfare officer has contributed to the satisfactory rates that are now evident. The good levels of punctuality illustrate pupils' positive attitudes to the school and allow lessons to start promptly.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
370	6	0
7	0	0
20	0	0
1	0	0
112	0	0
4	0	0
1	0	0
1	0	0
1	1	0
11	0	0

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

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.2

Unauthorised absence	
School data :	0.2

National data:	5.4
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National data:	0.4
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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 quality of education provided by the school is **satisfactory**. Teaching and learning are satisfactory. The curriculum is satisfactory and the school provides a very good standard of care for its pupils. There are very good links with parents and good links with the community.

Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the Nursery and Reception classes and in Years 1 and 2 is good.
- Teaching is satisfactory overall in Years 3 to 6, although good and very good teaching occurs in Years 5 and 6.
- There is insufficient challenge for more able pupils in mathematics and science and not enough attention is given to the development of vocabulary and Standard English in preparation for writing.
- There is good encouragement and support for pupils who have special educational needs.
- Systems for assessment have improved and good use is now being made of them to track the progress of individual pupils.
- There is insufficient planning for the use of literacy and numeracy across subjects.

Commentary

Summary of teaching observed during the inspection in 82 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	15 (18%)	39 (48%)	28 (34%)	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.

- The judgement on the overall quality of teaching and learning is not as favourable as that of the last inspection. This is in part due to the different challenges that the school now has.
- Teaching and learning in the Nursery and the Foundation Stage are good and this contributes to children's good achievement in these classes. A stimulating environment for learning has been created. There is a wide range of interesting activities which allow children to explore and learn at their own pace. Children in the Reception classes are gradually introduced to the more formal learning of literacy and numeracy skills in practical activities which often involve play and talking. Routines and procedures are well established, and children are secure and confident from an early stage because they understand what is expected of them and trust the adults who work with them. Bilingual support assistants work effectively in both the Nursery

and the Reception classes alongside children who are at an early stage of English acquisition. This ensures that they are fully included in all activities and learn well.

16. Teaching and learning are satisfactory overall in English, although good in Years 1, 2, 5 and 6. Whole-class literacy sessions, in which passages of text are studied, are generally well taught. In the best lessons, teachers have very high expectations of their pupils, and questions are used skillfully to extend skills and knowledge. Learning is presented in a range of lively and interesting ways and pupils respond well. Good use of the interactive whiteboards is contributing to the quality of teachers' explanations and instruction, and improving learning for pupils. Teaching in the part of the lesson following whole-class work is generally satisfactory, but weaknesses occur when there is an over-reliance on worksheets and tasks which repeat what pupils already know. There is a clear and effective focus on the development of reading skills throughout the school through sessions in which groups of pupils work with the teacher or teaching assistants. Although opportunities are given for pupils to develop their vocabulary and grammatical knowledge, there is insufficient attention given to the application of these skills in written work in English and other subjects of the curriculum and this limits pupils' achievement in the subject.
17. Teaching and learning are satisfactory in mathematics, although some good teaching was also seen in Years 1, 2, 5 and 6. The best teaching is marked by high expectations and a brisk pace to lessons which ensure that pupils work to their full capacity. Where there are weaknesses, they are in Years 3 and 4, where the pace of lessons is sometimes too slow and tasks are not always sufficiently challenging. Throughout the school, there is insufficient attention given to the development of pupils' skills through mathematical investigations, problem-solving and support for work in other subjects. This limits achievement for more able pupils in Years 3 to 6.
18. Teaching and learning in science are satisfactory overall, with good teaching in Years 2, 5 and 6. Although pupils' factual knowledge is developed well, there are not enough opportunities for pupils to ask their own scientific questions and plan their own experiments. This results in a particular lack of challenge for more able pupils and as a result, they do not always attain the standards of which they are capable. Pupils' learning is also restricted in some classes by an overuse of worksheets. A good example of pupils applying their mathematical skills in science was seen in Year 6 but these opportunities are not yet systematically planned throughout the school.
19. Information and communications technology is taught well throughout the school and very well in Year 6. This ensures that pupils learn well and acquire a thorough understanding of basic computer skills. Teachers have a good understanding of the subject and give very clear explanations and instructions which help pupils to use computers independently. Good planning ensures that all aspects of the subject are covered, and this, together with an improvement in resources, is a significant factor in the improvements that have been made in standards since the previous inspection.
20. Physical education is taught well by teachers who have particular expertise in the subject and this expertise is augmented by skilled coaching in the course of lunchtime and after-school activities. Music is also taught well by knowledgeable teachers and skilled instrumental teachers. This enables pupils to extend their skills and knowledge effectively as they move through the school.
21. Teaching and learning for pupils with special educational needs are good. Lessons are well planned with appropriate challenge. The partnership between teachers and teaching assistants is generally good, resulting in support that boosts pupils' confidence and helps

them enjoy learning. All staff encourage pupils to try hard and they respond well to this. Staff manage challenging behaviour very effectively, helping pupils to develop self-discipline.

22. The quality and range of assessments of pupils' progress and achievement are satisfactory and have improved since the last inspection. Pupils' records in the Foundation Stage cover all the main aspects of the six areas of learning. Marking throughout the school is generally good and helps pupils to improve their work. Pupils are aware of the targets set for them in English and mathematics. Lesson objectives are usually shared with pupils at the start of lessons and returned to at the end, when pupils are involved in evaluating how well they have done. English and mathematics targets are set at a range of levels and are being used well in Year 6 English lessons to help pupils make progress. Good systems to track the achievement of individual pupils are now in place and are being increasingly well used to inform the provision that is made for those who are not achieving as well as they should be. This mainly focuses on those working at the lower levels. Insufficient attention is given to extending the skills of the more able. There are good procedures for the regular assessment of pupils who speak English as an additional language, and their achievements are regularly checked. The co-ordinator liaises closely with class teachers to ensure that pupils' needs are met. There are good assessment procedures for pupils who have special educational needs and targets are reviewed regularly. This contributes well to pupils' achievement and progress.

The curriculum

The curriculum is **satisfactory** overall. Opportunities for curriculum enrichment are very good. The accommodation is good and resources for learning are satisfactory overall.

Main strengths and weaknesses

- The curriculum has improved since the last inspection and for the youngest children it is good.
- The provision for pupils with special educational needs is good.
- The curriculum in Years 3 to 6 is not sufficiently challenging for more-able pupils in mathematics and science.
- Planning has improved since the last inspection but requires further development to promote opportunities for literacy and numeracy across the curriculum.
- The curriculum is enriched by the high quality and diversity of the clubs on offer to pupils.

Commentary

23. In the Nursery and the Reception classes, the curriculum is well planned and practically orientated. The children in the Nursery have access to a rich learning environment, delivered by an effectively-trained team of staff. Opportunities to learn through practical activities, including well-planned play, are continued in the Reception classes, where the more formal skills of literacy and numeracy are introduced. There are clear schemes of work for all subjects to guide teachers' planning for the yearly increase in pupils' knowledge and skills in Years 1 to 6. This is an improvement since the time of the previous inspection. The headteacher and senior staff are ensuring that the schemes are reflected in the classroom when they monitor planning and observe lessons. As a result, they are contributing effectively to the improvement in standards that is now being seen. However, there are not enough opportunities to develop independent and investigational work in mathematics and science, as at the time of the last inspection, and this is limiting the achievement of more able pupils in these subjects. There is also insufficient systematic planning for literacy and numeracy skills in other subjects of the curriculum. This limits opportunities for pupils to apply and extend the skills they have learned in literacy and numeracy lessons.

24. Pupils with special educational needs and those in the speech and language base have full access to the National Curriculum and religious education. Teachers prepare work and support for pupils with special educational needs well. Main-school pupils with special educational needs are largely taught with their peers, but receive some teaching in small withdrawal groups, mainly to supplement their work in literacy. This is effective. There is very good liaison between the teacher in the Speech and Language Base and her main-school colleagues. As a result, these pupils are integrated very well into school life, working successfully alongside their friends in the classroom. Provision for pupils who speak English as an additional language is satisfactory overall. There is good provision in the Nursery and Reception classes, where bilingual support assistants ably support children who are at an early stage of English acquisition. The co-ordinator is employed for one day a week and she gives generously of her time to work with pupils and staff to ensure that the needs of pupils are met. The local authority offers additional expertise, and good use is made of this when necessary.

25. A real strength of the curriculum is the extensive range of supplementary pursuits on offer to the pupils. These extend the range of the National Curriculum and offer pupils tuition in a diverse range of sporting and cultural activities. For instance, Warwickshire County Cricket Club regularly coaches a team for the school. Pupils think highly of this feature of the school and are keen to take part; it contributes effectively to their achievements in physical education. The school's recent extension of music provision is also having a positive effect on standards. Pupils concentrate for long periods of time as they practise their new-found skills at lunchtime and after school.

26. There is a good match of teachers to the curriculum and a well-trained team of support staff. The school provides well for children whose first language is not English, particularly when they first start school. The extensive grounds are used well, particularly for enriching the science curriculum. Although the school has invested well in the provision of hardware for ICT, the computer suite is too small to comfortably teach whole-class lessons. Accommodation and resources for pupils with special educational needs are good.

Care, guidance and support

The school makes **good provision** for ensuring pupils' **care, welfare, health and safety**. It provides them with good support and guidance and is in the early stages of involving them in the work of the school and its development.

Main strengths and weaknesses

- Pupils are happy and work in a healthy and safe environment.
- There are good procedures for introducing the youngest pupils to school life.
- The very good relationships ensure that pupils get very good advice and guidance.
- Pupils are being increasingly involved in decisions about school life.

Commentary

27. The school provides a happy environment that is conducive to learning. There are very good procedures to ensure the health and safety of pupils. Child-protection procedures are fully in place and include the named child-protection officer. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, and also by involvement in various initiatives such as 'Healthy Schools'. There are sufficient well-trained staff to ensure good first-aid provision

28. Teachers know the pupils well, are sensitive to their needs and are thus able to provide good support and guidance. The good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Within lessons, teachers demonstrate a very caring nature which results in trust and respect. Pupils in the Speech and Language Base, who join in Year 5, are very well cared for by the specialist staff and this contributes significantly to their achievement.
29. Pupils with special educational needs are identified early and their progress is monitored carefully. Extra help and support are provided where possible for any who have learning difficulties or behaviour problems. The very good relationships between pupils with special educational needs and their teachers and teaching assistants help to prepare pupils for the challenge of new work. The school makes good use of advice and reports from visiting staff such as the speech therapist in planning lessons, which contributes to the progress that pupils make. Pupils with special educational needs know they can approach any adult with their concerns and be assured of caring advice and guidance.
30. The co-ordinator for the teaching of English as an additional language knows all these pupils well and seeks their views on a regular basis. They are happy to talk to her about any problems they might have. They also have trusting relationships with their teachers and are quite comfortable about approaching them for advice and support. This contributes to the standards that they achieve because any problems they are experiencing are quickly dealt with.
31. Induction arrangements are good and ensure that children settle happily into the Nursery and Reception. There is a staggered intake into both the Nursery and Reception, and whilst parents are very pleased with how quickly pupils settle into the school, they think the arrangements when moving from the Nursery to Reception are too prolonged. However, all the children are receiving a full-time education in the Reception classes within three weeks of the start of the September term and inspectors judge the arrangements to be reasonable. The provision of bilingual assistants ensures that children who speak English as an additional language have a secure and happy start to school life.

Partnership with parents, other schools and the community

The school has **very good** links with parents. There are good links with the community and satisfactory links with other schools.

Main strengths and weaknesses

- Parents are very well informed about the school and their children's standards and progress.
- There is very good consultation with parents.
- The school benefits from good links with the community.
- Parents support the school well both directly and by raising funds.

Commentary

32. Parents are very well informed about the school through the prospectus and frequent letters and newsletters. They are also well informed about their children's progress through consultation evenings and very good annual reports. The school has an open-door policy and parents are welcome to discuss concerns at any time or to arrange an appointment about a specific matter. The school provides good support for parents of pupils with English as an additional language

and augments its own provision with the good translation service from the local authority if it is needed. This enables most parents to support the work of the school and so contribute to their children's learning.

33. The governors' annual report to parents is a useful document containing information that will interest them, in addition to the statutory requirements. The vast majority of parents are very satisfied with the school. From the questionnaires, there were no significant strong disagreements, but a very small number did express concerns about communication, behaviour, management and homework. Inspection findings do not substantiate any of the concerns, apart from the inconsistency in the setting and checking of homework.
34. Parents of pupils with special educational needs receive good information about their children's progress. The school offers regular formal and informal opportunities for parents to discuss their children's progress and, if necessary, to meet outside specialists involved with their children's learning. Well-established links with partner secondary schools ensure that the transition to the next phase is as smooth and supportive as possible. This all contributes effectively to pupils' achievement.
35. Parents make a good contribution to their children's learning by providing very good help in the classroom and on trips and visits. They also raise significant funds for the school through the Friends' Association. As part of the very good partnership, parents have the opportunity to attend courses within the school on how to help their children. A strong feature of the partnership is the frequency of consultation with parents, for example about the new report format or about communication methods. Links with the community are good. Pupils benefit from a range of visitors into school to enhance the curriculum, and they visit the community. School premises are used well by the local community and there are links with local industry as part of the 'ECO Schools' project. Environmental projects have also made pupils more aware of community issues.

LEADERSHIP AND MANAGEMENT

The **leadership** of the school is **good** and its **management** is **satisfactory**. The **governance** of the school is **good**.

Main strengths and weaknesses

- The headteacher provides strong and principled leadership. She has ensured that standards, teaching and learning are at the centre of the school's improvement efforts.
- Leadership and management has been strengthened since the previous inspection with the appointment and training of new senior staff.
- Many subject leaders are new to their role and their work has not yet had time to impact on standards.
- Staff work well together as a team and there is a strong commitment to professional development.
- The governing body is fully involved in strategic planning and in formulating and implementing policies.
- Financial planning and management of the budget are good.

Commentary

36. The headteacher provides strong and principled leadership. She is very committed and leads by example. She has ensured that standards, teaching and learning are at the heart of the school's agenda for improvement and this is beginning to improve standards. The deputy headteacher and assistant headteacher are also providing strong leadership and, together with the headteacher, are the driving forces for the further development of the school. There is good delegation of roles and responsibilities, and teachers with management responsibilities are growing into their roles effectively. Good relationships and a high level of commitment are strengths of the staff team. The school's commitment to inclusion underpins its ethos of respect for the individual nature of each pupil.
37. Management systems are satisfactory and help the school to run smoothly but have not been in place for long enough to have a full impact on standards. Strategic planning reflects the school's overall commitment to an inclusive school in which all pupils achieve well, grow in confidence and make the most of their abilities. Self-evaluation procedures have been greatly improved since the last inspection. The rigorous procedures introduced by the headteacher include regular lesson observation and an analysis of data. Priorities in the school development plan reflect the good understanding that the headteacher, senior management team and governors have of the school's strengths and weaknesses. The actions taken are having a beneficial impact on standards. The improvements in reading are a good example of this.
38. Procedures for the performance management of teaching staff are good. Training is targeted effectively to priorities identified in the school's improvement plan. Teaching staff are very receptive to advice and guidance. Subject leadership is generally satisfactory, and some is good. The leadership and management of the provision for pupils with special educational needs are good. There is also good leadership and management of the provision for pupils with English as an additional language, although there is only limited direct support for older pupils.
39. The governing body plays a full and active part in school life. It is well organised and efficient. Committees and governors with specific roles deal competently with the curriculum, finance and personnel matters and ensure that all the statutory requirements are met. They fully support the school's vision for inclusion; their decision to accommodate the Speech and Language Unit is a very good example of this. The governing body works in close partnership with the school leadership team, is aware of the school's strengths and weaknesses, and knows the challenges that the school faces. This helps governors to evaluate the quality and effectiveness of their decisions about the strategic development of the school.
40. The strong leadership of the headteacher, the good support from the deputy headteacher and assistant headteacher, the commitment of the staff team and the strong support of the local educational authority are all aids to improvement. Barriers to improvement are the changing nature of the school and the increasing number of pupils who arrive at the school after the usual starting time.
41. The headteacher inherited a very large surplus in the school budget when she arrived at the school. This was partly used to maintain staffing levels between 2002 and 2003. An investment in ICT equipment, including the interactive whiteboards in every class, has reduced the surplus significantly in the current year. Financial planning is closely linked to the priorities of the school's strategic plan, and the budget is managed efficiently by the governors, headteacher and administrative staff. There is a good understanding of the principle of obtaining the best value for money and governors monitor this carefully. The most recent auditor's report identified no major areas of concern. Day-to-day administrative duties run smoothly. The school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,512,644	Balance from previous year	113,026
Total expenditure	1,534,515	Balance carried forward to the next year	91,155
Expenditure per pupil	2,211		

THE SPEECH AND LANGUAGE BASE

Provision in the speech and language base is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Staff have high expectations of the pupils.
- Pupils make good progress in speech, language and personal development. Their attitudes and behaviour are good.
- The school's commitment to inclusion contributes to the good achievement of these pupils.

Commentary

42. The school hosts a local education authority primary speech and language inclusion base. It caters for pupils in Years 5 and 6, some of whom come from schools outside the catchment area of the school. As well as speech and language difficulties, some pupils have difficulties such as dyspraxia, autistic spectrum disorder and Asperger's syndrome. Some pupils have difficulty in remembering what is said to them or what they read, and in organising their thinking in order to learn and communicate. The staff consists of a teacher and a specialist assistant. The local health trust provides a speech and language therapist and assistant for one-and-a-half days each week.
43. Pupils get a very good education in the base and during the well-resourced opportunities to work in mainstream classes. Very good support for personal development, together with very good links with parents and the visiting therapist, contribute very well to pupils' self-confidence and improved communication skills. Pupils are keen and happy learners.
44. Pupils' achievements from their own starting points in speaking and listening are good. Their vocabulary is expanding and most speak with increasing clarity and make longer strings of words. When reading, most pupils can differentiate fact from opinion and justify their answers by referring to the text. With the very good support provided, pupils can put together both short and complex sentences. In numeracy most pupils are making very good progress and pupils achieve the levels expected nationally for their age.
45. Pupils stay on task for good periods of time and produce as much work as they can. Their behaviour and attitudes to work, to each other and to adults are good. All pupils join mainstream classes each afternoon when they are supported by the speech and language teacher and the specialist assistant. Planning and preparation for this are very good and ensure that pupils are successful. The school keeps very detailed records of achievement for pupils in the base.
46. Teaching in the speech and language base is very good. Some very good teaching was seen in literacy and numeracy lessons as a result of good planning tailored to the specific needs of each

individual, the very high expectations of the teacher and specialist assistant, and a very positive and supportive ethos that challenges pupils to do their best. Teamwork between the teacher and the specialist assistant is very good, resulting in very good interactions with the pupils. The teacher has very high expectations of her pupils and this results in them making good progress as they strive to meet her standards. Her knowledge and understanding of how to improve pupils' speech and language are very good. The well-qualified specialist assistant supports pupils well through her knowledge of speech development, and she gives sensitive encouragement to individual pupils. Staff have appropriately high expectations of all pupils and, because of excellent staff-pupil relationships, pupils believe that the challenge is achievable and work very hard towards it. Language models used by staff are very good. Pupils copy these and this builds up their ability to say words correctly and use sentences. Pace in lessons is well matched to the activity being taught.

47. Information and communication technology is used well to support individual learning. The targets set for pupils in the unit are very clear and cover a wide range of skills, subjects and personal development. Assessment is planned for each lesson. The base is accommodated in an attractive and stimulating room where pupils feel secure and supported, but also challenged by the high expectations of staff. Lessons are well resourced.
48. Teamwork with the visiting speech and language therapist is very good. The team blend their skills well for the benefit of pupils. The speech and language therapist contributes well to the identification and assessment of the individual communication and social needs of pupils. When planning lessons, the school makes good use of advice and reports from visiting staff, such as the speech and language therapist and the visiting teacher for pupils with autism.
49. Parents have very good relationships with staff and attend the meetings to review progress. As well as praising the base staff for their speech and language work, one parent expressed her delight in the way her child's personal development had improved since joining the base. The child's growing confidence and self-belief were major factors in the progress being made.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** for children in the Nursery and Reception classes. It is managed well and as a result, achievement is at least good in all areas of learning, with a particular strength in personal, social and emotional development. There are good induction arrangements in place to ensure that children settle into classes quickly. Children with special educational needs and those whose first language is not English are well supported and achieve well. Since the previous inspection, the good standards of teaching have been sustained and improvements have been made to the assessment of children's learning. The school has increased its resources and provided a secure outside play area in response to the recommendations of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well because the high-quality teaching ensures that they are encouraged to take responsibility for their own actions at an early age.
- Children behave well.

Commentary

50. Teaching and learning are very good in both the Nursery and Reception classes, and children reach the goals set for them at the end of the Reception Year as a result. All adults are very effective when demonstrating good behaviour. They have a calm and respectful manner when addressing children and each other. They value children's contributions to lessons and this helps the children to gain the confidence to try out new ideas for themselves. Children are expected to be responsible for looking after the equipment they use and are encouraged to take on jobs as helpers in both the Nursery and the Reception classes. The bilingual teaching assistants work closely with children who are at the early stages of English acquisition and this helps them to feel secure from an early stage.
51. All adults foster social skills in a variety of ways. For example, children were encouraged to take turns to ride on the wheeled toys and they readily accept when their time is up. Children with special educational needs receive good support. They and others are helped to maintain concentration for sustained periods by the stimulating nature of the activities offered. They are also confident to try out new things. There is a calm and purposeful atmosphere in all the classes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff provide good opportunities for children to develop speaking and listening skills.

- Early reading and writing skills are taught systematically and well.

Commentary

52. Teaching and learning are good, and as a result, most children achieve well and reach standards just a little below the goals for children of this age at the end of the Reception Year. Several of the children have underdeveloped speaking and listening skills when they start in the Nursery. Teachers and teaching assistants work patiently with individual pupils to help them say their words clearly and to develop their vocabulary. The bilingual teaching assistant provides good support for the children whose first language is not English and this ensures that they are fully included in aspects of the curriculum and learn well.
53. Children learn well in the Reception class as a result of careful attention to the development of reading and writing skills, which ensures that these are systematically taught and practised. They are taught letter sounds progressively and begin to use their knowledge to identify initial sounds in words. Most have acquired a bank of known sight words and some are starting to write independently by the end of the Reception Year. Children have opportunities to take their books home daily and to change them frequently. They regularly share stories with the teacher and other adults. This helps them to further their understanding of the sequence of the story and of the motives and feelings of some of the characters in it. A good range of activities is provided to encourage the children to read and write in the course of their play.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical skills and use of vocabulary develop well.
- Staff provide a wide range of well-planned practical activities.

Commentary

54. On entry to the Nursery, children's mathematical language is frequently underdeveloped. Teaching and learning are good and children achieve well in relation to their starting points as a result. Most achieve the goals set for them by the end of the Reception Year, although few exceed them because they are still not secure in using their mathematical skills to solve simple practical problems. Children count reliably up to ten and some can count beyond this. They begin to gain an early understanding of addition and subtraction and to use language such as 'more' and 'less' when counting on a number line and when singing songs involving numbers. Some accurately identify one more or one less than a given number. Most children develop the language they need to describe shape, space and measurement. They know the names of simple two-dimensional shapes and, through their outdoor play, have a sound understanding of directional and positional language. Pupils who speak English as an additional language are fully included in learning as a result of the good support provided by the bilingual teaching assistants.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn well about the world around them as a result of a well-planned curriculum and practical first-hand experiences.

Commentary

55. Children achieve well, and their knowledge and understanding of the world are in line with the levels expected for their age by the end of the Reception Year. Teaching and learning are good. The curriculum is well planned and integrates many of the diverse elements of this wide area of learning through formal input, practical play experiences and visits to places within the locality and further afield. A particular strength of provision is the opportunity that children have to explore the environment both indoors and out. This feeds their natural curiosity and helps them develop a sense of wonder at the world around them. They develop a good understanding of place as a result of regular opportunities to explore the school environment. They learn about the passing of time, for example by looking at changes in themselves since they were born. There are ample opportunities to investigate how a range of construction materials work and learn how they can be fitted together to make objects of their own choosing. For example, children in a Reception class made sunglasses and sunhats from a range of materials available. They could explain their choices and took a great pride in their efforts. When using computers, they follow instructions carefully and demonstrate good hand-and-eye control when controlling images on screen using a mouse.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The outdoor environment has been improved since the last inspection.
- There are regular opportunities for children to develop their physical skills.

Commentary

56. Children achieve well and most reach the levels expected by the end of the Reception Year. Teaching and learning are good and there are regular opportunities for children to develop co-ordination and physical skills.
57. There are regular opportunities to work and play in the outdoor area, where children develop the co-ordination of larger movements by playing on tricycles and using other large toys. Appropriate use is made of the hall and playground for physical education, which involves the children in more formal activities in preparation for the curriculum in Year 1. They show a good awareness of their own space in relation to others, control the speed of their movements well and develop confidence when balancing. They develop good control for their age when working with small games apparatus such as bats and balls. They benefit from suitable opportunities to develop manipulative skills when using construction toys, and when painting, drawing and cutting.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- A wide range of activities is provided to help children develop imaginative and creative ideas.

Commentary

58. Teaching is good and children learn well. They respond well to opportunities to express their ideas when singing, painting, role-playing, moving and dancing to music. They achieve well and most reach the standards expected by the end of the Reception Year.
59. The skills of mixing paint and controlling brushes are taught well and, as a result, the children use these skills competently when creating imaginative representations of what they see, hear and feel. There are ample opportunities for children to explore a range of different media and to use them for mark-making and to compose their own pictures and patterns. The different cultural backgrounds of pupils are reflected throughout the Foundation Stage environment, and teachers often draw effectively on the wide range of artistic and musical traditions of the different ethnic communities represented in the school. Careful thought is put into providing role-play areas and this encourages the children to develop their own imaginative ideas in the course of play. Children whose first language is not English find the confidence to speak in role because of the good support from bilingual teaching assistants.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards are average and achievement is good in Years 1 and 2.
- Although most pupils achieve the levels expected in reading in Year 6, not enough of them, particularly boys, attain the levels expected in writing.
- Teaching is good in Years 1, 2, 5 and 6.
- Good leadership and management are leading to gradual improvement in the subject.
- Pupils' literacy skills are not sufficiently extended in other subjects of the curriculum.

Commentary

60. The results of the 2003 national tests in English for Year 6 pupils were below the national average and well below the results of similar schools. In national tests for Year 2 pupils, the school's performance was in line with both the national average and the average for similar schools in reading, and below the average for writing. Although the test results are similar to those of the last inspection, they have not improved as much as those of other schools over the last six years but there are good reasons for this. There are now more pupils with special educational needs at the school, more pupils who speak English as an additional language and a higher number of pupils who arrive at the school after the usual starting time. However, standards have improved steadily from a low point in 2002 and there are early indications that the results of the 2004 tests for pupils in Year 2 and Year 6 show an improvement in reading, and that writing has improved significantly in Year 2.

61. The findings of the inspection are that pupils' achievement in Years 1 and 2 is good in reading, writing, speaking and listening, and that standards are broadly in line with the levels expected. This is similar to the findings of the last inspection. Pupils in Years 1 and 2 understand some of the differences between fiction and non-fiction texts. They make good use of the knowledge of letter sounds when reading aloud, and the more able readers observe the cues presented by punctuation. They rarely, however, use a great deal of expression in their reading. In Year 2, most pupils can produce simple pieces of writing such as stories and reports. The spelling of familiar words is mostly accurate. Few pupils have a sophisticated vocabulary; however, the good encouragement they receive to incorporate new words into their own writing helps them to develop their ideas clearly and imaginatively.
62. Overall standards for English in Years 3 to 6 are below average in reading, speaking and listening, and well below average in writing. This is not as good as when the school was last inspected, and can be explained by the fact that the school now has a specialist unit for pupils in Years 5 and 6 with speech and language difficulties, and that there are more pupils with special educational needs in the junior classes. Twenty per cent of pupils join the school in the junior phase; most of them have special educational needs. The examination of the year-on-year attainment of individual pupils as they move through the junior phase shows that their achievement is satisfactory in reading in relation to their starting points on entry to the school. Neither boys nor girls achieve as much as they should in writing.
63. By Year 6, most pupils have developed preferences in their personal reading. The school has worked hard to engage boys' interest in books and many now have a keen interest in fiction based on adventure and fantasy. In Years 3 to 6, pupils' handwriting is usually fluent, legible and joined. Weaknesses occur in spelling, however, and pupils do not turn readily to dictionaries in the course of their work. In Years 5 and 6, pupils are beginning to transfer their satisfactory understanding of the characteristics, features and styles of different kinds of fiction and information texts to their writing. Their understanding of the difference between their own colloquial language and Standard English is weak and this leads to grammatical inaccuracies. Overall, few pupils have a wide enough general vocabulary to bring precision to their writing.
64. Teaching and learning are satisfactory overall. They are good in Years 1, 2, 5 and 6 and often very good. In Years 3 and 4, teaching is satisfactory and pupils' overall achievement is satisfactory rather than good because of this. Lessons are nearly always well planned. Learning objectives are clearly identified and reflected in the activities provided. Whole-class sessions, in which passages of text are analysed and the understanding of words is developed, are generally well taught. In the best lessons, teachers have very high expectations of their pupils, and questions are skilfully used to challenge pupils at a range of levels and to deepen their understanding. Learning is presented in a range of lively and interesting ways, both practical and visual, and pupils respond well to this. Teaching in the part of the lesson following whole-class work is generally satisfactory, but weaknesses occur when there is an over-reliance on worksheets and tasks which repeat what pupils already know. This limits the progress that pupils make and does not provide the level of challenge that more able pupils need. In the best lessons, there is careful planning for guided and shared writing activities in which pupils are helped to apply the skills they have learned from the study of text. There is a clear focus on the development of reading skills throughout the school through sessions in which groups of pupils work with the teacher or teaching assistants. This ensures that all pupils read regularly. Although opportunities are given for pupils to develop their speaking skills by responding to questions and discussing their ideas with each other, it is only in the very best lessons that teachers insist that pupils reply to their questions in full sentences, correct grammatical inaccuracies in spoken English and point out the differences between colloquial and Standard English.

65. The subject is well led and managed, and procedures for monitoring standards, teaching and learning have greatly improved since the last inspection. They have also analysed test results. As a result, they have a very clear idea of strengths and weaknesses in the subject and have used this knowledge to plan improvements. The improvement in reading throughout the school and in writing in Years 1 and 2 is the result of this work. Good use is made of national strategies to help pupils who struggle with literacy, and pupils with special educational needs are well supported by well-trained teaching assistants in most lessons. Pupils who speak English as an additional language are also given good support. The range of additional strategies to support the needs of higher-attaining pupils is less well developed. Assessment arrangements are good and have improved since the last inspection and this has led to work being well matched to pupils needs and abilities in most classes.

Language and literacy across the curriculum

66. Pupils' use of their literacy skills in other subjects of the curriculum is unsatisfactory. The school is beginning to develop a range of opportunities for reading, writing, speaking and listening in other subjects. However, pupils' knowledge of spelling and grammar is not sufficiently reflected in their written work and the overuse of worksheets in some subjects, such as science, limits opportunities for pupils to extend their literacy skills.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- There is good planning, with a clear statement of learning objectives in lessons.
- Assessments are analysed well to identify areas where improvement is needed.
- There is good teaching in the infants and the upper end of the juniors.
- There is insufficient challenge for more able pupils.
- There is insufficient planning for the use of numeracy in other subjects of the curriculum.

Commentary

67. The results of the 2003 national tests in mathematics for Year 6 pupils were well below the national average and the results of similar schools. In national tests for Year 2 pupils, the school's performance was in line with the national average and the average for similar schools. The test results are similar to those reported in the last inspection; however, improvements have not kept pace with the national trend. This can be explained by the changed character of the school which has a higher proportion of pupils with special educational needs than it used to have. Many more pupils now join the school after the usual starting time. Standards have improved steadily from a low point in 2002 in Year 6, and there are early indications that the results of the 2004 tests for pupils in Years 2 and 6 show a further improvement.
68. The findings of the inspection are that standards are average in mathematics in Year 2 and below average in Year 6. This is not as good as at the time of the last inspection and can be partly explained by the fact that the school now has a specialist unit for pupils in Years 5 and 6 with speech and language difficulties, and there are more pupils with special educational needs in the junior classes. The examination of the year-on-year attainment of individual pupils as they move through the junior phase shows that the achievement of most, including those who speak English as an additional language, is satisfactory in relation to their starting points on

entry to the school. Pupils with special educational needs achieve well. However, more able pupils are not achieving as much as they should.

69. Teaching and learning are satisfactory overall and good in Years 1, 2, 5 and 6, where some very good teaching was also seen. The better lessons extend pupils' thinking through skilled questioning and interesting and meaningful tasks which capture their interest. By the end of Year 2, most pupils have a sound understanding of the basic mathematical terminology for number and number operations. In Years 5 and 6, where they have a satisfactory understanding of number facts up to and beyond a thousand, pupils also develop a sound understanding of fractions and percentages. Where teaching and learning are satisfactory rather than good, it is because the pace of lessons is too slow, particularly in the mental mathematics sessions at the start. Pupils do not then develop their skills in searching for pattern, in logical reasoning and in explaining their work. Pupils with special educational needs are fully included and on the whole receive very good support from the classroom assistants. Junior-aged pupils are taught in sets according to their mathematical ability. This ensures an appropriate level of challenge for most pupils. However, some more able pupils do not always receive sufficiently challenging work, particularly in mathematical investigation.
70. The subject is soundly led and managed. The subject leaders set a good example by the quality of their own teaching. There are good procedures for monitoring teaching, learning and standards, which is an improvement since the last inspection. The subject leaders have made considerable progress in the short time since their appointment although their work has not yet had time to have an impact on standards. Assessment is satisfactory and good systems for tracking pupils' progress are now in place.

Mathematics across the curriculum

71. The school is aware of the need to provide pupils with opportunities to apply their mathematical knowledge and understanding in other subjects. A good example of this was seen in a Year 6 science lesson in which they used their knowledge of graphs to record information from a comparative study of dandelions. However, these opportunities are not yet sufficiently developed throughout the curriculum.

SCIENCE

The school's provision for science is **satisfactory**.

Main strengths and weaknesses

- Teachers use questions well and ensure that pupils of all abilities are included in all aspects of the work.
- The school grounds have been well developed to provide good resources to support the teaching of science.
- Not enough pupils achieve at the higher levels in Years 3 to 6.
- Scientific enquiry is not sufficiently integrated into pupils' work.
- There is an over-use of worksheets in some classes.

Commentary

72. The findings of the inspection are that at the end of Year 2 and Year 6, most pupils achieve standards in line with those found nationally. This is similar to the findings of the last

inspection. However, improvements have not kept pace with the national trend. This can be explained by the fact that the school has changed in character and there are more pupils with special educational needs. A higher proportion of pupils also join the school after the usual starting time. In the national tests in 2003, Year 6 results were below average, and the results of Year 2 teacher assessments were well below average. There are early indications of improvements and that pupils in the current Year 2 and Year 6 are on track to achieve standards in line with the national average overall. However, standards are below average overall because too few pupils are achieving at the higher levels in Years 3 to 6. The achievement of pupils for whom English is an additional language is similar to that of other pupils, while those with special educational needs achieve well.

73. In lessons seen during the inspection and a scrutiny of previous work, teaching and learning are satisfactory in Years 1 to 6. Teachers are good at asking questions and using correct scientific language, so that pupils of all abilities are kept interested and involved. Teachers are also good at making sure that all groups of pupils, including those for whom English is an additional language and those with special educational needs, are fully included in all aspects of the work. This was evident in a Year 5 lesson on the life cycle of plants. Here a group of pupils, supported by the teaching assistant, were given the confidence to report the findings of their work to the rest of the class. There was a very good working atmosphere, and pupils showed enthusiasm.
74. Lessons are generally well planned, which is an improvement since the last inspection. However, there is sometimes not enough different work for pupils of different abilities. In their books, for example, there was too much use of worksheets, which constrain learning because they limit opportunities for pupils to ask their own scientific questions and devise their own experiments. They also limit opportunities for pupils to use their literacy skills in the course of the science work.
75. A key issue in the last inspection was the use of scientific investigation, which was found to be underdeveloped. Although evidence was seen in this inspection that some progress has been made in addressing this issue, there is still some way to go. It is given the right attention in some classes, but there is not enough in others. This limits the level of challenge for some pupils and prevents them from achieving at the higher levels.
76. There are two co-ordinators, who work well together and are providing sound leadership and management for the subject. Their role in monitoring and evaluating teaching, learning and standards has improved since the last inspection. They have identified that not enough pupils are attaining at the higher levels. They have a good overview of the subject, and share a vision with the headteacher and the senior management team of how to move forward. These initiatives are still in the early stages of implementation and so have not yet had time to fully impact on standards.
77. Much work has been done to develop the school's grounds to support work in science. There are gardens and borders, an organic vegetable plot and a well-maintained pond, all of which make a valuable contribution to pupils' understanding of the environment and their role in taking care of it. The weather station and a variety of scientific toys interest pupils of all ages and enrich the teaching of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils attain standards that generally match those expected nationally. They make good progress, have very good attitudes towards ICT and are confident when working with computers.
- The quality and range of equipment have improved significantly since the previous inspection, but the ICT suite is too small to meet the needs of whole-class teaching.
- The ICT curriculum meets statutory requirements. Skills are taught systematically, building on what pupils have learned previously.

Commentary

78. Standards are in line with those expected by the end of Year 2 and Year 6. This represents good achievement for all pupils from their different starting points on entry to the school. Pupils, including those with special educational needs and those with English as an additional language, are achieving well because teachers have secure knowledge and understanding of the subject and are confident when using resources. They are well supported by teaching assistants. By the end of Year 2, pupils can control floor robots, use a painting program to reproduce work in the style of famous artists such as Jackson Pollock, and manage information by changing text styles and sizes. In one good lesson, Year 1 pupils used computers to collect data about their favourite toys and presented the findings in the form of bar graphs. They worked very well in pairs to make their graphs, with one pair actually using the interactive whiteboard with great skill and dexterity. They were then able to print the graphs to share with others.
79. Teaching and learning are good overall and pupils make good progress because of this. In one Year 6 lesson, pupils made very good progress with their multimedia presentations as a result of very good teaching. The teacher shared the assessment criteria with them before they began, so they could evaluate their own work as they were doing it. As a result, the quality of learning was very high and the standard of some presentations exceeded that expected for pupils of this age. These pupils successfully compiled information about the school for use by both children and adults. Their texts showed an awareness of audience as they illustrated them with photographs and diagrams and used a range of writing skills. Lessons are well planned and taught at an appropriate pace. Pupils have very good attitudes and behaviour. This allows them to learn quickly and they make good progress. Since the previous inspection, the curriculum has been enhanced through the development of work using the Internet and e-mails. Control technology has also improved as a result of improved resources.
80. Leadership and management of ICT are good, which is an improvement since the last inspection. The subject leader is enthusiastic. She monitors teaching and learning, leads a team from across the school effectively to plan curriculum developments and offers support and advice to colleagues. The teaching of ICT skills is systematic and thorough, supported by an interesting scheme of work. Assessment is satisfactory and focuses on individual achievement and on the acquisition of skills. A portfolio of pupils' work has been started to help staff with assessment. Since the previous inspection, the quality and range of computers have improved markedly. There are at least two in each classroom and interactive whiteboards are being installed as funding becomes available. This enhances the quality of teaching and learning. The ICT suite is well used but is too small for whole-class teaching. Pupils have to work in cramped conditions that are not conducive to good learning.

Information and communication technology across the curriculum

81. The school improvement plan clearly aims to continue the work on identifying uses of ICT in the schemes of work of other subjects. There is evidence that this is beginning to be successful but is still insufficiently developed. Pupils make satisfactory use of their ICT skills to support their work in, for example, art when composing pictures, mathematics when compiling graphs, and English when presenting completed work, but this is not yet consistent across all subjects and classes

HUMANITIES

Due to the main foci of the inspection and the school's timetabling arrangements it was not possible to see any lessons in **geography** and so the subject was not inspected. **History** was sampled, two lessons were seen and work was scrutinised, but there is not enough evidence to form an overall judgement about provision, teaching and learning.

History

82. Work seen in pupils' books, displays around the school and lessons observed during the inspection show that all aspects of the history curriculum are given appropriate attention. Standards achieved at the end of Year 2 and Year 6 are broadly in line with those expected. This represents a similar picture to that found in the last inspection. Work is often done in the context of cross-curricular topics, with particularly strong links with geography. In a Year 1 lesson, for example, pupils compared modern toys with those of former times. The teacher made good use of old toys, which pupils could examine and compare. She asked appropriate questions to draw out their understanding of similarities and differences. The first-hand experience of real objects brought the lesson to life and ensured that pupils of all abilities were involved and interested. In one Year 6 lesson seen during the inspection, good use was also made of a BBC history website, and this effective use of computers made a worthwhile contribution to pupils' understanding and enjoyment. Their previous work showed that they had been involved in a range of interesting topics. There was, however, an over-reliance on worksheets, particularly in the infant classes, which limits opportunities for pupils to extend their use of literacy in the course of their work in history.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well and have a high degree of respect for religious beliefs that are different from their own.
- There is good-lesson planning for all elements of religious education.
- There is a well-developed scheme of work which is in line with the recommendations of the locally-agreed syllabus.

Commentary

83. Pupils' knowledge and understanding of religious education are in line with the expected levels at the end of Years 2 and 6. This is similar to the findings of the last inspection. Evidence from pupils' work, planning documentation and lesson observations indicates that all pupils,

including the more able, those with special educational needs and those who speak English as an additional language, achieve well in relation to their varying starting points when they enter the school.

84. Pupils have good understanding that religious traditions in the United Kingdom are mainly Christian, although other principal religions are also represented. Pupils are particularly knowledgeable about the range of religions represented in their own school community and demonstrate high levels of respect for traditions and beliefs that are different from their own. They have a satisfactory knowledge of some of the important features of Christianity, Sikhism, Islam and Judaism. The emphasis on the key beliefs and teachings of different religions helps pupils to gain a good awareness of their distinctive features and to understand their importance to the everyday lives of believers. Opportunities to think about how these beliefs might affect their own lives deepen this understanding. For example, pupils in Year 3 have related the 'Five Pillars of Islam' to their own daily lives, and pupils in Year 5 have written their own versions of the Sermon on the Mount. They have a sound understanding of the important symbols of major world faiths. Year 2 pupils, for example, know how Sikhs show their love of God through music and can explain what the '5Ks' mean. Opportunities to examine religious artefacts and to visit different places of worship, such as the local church and the Sikh temple, develop pupils' skills in using the appropriate terminology to explain matters of religious practice and belief.
85. Teaching and learning are good. There is a good range of well-planned opportunities for pupils to learn both about and from religion. Particular strengths are the very good relationships that teachers have with their pupils. Teachers often share their own deeper thoughts and experiences with them. This results in an atmosphere of mutual trust in which pupils are willing to share their deeper thoughts and ideas with their teachers and with each other because they know that they will be listened to and taken seriously. For example, in one lesson the teacher openly shared the elements of her life that were particularly important to her, including the fact that she was a Christian. This contributed well to learning because it led to the pupils sharing their own thoughts about themselves, including the importance of their own religious beliefs.
86. The leadership and management of the subject are satisfactory. The co-ordinator is new to the role and has worked conscientiously to bring about improvements. Good use is made of the locally-agreed syllabus and the recent guidance on assessment to plan work which closely matches the needs and capabilities of each age group. There are a good range of resources for religious education which are continually being updated, and they are stored and handled with respect and care. The co-ordinator's main focus has been on introducing better assessment and improving planning for assemblies. She has done this well, with the result that assemblies now make a significant contribution to the school's provision for religious education. Procedures for monitoring standards, teaching and learning in the subject have improved since the last inspection. The subject has not yet been a major focus for school improvement and so the co-ordinator has not yet observed lessons. However, she does have a satisfactory overview of the subject as a result of looking at pupils' work and teachers' planning across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to the main foci of the inspection and the school's timetabling arrangements only one lesson was seen in **art and design** and in **design and technology**. These subjects were therefore sampled and no

judgement about overall provision is made. **Physical education** and **music** were inspected in full and are reported on below.

Music

The provision for music is **good**.

Main strengths and weaknesses

- Pupils achieve well in music because of the good teaching they receive.
- There are good opportunities for all pupils to play an instrument and this is contributing to raising standards in the subject.
- The curriculum is enriched by visits from musicians and opportunities for pupils to take part in local musical events.
- Opportunities are missed for pupils to learn about music played while they are working or going into assemblies.

Commentary

87. Pupils achieve well in music in relation to their varying starting points on entering the school. Standards are in line with those expected by the end of Year 2 and Year 6. This is similar to the last inspection.
88. Pupils listen to and appraise music, and create and perform their own compositions. From Year 1, they can clap simple rhythms and sing in tune. They learn to distinguish between long and short sounds and begin to identify sounds of different pitch. They are able to express their ideas in early attempts at composition. These are graphically recorded, using pupils' own symbols. Pupils continue to develop skills in recording their compositions throughout the school. Older pupils are able to write scores for several parts, incorporating timbre, pitch and dynamics. They also apply accompaniments to songs and rounds, identifying fellow participants in their scores to ensure successful presentation. Appraisal skills are well developed by listening to and reviewing recorded music. Pupils compare classical and pop examples, identifying instruments and evaluating the results. They develop a good understanding of the contribution each instrument makes.
89. Teaching and learning are good overall, with particular strengths in the development of composition and the teaching of singing throughout the school. There is good emphasis on breathing, posture, pitch and dynamics. Pupils enjoy making music and are eager to take part in activities. They behave well and follow the conductor's directions.
90. The curriculum is enhanced by the visits of musicians from the Performing Arts Service (PAS) who give instrumental instruction in string, drums and woodwind instruments. The music practice room is in frequent use during lunchtimes, notably with a small band of musicians playing their own compositions of rock music. A visiting classroom teacher also provides additional expertise and opportunities for developing pupils' knowledge and understanding of music. The school participates in local musical events at Warwick University and concerts accompanied by the PAS Youth Orchestra. There is a good proportion of musicians on the staff, and year groups prepare special performances by music ensembles at Christmas. At present, however, there is no regular practising choir.

91. The two subject leaders for music work well together, ensuring progression and continuity in the scheme of work. The leadership of music is good, but monitoring and assessment procedures are underdeveloped. There is good use of music from a range of different cultural backgrounds. It is used in some classes to create a calm environment and plays a part in assemblies as pupils enter and leave. However, the opportunity to identify and reflect on the music is often overlooked.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well in the subject as a result of a well-planned curriculum.
- The basic curriculum is enriched by a wide variety of opportunities to take part in sporting activities at lunchtime and after school.
- The accommodation for the subject is very good.

Commentary

92. Pupils achieve well in relation to their starting points on entry to the school and standards are broadly in line with those expected by the end of Year 2 and Year 6. No judgement was made on standards in the subject in the last inspection.
93. Teaching and learning are good overall. In Years 1 and 2, pupils work on a range of dance, games and gymnastic activities, such as when Year 1 pupils listen to an African story and then work individually and in pairs to imitate the movements of monkeys and elephants. The teacher and support assistant both work effectively to support pupils, so that all are fully included, learn well and have fun.
94. By the time they are in the junior classes, pupils have experienced a growing range of activities. They build their skills in a systematic way, as well as their understanding of health and fitness. In a Year 4 lesson in the hall, pupils learn the techniques of relay racing. The teacher appropriately drew their attention to safety issues, and they worked hard to develop their skills. Working as a team and taking turns as required also helped to develop pupils' personal and social responsibility.
95. The subject is well led and managed. The basic curriculum is enriched by a very good range of out-of-school activities and clubs, which are supported and enjoyed by a large number of pupils of all ages. An example seen during the inspection was the lunchtime basketball club. Here pupils worked enthusiastically on ball and shooting skills with an outside coach. Similarly they improved their athletic skills as a result of good opportunities to work with skilled coaches after school. Pupils in the upper junior classes also go on residential visits, which give them opportunities to participate in a wide range of sporting and outdoor activities. The school has also achieved the Sport England Active Mark and the Effective Schools Healthy Organisation award, and is working to achieve the Football Charter Mark.
96. The school's accommodation for physical education is very good. As well as two large halls, the outdoor area has large and well-maintained hard and grassed surfaces. These facilities ensure that all areas of the curriculum are well provided for.

Art and design

97. Only one lesson was seen in art and design and so it is not possible to make a judgement about overall provision, standards, teaching and learning. However, the subject was sampled and evidence from the one lesson seen, a scrutiny of pupils' work and discussions with the co-ordinator indicate that the curriculum is being fully covered.
98. Good work was seen in Years 1 and 2 and teaching in the lesson observed was good. In the infant years, pupils use a wide range of materials and learn to appreciate the techniques of famous artists. Observational drawing is well developed throughout the school. There is less evidence of pupils' art and design work in Years 3 to 6. Satisfactory assessment procedures are in place and a new scheme of work has recently been introduced. The co-ordinator monitors planning, but his work is at an early stage and he does not yet have a clear view of strengths and weaknesses in the subject.

Design and technology

99. There is insufficient evidence on which to make judgements about the quality of the school's provision for design and technology. At the time of the last inspection, standards were judged to be above those found nationally by the end of Year 2 and Year 6.
100. Pupils' work was sampled and displays were seen around the school, but it was not possible to observe any lessons during the inspection. From the evidence seen, it was clear that the school provides a broad curriculum for the subject and that pupils are given a range of interesting experiences. Over the last two years, the school has participated in the National Design and Technology Week, which has resulted in some exciting and worthwhile activities involving designing, making and evaluating a range of models and objects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education (PHSE) is **good**.

Main strengths and weakness

- The school encourages its pupils to become good citizens.
- Pupils enjoy lessons and want increased time to respond to and reflect on issues.
- Assessment is not systematic and therefore does not inform future planning.

Commentary

101. Pupils' awareness about health and environmental issues has been raised because the school takes an active part in national initiatives such as Healthy Schools and ECO School. There is an active school council that has raised pupils' awareness of their responsibilities within the school community. This has brought about improvements such as a 'buddy bench' as part of playtime routine.
102. Teaching and learning are good. Pupils follow the local-authority scheme of work which covers aspects of drug and sex education. Standards are in line with national expectations at the end of Year 2 and at the end of Year 6. Achievement is satisfactory. Pupils with special educational needs are well supported and make good progress. There is time in the curriculum for regular Circle Time sessions and paired work to discuss general or personal issues. Pupils expressed a

wish for more of this time as they find it helpful in dealing with emotions which are difficult to manage. Furthermore, they wanted time for reflection.

103. The subject leader is new to the post and is evaluating the subject before addressing necessary improvements to assessment. Overall, the leadership and management of PHSE are satisfactory. The subject makes an effective and practical contribution to the good ethos that prevails at the school and is having a good effect on achievement and standards.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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