

INSPECTION REPORT

WYKEN CROFT PRIMARY SCHOOL

Wyken, Coventry

LEA area: Coventry

Unique reference number: 103696

Headteacher: Mr D Gardiner

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 21st - 24th June 2004

Inspection number: 258524

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 649

School address: Wyken Croft
Wyken
Coventry
West Midlands
Postcode: CV2 3AA

Telephone number: (02476) 613 932
Fax number: (02476) 602 408

Appropriate authority: The governing body
Name of chair of governors: Mr John Haines

Date of previous inspection: 8th June 1998

CHARACTERISTICS OF THE SCHOOL

Wyken Croft Primary School is situated in Wyken, Coventry. It is a very large primary school with 649 pupils on roll which caters for pupils aged three to 11. Nine per cent of pupils are eligible for free school meals, below the national average, and 11.5 per cent have English as an additional language. The largest minority ethnic group are pupils of Asian-British family backgrounds (10.6 per cent). This is above average, but almost all of these pupils speak English well and have full access to the curriculum. A very small minority of pupils requires additional help and they are supported by bilingual mentors. 10.8 per cent of pupils have special educational needs, 0.7 per cent of pupils have statements of special educational needs; both are below the national average. The range and nature of special educational needs are largely related to specific and moderate learning difficulties, learning impairment and emotional and behavioural problems. The headteacher has only been at the school for eighteen months. Pupils' attainment on entry to the school is very varied, but is average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Provision for pupils with English as an additional language
19443	N Walker	Lay inspector	
27426	T Aldridge	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Religious education
20007	T Neat	Team inspector	Science Physical education
11642	C Parkinson	Team inspector	English Art and design Provision for pupils with special educational needs
22157	M Roussel	Team inspector	Information and communication technology Design and technology Geography History Music

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT 5	4 -
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 15
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15 -
17	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18 - 34
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wyken Croft Primary School is a good school, with some very good and excellent features. It is improving rapidly under the excellent leadership of the headteacher and the very good management of the senior management team and governing body. Standards are above average overall. Teaching and learning are good. Pupils behave very well and have very good attitudes to learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average by the time that pupils leave school, especially in English, mathematics, science and information and communication technology (ICT).
- Pupils' performing skills in music and dance are very good.
- Standards in speaking, art and design, design and technology and religious education, and music in the infants, whilst average, could be better.
- Satisfactory assessment procedures are not yet sufficiently well embedded in the school's practice to ensure that outcomes are rigorously used to plan the next steps of pupils' learning.
- The headteacher is an inspirational leader who has very high standards and has made a significant contribution to the school.
- The senior management team manages the school very well, ensuring that the headteacher's vision for the school is fully implemented.
- The governance of the school is very good.
- Teaching is good, with very good and excellent features.
- Provision for children in the Foundation Stage is good but is better in the Reception classes than in the Nursery; accommodation issues prevent closer working relationships developing.
- Support staff make a valuable contribution to pupils' learning.
- Parents are seen as true partners in their children's education and support the school very well.
- Pupils with special educational needs make good progress but, when they are withdrawn from lessons, they do not always follow the work of the rest of the class.
- Provision for pupils with English as an additional language is good and pupils achieve well.

The school has made good improvement since the last inspection in 1998. All key issues have been addressed and high standards have been maintained. The biggest improvements have been in raised standards in ICT, the governing body's involvement in the school and the school's partnership with parents.

STANDARDS ACHIEVED

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

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievements are good and standards are above national averages by the time pupils leave school. The 2003 national tests and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in reading and mathematics were well above national

averages and were above national averages in writing. In comparison with similar schools, standards were well above national averages. In science, pupils attained average standards. By the end of Year 6, in comparison with all schools and similar schools, pupils attained average standards in English, above-average standards in mathematics and well-above-average standards in science. Inspection findings show a slightly different picture to test results. The present groups of pupils in Year 2 and Year 6 are very mixed, with a significant minority who are below-average attainers and who have special educational needs. Several of these pupils had not started their education at this school. By the end of Year 2 and Year 6, standards in speaking are average. In listening they are above average and, in reading, standards are well above average. Standards in mathematics and science are above average, with a significant minority of pupils exceeding national standards. In ICT and music in the infants, pupils attain average standards. Overall standards are above national average by the end of Year 6 in most subjects, with average standards attained in art and design and design and technology. No judgements were made on standards in physical education but by the end of Year 6, standards in dance are well above national averages. In music, standards are well above national averages. By the end of the Reception Year, pupils exceed the expected standards in all areas of learning. Pupils with special educational needs and English as an additional language achieve well throughout the school. **Pupils' personal development, including spiritual, moral, social and cultural development, is very good.** Attendance levels are average and pupils are very punctual. Pupils behave very well and have very good attitudes to learning.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good, with examples of excellent practice in the juniors in mathematics, dance and music. Pupils of all capabilities learn well. The teaching of English, mathematics, science and ICT is good, with very good features. The teaching of children in the Foundation Stage is good but it is better in the Reception classes than in the Nursery. The curriculum is good and is enriched very well through very good extra-curricular provision. Relationships are very good throughout the school and pupils are well looked after by hard-working and dedicated staff. The school has very good links with parents and the community and good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is excellent and that of key staff is very good. Management of the school is very good. The headteacher's passion for excellence is infectious. In the eighteen months that he has been at the school he has proved to be a visionary leader, having created highly effective teams who are driving change forward at a rapid pace. There is no room for complacency; staff receive the necessary training to improve their practice, and performance management is well implemented. Administration procedures are robust. The work of the governing body is very good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Pupils love their school because they know that all staff care deeply about them. Parents and pupils are regularly consulted on all aspects of school life. Pupils think that their teachers are "ace" (a popular term for very good) and that their headteacher is "fantastic".

IMPROVEMENTS NEEDED

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

- Ensure that information gained from assessment is regularly used to plan the next steps of pupils' learning.
- Raise standards in speaking, art and design, design and technology and religious education throughout the school and in music and ICT in Year 2.
- Improve the satisfactory teaching in some lessons.
- Improve accommodation and the quality of teaching in the Nursery.
- Ensure that, when pupils with special educational needs are withdrawn from lessons, they follow the same work as their peers.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

Standards achieved in areas of learning and subjects

Pupils' achievements are good throughout the school and, as a result, standards are above the national average by the time that pupils leave the school. Children in the Foundation Stage achieve well in the Reception classes and satisfactorily in the Nursery. Pupils with special educational needs and English as an additional language make good progress throughout the school.

Main strengths and weaknesses

- Standards are rising at a fast rate as a result of the excellent leadership of the headteacher and very good monitoring of teaching and learning by the deputy headteachers.
- Pupils are very well prepared for secondary school because they have mastered key skills.
- Pupils achieve very well in reading throughout the school and in music and dance in the juniors.
- The untidy presentation in some exercise books, especially in the infants, detracts from the overall good quality of pupils' work.
- Standards in speaking, art and design, design and technology and religious education, and music and ICT by the end of Year 2, could be higher.
- The school's focus on raising standards in experimental and investigative science, using and applying mathematics and writing is paying dividends and a significant majority of pupils in Year 6 achieve above-average standards.
- Too few opportunities are provided for pupils to write in religious education.

Commentary

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

Standards in:	School results	National results
reading	17.2 (17.2)	15.7 (15.8)
writing	15.7 (15.1)	14.6 (14.4)
mathematics	17.6 (17.5)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	26.7 (25.7)	26.8 (27.0)
mathematics	27.6 (26.2)	26.8 (26.7)
science	30.6 (28.6)	28.6 (28.3)

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

1. The 2003 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in reading and mathematics were well above the national average and standards in writing were above the national average. In comparison with similar schools, standards were well above the national average in reading, writing and mathematics and were in line with national averages in science. The percentage of pupils attaining the higher levels was well above average in reading and mathematics and just above average in writing.

2. By the end of Year 6, in comparison with all schools, standards in English were broadly in line with national averages, above average in mathematics and well above in science. In comparison with similar schools, standards were in line with national averages in English, above in mathematics and were well above national averages in science. In English, too few pupils attained the higher levels; in mathematics the percentage of pupils attaining the higher levels was broadly in line with national averages and in science a very high proportion of pupils attained the higher levels. There were no significant differences in attainment by gender but, in the infants, boys performed better than girls in writing. The trend in the school's average national curriculum points for all core subjects was broadly in line with the national trend. The school exceeded its targets in English and mathematics. Pupils with special educational needs and those from different ethnic groups achieve well.
3. There has been good improvement in raising standards. The 2004 unvalidated national test results show that a significant majority of pupils in Year 6 did very well in the tests and attained the higher levels in English and science. This is largely a result of the headteacher's relentless drive to raise standards. His excellent skills of leadership identified that, in the past two years, standards had not been high enough for these pupils. He set about monitoring teaching and learning with his deputies, implementing rigorous performance management objectives and ensured that staff received good quality training to enable them to improve their practice. The "zero tolerance" of any under-achievement is paying dividends and standards are rising at a fast rate. Inspection findings show that attainment on entry to the Reception classes is average. By the end of the Foundation Stage, pupils exceed the national expectations for their age and make good progress. On entry to Year 1, nearly all the pupils have exceeded the expected standards in all areas of learning and their achievements have been good in relation to their prior attainment.
4. In Year 1 and Year 3, rates of progress are inconsistent but are satisfactory overall, with good features, because teachers do not fully utilise the assessments that are passed on to them and, on occasions, pupils repeat work that they already know, especially in science in Year 1. Staff have recognised this weakness and are already altering their practice and implementing a new scheme of work. By the end of Year 2 and Year 6, standards in speaking are average; in listening and writing they are above average and in reading they are well above average. Pupils' achievements are good and they achieve well in relation to their prior attainment; their achievements in reading are very good.
5. In mathematics, by the end of Year 2 and Year 6, standards are above average, with a significant proportion of pupils in Year 6 attaining the higher levels. Pupils in both the infants and juniors are making good gains in problem solving, using and applying mathematics and in working out mental mathematics. Standards in science exceed the national expectations of Year 2 and Year 6 pupils, and pupils' achievements are good. The school's focus for raising standards in experimental and investigative science is paying dividends and pupils are now achieving high standards. All pupils know how to evaluate experiments; they understand the principles of fair testing and can compare and contrast results of tests using ICT well to support their learning. In ICT, standards at the end of Year 2 meet the national expectations of seven-year-olds; by the end of Year 6, pupils exceed national averages and achieve well as a result of the very good provision. Pupils' achievements are good and improvement since the last inspection, when ICT was a key issue, has been very good. Teachers use ICT well to support learning in other subjects such as geography, English, mathematics and religious education. In religious education, standards are improving but still remain average in Year 2 and Year 6 and meet the expectations of the locally agreed syllabus, but too few opportunities are provided for pupils to write extensively in religious education, limiting the rates of progress. But, overall,

pupils' achievements are good. Pupils know about rites and rituals in different religions such as Judaism, Islam, Buddhism, Sikhism and Christianity and in the juniors their knowledge of symbolism is good.

6. In geography and history, standards exceed the national expectations of seven- and 11-year-olds and pupils' achievements are good. A good emphasis is placed upon the teaching of subject-specific skills and this contributes to the good gains all groups of pupils make in their learning. The very good use of visits and visitors to places of interest, such as field trips in geography and visits to the Black Country Museum in history, contributes positively to the high standards that pupils attain.
7. Standards in design and technology meet the national expectations of seven- and 11-year-olds and pupils' achievements are satisfactory, but the school has recognised that there is still some way to go to ensure that subject-specific skills are built upon in a progressive manner, as there was insufficient difference in the quality of models on display created by pupils in Year 2 and Year 6.
8. Standards in music by the end of Year 2 meet the national expectations of seven-year-olds and by the end of Year 6 significantly exceed national expectations. Pupils' skills of performance are particularly impressive but their knowledge of composers and notation in the infants, whilst satisfactory overall, is not as well developed as it could be. Pupils sing well throughout the school, especially in the juniors, where their singing is very melodious. At present, there is a lack of a whole school approach to the teaching of music and, as a result of the use of two different schemes of work (one in the infants and one in the juniors) the progressive development of subject specific skills cannot be assured.
9. Standards in art and design are average and meet the national expectations of seven- and 11-year-olds but too few opportunities are provided for pupils to work with clay and large canvases and textiles. Although several examples of good observational drawing were seen in the juniors, the majority of pupils' work just meets national requirements. Pupils' achievements are satisfactory overall.
10. Insufficient evidence was gathered on standards in physical education but the quality of dance is exceptionally good and pupils exceed the national expectations of their age in Year 6 and can choreograph their own work.
11. The recent implementation of whole-school schemes of work, paired responsibility of subject co-ordinators, the development of whole-school planning and consistency of approach among year groups are helping to raise standards and a clear educational direction has been given by the headteacher, senior management team and subject leaders on what needs to be done to raise standards quickly and effectively.
12. Pupils with special educational needs, English as an additional language and above-average attainers achieve well in relation to their prior attainment. A very close eye is kept on their progress and there is no differential achievement throughout the school. The use of literacy and numeracy across the curriculum is good.
13. Overall, improvement since the last inspection has been good, especially in ICT, where it has been very good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, and other personal qualities have improved since the last inspection and they are now **very good**. Attendance is **satisfactory** and punctuality is **good**. Provision for pupils' spiritual, moral, social and cultural development is **very good** and contributes very well to pupils' personal development. Parents are pleased with this.

Main strengths and weaknesses

- Pupils have very good attitudes and take full advantage of what is on offer to them both in lessons and through additional activities and events.
- Pupils behave very well and form very good relationships with adults and their peers.
- The school's very good provision for spiritual, moral, social, and cultural provision helps pupils to mature well into sensible, considerate and self-assured young people.
- Pupils throughout the school are often careless with the presentation of their work.
- The School Council plays an active part in representing pupils' views.

Commentary

14. What the school does to help pupils to develop as individuals and build on the high standards that parents instil in their children from a young age is very good.
15. Pupils arrive on time and settle very quickly in lessons. They listen carefully and they concentrate very well. They apply themselves very well, drawing on previously learned skills to improve the content of their work and they are very productive. They are very keen to join in activities, including lunchtime and after-school events. There have been no exclusions in the past two years. When teaching is good or better, pupils respond very well.
16. All staff throughout the school have high expectations of behaviour. They are very good role models for pupils to emulate. As a result, pupils are very polite and respectful; they behave very well and form very good relationships with others. It is especially noticeable how very well pupils work and play together, often engaging in activities, both in lessons and at play, that require them to rely heavily on each playing their part. They are self-assured, confident and well-balanced in character. For example, because staff are so skilled in how they manage pupils, pupils accept reprimand without retaliation, and there is no shame or superiority expressed by pupils who have difficulties with learning or those who are very able or talented. It was also a pleasure to witness a group of Year 6 boys practising their dance routine for a public event with maximum effort and enjoyment. Pupils are proud of their efforts and there is no bullying or racism in the school.
17. Provision for pupils' spiritual, moral social and cultural development is very good. Pupils are taught to reflect upon the beauty of the arts, nature, the striving in human endeavour to make the world a better place and the mix of different faiths and multicultural celebrations that enrich our society. Pupils are keen to bring their views to the School Council and are delighted with their suggestions for the Phoenix Club (an after-school activity club). Children in the Foundation Stage exceed the expected standards in personal, social and emotional development and, from a very early age, develop very positive attitudes to learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

18. Attendance is satisfactory. Pupils are punctual and arrive at school on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**, with **very good** provision made for extra-curricular activities. The curriculum is **good**; it is broad, balanced and relevant to pupils' needs. Pupils are well looked after by a hard-working and committed staff. Links with parents are **very good** and there are **good** links with the community.

Teaching and learning

The quality of teaching is good, with very good and excellent features, and all groups of pupils learn and achieve well in relation to their prior attainment.

Main strengths and weaknesses

- Excellent examples of teaching were seen in a Year 6 dance and music lesson and in a Year 5 mathematics lesson.
- There are inconsistencies in the good teaching in the Foundation Stage, with better teaching seen in Reception classes.
- The teaching of pupils with special educational needs and English as an additional language is good overall.
- Teachers teach basic skills well and pupils make good progress.
- The summing up of lessons needs improving as opportunities are missed for pupils to explain what they found easy or difficult in learning.
- There are some inconsistencies, throughout the school, in the way that assessment data is used to move pupils on in their learning and to alter teachers' planning.

Commentary

Summary of teaching observed during the inspection in 74 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (4%)	26 (35%)	35 (47%)	10 (14%)	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.

19. Teaching is good, especially in English, mathematics and ICT and, as a result, pupils learn well. Assessment and its use are satisfactory overall. Teaching and learning of children in the Foundation Stage and those pupils with special educational needs and English as an additional language are good overall.
20. Three excellent lessons were seen during the week of the inspection; two in dance and music in the oldest classes and one mathematics lesson in Year 5. In these lessons, pupils made excellent progress because of the combination of a variety of strategies aimed at keeping pupils interested in learning. These included excellent subject knowledge, excellent use of time, technical vocabulary and a demonstration of genuine passion for the subject which generated a wave of excitement and anticipation in these lessons, resulting in all groups of pupils learning extremely well.

21. Teaching throughout the school has very good features. Pupils throughout the school were consistently encouraged to give of their best; phrases such as: “come on now, you know that you can do it”, were consistently used to help pupils develop confidence in their learning. Furthermore, very good modelling by teachers of what was required of pupils in writing stories and accounts, for example, enabled pupils to aspire to reach high standards in writing because it was very clear what was expected of them.
22. There is no unsatisfactory teaching. Where teaching is satisfactory, but with some improvements needed, teachers aim their teaching at pupils who attain average levels. This underestimates the capabilities of above-average-attaining pupils and, at times, these pupils spend too long consolidating learning rather than being extended to develop their full potential. This is partly attributable to weaknesses in teachers’ use of assessment data in planning to meet the needs of all pupils. This was particularly noticeable in Year 1 in science where, although teaching was satisfactory, tasks set were not demanding enough to capitalise on pupils’ prior attainment gained in the Reception classes. The school has recognised this as an area for development.
23. The teaching of children in the Foundation Stage is good overall but variable. It is better in Reception classes than in the Nursery but even then there are differences between classes, with one class, taught by the early years’ co-ordinator, where the teaching is consistently good or better. In these lessons, the pace of learning is very fast because the support assistants and class teachers work very closely together to ensure that all children are consistently challenged. For example, in a very good lesson on learning initial sounds, the class teacher, having done his teaching input, provided the children with plenty of different activities to support their learning through the use of drawing letters in the sand, painting them on paper and finding them in print. In both the Nursery and Reception classes, a good emphasis is placed upon the teaching of basic skills of reading, writing and number and, as a result, children are well prepared for their work in Year 1.
24. At present, the Nursery and Reception classes have difficulty in operating as a foundation unit because of the physical location of these classes. This results in a small minority of children in the Nursery not being sufficiently challenged and not benefiting from the opportunities that could be afforded if the classes operated as a unit. Already plans are in place to rectify this issue and the co-ordinator has rightly identified the need to make better use of the satisfactory assessment procedures to move pupils’ learning on at a faster pace.
25. The teaching of pupils with special educational needs and English as an additional language is good. The special educational needs and English as an additional language co-ordinators undertake a good range of assessments with these pupils, to ensure that their particular barriers to learning are quickly lifted, and these pupils make good gains in learning and achieve well. All staff are aware of what the needs of these pupils are but, in withdrawal groups, pupils who have special educational needs do not always follow the work of their peers, especially in literacy in the juniors, and this does not stretch them enough. The use of support staff is very variable, ranging from satisfactory to very good; it is satisfactory overall. In the Foundation Stage, the use of support staff makes a very valuable contribution to children’s learning.
26. Teachers throughout the school have good subject knowledge and plan their lessons well. The recent very good monitoring of teaching and learning by the headteacher and the senior management team has been instrumental in raising standards, because teachers have been clearly told what they need to do in order to improve. Teachers use good quality worksheets which generally are well annotated to enable all groups of pupils to learn but, in a very few

lessons seen, worksheets were not sufficiently challenging and, as a result, opportunities were missed to develop pupils' writing.

27. Homework is used well to support pupils' learning; it is given out regularly and most parents are pleased with the amount that pupils receive. All pupils are included in all aspects of school life and equality of opportunity is good.
28. The summing up of lessons is variable, ranging from good to satisfactory. It is satisfactory overall but there are missed opportunities for pupils to explain to teachers what they found easy or difficult in learning. Too often, teachers just ask the pupils if they have achieved their learning objective, but do not give pupils sufficient opportunities to explain their learning.
29. The teaching of literacy, numeracy and ICT is good overall. Teachers teach basic skills well and pupils make good gains in learning.
30. Much good work has been done by the deputy headteacher to improve assessment procedures. They are now satisfactory overall and clearly identify pupils' attainment in English, mathematics and science. In these subjects, assessment procedures are good; they are less well developed in ICT, religious education and other subjects. The use of assessment to plan the next steps of pupils' learning is variable but is satisfactory overall. Where teaching is consistently good or better, data from assessment is used well to alter curriculum planning and speeds up pupils' learning. There are, nevertheless, missed opportunities for teachers to use skills underpinning level descriptors to move pupils on in their learning, especially in writing and science in several classes in the infants and lower juniors.
31. Improvement since the last inspection has been good, largely as a result of the very good monitoring of teaching and learning and effective implementation of performance management.

The curriculum

The curriculum is of **good** quality. It is enriched **very well** by a **very good** range of extra-curricular activities. The accommodation and learning resources are **good**.

Main strengths and weaknesses

- The curriculum is enriched very well by a very good range of visits, visitors and extra-curricular activities.
- There is very good provision for personal, social and health education.
- Improvements have been made, but sometimes planning does not always meet the needs of more able pupils.

Commentary

32. The curriculum is broad, balanced and relevant and meets the statutory requirements, including provision for religious education and collective worship. A broad and balanced curriculum makes a good contribution to the standards. Opportunities are enriched very well with a very good range of well-attended extra-curricular activities, support for learning outside the school day, visits and visitors. The breakfast club includes mental arithmetic practice for some pupils and is well attended. The French classes and the dyslexia club are other examples of provision which help to raise standards and make the pupils feel more confident. Other options open to pupils include very good provision for involvement in sports and the arts. The opportunities to

develop skills in dance and music are especially strong. The lunchtime and after-school clubs and the residential visits, to the local education authority adventure centre, significantly boost pupils' personal development. As a result, pupils love learning, attain high standards and are well equipped to cope with secondary school.

33. The quality of the curriculum has improved since the last inspection. Programmes of work are now in place for design and technology and geography. Teachers' short-term planning is better and is generally of good quality. However, there is often too little consideration given to planning to challenge more able pupils in subjects other than English and mathematics, especially in foundation subjects, although in practice the use of teachers' questions ensures that these pupils are effectively challenged.
34. There are very good arrangements for pupils' personal, social, health and citizenship education. All classes have regular timetabled lessons and a comprehensive programme of work ensures that pupils' skills, knowledge and understanding develop progressively. The provision also includes sex and relationships education, teaching about the dangers of smoking and the abuse of drugs and alcohol. The quality of the school's work in this area is evident in the very good relationships pupils build with others and the high quality of their personal development.
35. The curriculum helps in meeting the different needs of pupils. The provision for pupils with special educational needs and English as an additional language is good. The curriculum meets their needs and every step is taken to include these pupils in all aspects of school life. The co-ordinators ensure that these pupils are not disadvantaged in any way. Individual educational plans are well written and up to date and give clear targets for improvement. The school has a good range of equipment to help pupils learn, for example, some specialist resources help pupils gain access to the curriculum and learn more easily. The close co-operation of teachers whose classes contain pupils of the same age in planning and preparing lessons means that all have the same opportunities to learn and succeed. The teaching of mathematics is organised so that those of similar attainment are taught together from Year 1 onwards. Much thought has gone into achieving a well-structured mixture of learning opportunities.
36. The curriculum is monitored carefully by the deputy headteacher and already plans are in place to ensure that co-ordinators monitor the curriculum rigorously for skills progression. The learning opportunities offered to pupils in the Foundation Stage are good overall but they are better in the Reception classes than in the Nursery. Whilst provision is good overall, closer co-operation is needed to ensure that there is continuity and progression in planning.
37. There are enough suitably qualified teachers and teaching assistants to allow the curriculum to be taught effectively. Staffing is satisfactory, and accommodation and resources are good. The accommodation has been improved considerably since the last inspection. For example, newly created areas shared by year groups make it easier for co-operative work, such as the teaching of pupils needing additional support from teaching assistants, to take place, but the Nursery and Reception classes are too far away from one another and cannot fully function as a Foundation Stage unit. Resources in ICT are very good. Overall, improvement since the last inspection has been good.

Care, guidance and support

The school continues to provide a **good** standard of care for pupils, and it guides and supports them well. Parents are particularly pleased with this aspect of the school's work. The school involves pupils very well in its work and future development.

Main strengths and weaknesses

- The school provides a very welcoming, orderly and safe environment.
- Child protection arrangements are very good, but procedures for carrying out risk assessments on out-of-school visits are under-developed.
- The School Council is very effective in ensuring the pupils' views are heard and acted upon.
- Induction procedures are good.
- The school provides good care, support and guidance for its pupils.
- The quality of marking of pupils' work is not always as good as it should be and not all pupils know how to improve their work.

Commentary

38. Pupils are well looked after in this school. All staff, especially the headteacher, deputy headteachers and office staff, are very welcoming indeed. They immediately put adults and pupils at their ease. Routines are very well established and staff are very calm and very well organised. Although visits and activities are all assessed for potential risk, because the teacher in charge of the activity concerned does not carry them out, these assessments are not as effective as they could be. Site inspections to ensure a safe and healthy environment are thorough and remedial action is mostly swift and appropriate. As a result, the whole school is safe and clean, and a very orderly and very happy place within which pupils feel secure and learn well.
39. Staff know the pupils very well. They take a keen interest in them and are very watchful. They recognise when pupils need help or comfort and are very skilled in providing this. For example, when a helicopter went overhead at playtime, a member of staff deliberately and skilfully distracted a pupil whom they knew would be upset by this. Although teachers are attentive and supportive to pupils in lessons, the quality of marking of pupils' work is inconsistent and sometimes does not inform them of ways in which they could improve their work. All staff, including non-teaching staff, have regular training in child protection, with very clear advice on the signs and symptoms of pupils' unease and who to report to. The co-ordinator for child protection has a very secure understanding of this aspect and is very thorough in her monitoring of pupils' well-being. Because pupils have such good and trusting relationships with their teachers, they know they can turn to someone for help if they need it.
40. Through a very effectively pupil-run School Council, pupils from Year 2 upwards have ample opportunity to express their views about what is on offer to them in school. They have played a considerable part in enhancing what the school does. For example, they have contributed significantly to the types of equipment in the newly-created 'Phoenix' out-of-school club and they are currently collecting and presenting requests to the Senior Management Team about the type of books they would like more of in school and planting ideas for the school grounds. However, pupils' requests for locks on toilet doors have not yet been acted upon and so some pupils rightly feel anxious and insecure at times. The school has heeded pupils' requests and now offers separate changing facilities for older girls and boys. Pupils with special educational needs and English as an additional language are very well cared for and the school pays a high level of attention to any additional health and safety needs these pupils may have. The high levels of care have been maintained since the previous inspection.

Partnership with parents, other schools and the community

The school has continued to build on its successful partnerships since the last inspection. The school now has a **very good** partnership with parents and continues to have **good** links with the community and other schools.

Main strengths and weaknesses

- The school involves parents very well through seeking and acting on their views.
- Parents support the school very well, particularly through a very effective parent-teacher association.
- The quality of reporting to parents on pupils' achievements in foundation subjects could be better.
- The school has good links with the community and other schools.
- Transfer arrangements are good and pupils become familiar with classroom routines from the start of their time in school.

Commentary

41. Partnership with parents is very good and parents are seen as true partners in their children's learning. Induction and transfer arrangements are good and this adds to pupils' security in learning. There is mutual respect and appreciation amongst parents and staff for the part each plays in supporting children's academic and personal development. The school ensures parents are well informed about the school's work and events, including what is being taught in lessons. Information on how parents can help at home has recently been increased and improved, although the 'Pupil Planner' currently being trialled is not yet being used to its best effect to inform and involve parents. The school has been very active and responsive in seeking and acting on parents' views in a number of specific areas. In particular, the creation of the very high quality out-of-school care facility known as 'The Phoenix Club' is a direct result of the school heeding parents' wishes. It now benefits over 90 families in providing very good care and in enhancing the work the school and parents do in promoting very high standards in personal development, including behaviour, relationships and independence. The quality of pupils' reports is good but the reporting of pupils' achievements in foundation subjects is not as good as that of their achievements in English, mathematics and science. The school has recognised this as an area for development.
42. Parents hold the school in very high regard and they support it well. They adhere to the school's expectations of attendance and punctuality, as well as behaviour and uniform. They support homework well and the majority take a keen interest by attending parents' evenings, assemblies and information meetings. They provide very good support through a very well established and very competently run parent-teacher association. They raise large sums of money every year to buy additional luxury equipment for the school and social events are very much appreciated by parents and pupils. Parents of pupils with special educational needs and English as an additional language are kept very well informed through formal and informal communication throughout the school. The school has good links with the community and other schools. Improvement since the last inspection has been good. The new headteacher has ensured that parents are more actively involved in all aspects of school life.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **excellent**. In the short time that he has been at the school he has raised standards quickly and effectively. Leadership and management are **very good**. The headteacher, governors and key staff work very effectively together to provide strong and purposeful

leadership and management to all members of staff. The governance of the school is very good and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher's leadership is excellent; he is a visionary leader who is always working on improving on previous best performance.
- The governors' implementation of statutory duties and their strategic planning with the headteacher are excellent.
- Self-evaluation, performance management and financial management are excellent.
- Subject co-ordinators generally perform their duties well and the senior management team execute their duties very well.

Commentary

43. The governance of the school is very good, with examples of excellent practice. Governors work closely with the headteacher and deputy headteachers, with clear understanding of carrying out their duties as well as possible to help improve standards in all areas of the school. The governors hold the school to account for the standards it achieves through the understanding of the school's areas for improvement. They have improved and updated their knowledge of the quality of teaching and learning, the needs of the curriculum and day-to-day workings of the school through their own impetus and with the excellent leadership and management of the headteacher. Their strategic planning is excellent and is based on their knowledge of the school's needs. The contributions made by individual governors with particular expertise have helped to improve the school's financial management, accommodation and strategic planning. The governors ensure that the school meets statutory requirements and they are knowledgeable about arrangements for inclusion and equality, and best value principles are central to management and the use of resources. Governors are totally involved in the monitoring of their core effectiveness of spending decisions.
44. The headteacher's leadership is excellent. He knows the pupils in this very large and rambling building very well and he is a trusted, respected and well-liked force. He has a particular strength in bringing out the best in people and any weaknesses detected are immediately eradicated by a well thought-out training programme. In the short time that he has been in post he had made tremendous improvements to the building, won the hearts and minds of his staff, developed his deputies so that they are fully aware of what needs to be done to move the school forward, has ensured that administration of the school runs like clockwork and, above all, has raised the confidence and self-esteem of staff. The headteacher is very popular with the school community and he has won the confidence of parents who are very grateful for the high levels of care shown to their children. The headteacher is closely committed to inclusion, where all pupils have full access to the curriculum. This is ensured by the good leadership and management of special educational needs and English as an additional language, where pupils' barriers to learning are quickly identified and addressed by the excellent monitoring of performance data by the headteacher and key staff. The school now has a very clear educational direction, with very good whole-school systems, ensuring consistency of approach with everyone being clear about what is expected of them. This is because the self-evaluation of the school is excellent and the findings of the inspection mirror this.
45. Senior management and governors use national, and the school's own, data very expertly to focus on the strengths and weaknesses in its provision and have taken appropriate action to improve standards. The headteacher's immediate short-term aim, on his appointment, was to raise standards in English and mathematics in Years 3 to 6, where pupils had been

underachieving. As a result, standards have risen dramatically and now results of national tests are well above average in English and mathematics. The headteacher has exceptional skills in drawing together facts and procedures to raise standards and to implement best practice and this means that his skills in leadership and management are very effective and essentially intertwined.

46. When the headteacher joined the school eighteen months ago, he identified the need to restructure the leadership and management of the school and immediately put into place plans to reorganise management and leadership structures, the school development plan, the organisation of governor committees and other areas. Plans remaining give greater leadership responsibility to subject co-ordinators by putting emphasis on leadership in teaching and learning and their link with curriculum development, especially to raise standards in foundation subjects. The headteacher is keen to ensure that leadership and management are further delegated throughout the school. Plans to link Nursery and Reception classes' accommodation and to restructure their management are formulated and timely and will be put into effect in the near future.
47. The leadership and management of the Foundation Stage are good and all co-ordinators generally fulfil their duties well, with examples of very good leadership and management seen in English, mathematics and music in Years 3 to 6. All co-ordinators are very hard working and are keen to raise standards in their subjects; there has been good improvement in this aspect of leadership since the last inspection. The leadership and management of special educational needs are good. The co-ordinators, governors and senior management team are committed to meeting the needs of these pupils. However, the high level of management skill of the special educational needs co-ordinator has obscured the need for more time to assess the work of education support assistants and the quality of individual work and teaching provided for pupils with special educational needs out of class. Arrangements for annual reviews of statements of special educational needs run smoothly and all statutory requirements are met.
48. The school is a very well-organised community where people's contributions are valued. Every opportunity is taken to give the pupils the best start in life and leadership is creative in maximising learning, as seen in the way breakfast booster classes and dyslexia clubs are organised and support staff are deployed.
49. The monitoring of teaching and learning and subsequent implementation of performance management are very good and have a significant impact on raising pupils' academic standards. The school's arrangements for personal development of staff and the induction of new staff are very good. They enable staff to carry out their duties effectively and to support other staff. The school's very good communication systems support the high quality arrangements for the induction of staff new to the school so they have clear guidance and effective support.
50. The administrative staff carry out their duties very efficiently, cheerfully and skilfully and the school is a friendly and welcoming place.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,399,387
Total expenditure	1,340,623
Expenditure per pupil	2,059

Balances (£)	
Balance from previous year	100,696
Balance carried forward to the next year	58,764

51. The vice chair of the governing body is the chair of the finance committee and works closely with the headteacher and finance officer to manage the school's resources in a dynamic and orderly way to support the high quality education for pupils. The finance officer has responsibility for all financial control and meets the headteacher and governors very regularly. The budget is kept under daily review, all financial policies are updated regularly and audits are acted upon. Advance budget planning is undertaken with the headteacher and a local education authority officer to give additional advice and information. There are close links to the school development plan, with heavy emphasis on increasing provision for ICT and helping subject leaders to prepare bids for money to extend and improve provision in their subject areas. Arrangements for best value are very good.
52. Improvement since the last inspection has been good, especially in the development of curriculum policies, assessment procedures and a whole-school approach to raising standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

53. Provision for children in the Foundation Stage is good overall. The deployment of staff and use of expertise are good. It is well managed by the co-ordinator. Satisfactory assessment procedures are in place, using the foundation profile and local authority guidance. Since the last inspection in 1998, improvement has been good with improved resources and standards at the end of the Reception Year.
54. Children are admitted into Nursery at the beginning of the school year in which they are four with a staggered intake. Many children have previously attended one of the local playgroups. Older children enter one of the three Reception classes in the September of the year in which they are five and there is provision for 90 children. At the time of the inspection, 52 children had already attained their fifth birthday. Seven children are on the special educational needs register and there are currently 12 children identified as having English as a second language, with five at the earliest stage of language acquisition. All receive good support and make similar progress to others.
55. The Nursery unit, which is a considerable distance from the main school building, is a spacious self-contained building which provides a secure learning environment with areas used well. However, it is too far removed from the Reception classes and the Foundation Stage cannot fully operate as a unit. There is a secure uncovered hard and grassed outdoor area with portable climbing and sliding equipment. Displays in the Nursery are attractive and the building provides an inviting and secure learning environment with areas used well so that children make a good start to school. The Reception class facilities consist of three separate linked classrooms surrounded by spacious outdoor grassed and soft-play areas, with climbing, balancing and sliding apparatus and roadways for the use of large wheeled bicycles and tricycles and access to limited climbing, balancing and sliding facilities. Children in both Nursery and Reception classes have regular access to facilities in the lower school hall, using the climbing and gymnastics equipment.
56. Induction procedures for nursery children are very good and include visits by staff to playgroups that send children to the school, home visits and pre-visit meetings with a staggered intake when children start school. Induction sessions into the Reception classes are similar, with meetings with parents and home visits for those who have not attended Wyken Croft Nursery. Parents interviewed were very pleased with induction procedures and Foundation Stage provision.
57. Assessments show that attainment on entry to the Nursery is similar to that expected overall in all areas of learning, although a few children have underdeveloped speaking and listening skills. Adults in the Nursery take responsibility for a group of children and monitor their progress throughout the year using the nationally recognised Foundation Profile, which is passed to the class teachers. Assessment procedures in the Nursery are satisfactory overall, linked to specific 'stepping stones'. These, along with other notes, are passed on to the Reception class teachers. However, there is no class overview indicating where children are in their learning so that activities can be more closely linked to their needs. Records show that most children make good progress throughout the Foundation Stage, with progress being better in the Reception classes. The school's assessment and inspection evidence indicates almost all are likely to exceed the national targets in all areas of learning at the end of the Reception Year.

58. Weekly and daily planning is soundly planned both in the Nursery and the Reception classes by teachers and assistants within and across the six areas of learning in the Foundation Stage. It is mostly linked to the recognised ‘stepping stones’ which lead to the expected standards. Nursery and reception staff provide a good range of interesting and relevant activities around half-termly themes. All children achieve well over time in the Foundation Stage because the teaching is consistently at least satisfactory in the Nursery and good in the Reception classes. Staff expectations are high so that children are well behaved and clearly enjoy school. In both the Nursery and the Reception classes, there are regular newsletters informing parents and carers of the activities children will be undertaking and how they can help; partnership with parents is very good.
59. The enthusiastic and experienced Foundation Stage leader provides good leadership and management but is hampered in his monitoring by the distance that separates the Nursery and the Reception class areas. This results in a lack of cohesion between the Nursery and Reception classes. Currently he has insufficient time to monitor teaching and learning and work alongside colleagues sharing good practice, an area acknowledged by the school for development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching is good and there are high expectations that children will behave well.
- Staff provide a caring and supportive environment in which children learn to co-operate and help each other well.
- Staff provide good role models.
- Activities are well managed to develop good independent skills so that nearly all children achieve well.
- Children achieve well because of the high expectations set by staff.

Commentary

60. The vast majority of children are on course to exceed the expected levels by the end of the Reception Year. Teaching is good. Teachers organise lessons and activities well to develop independence and confidence in children by encouraging them to work together through practical activities both inside and outside the classroom. High expectations and caring relationships ensure that the children know what is expected of them so that they quickly learn the correct way to behave. In the Nursery, they quickly settle into the daily routines of directed and self-chosen tasks and behave very well. They take very good care of materials and equipment and are given many opportunities to develop independence, sharing and taking turns. The reception staff continue the well-established routines so that children feel secure. All adults in both the Nursery and the Reception classes share teaching responsibilities and the very good teamwork provides excellent role models. Children show high levels of interest in their work, concentrate well and are eager to learn because of the very good teaching and learning opportunities provided. Staff work very successfully to ensure children learn to share, co-operate and play confidently together, which contributes to children feeling safe and secure in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills and teaching is good overall; children achieve well but teaching is better in Reception classes than in the Nursery.
- Children are given many opportunities to develop an interest in books.
- There are good opportunities to develop children's writing skills.

Commentary

61. The vast majority of children are likely to exceed the expected standards by the end of the Reception Year. On entry to the Nursery, assessments indicate that a few children have communication skills that are below those expected, with a limited vocabulary and confidence in expressing themselves. However, adults take every opportunity during activities, both in and out of the classroom, to develop children's speech and language across all areas of learning. Teaching is good overall. Very good relationships enable children to develop the confidence to talk to adults, who show interest in what the children have to say. Children are taught to listen to others, for example, during registration, and this is extended across all activities. By the end of Nursery the more able children recognise and start to write their own names and most are making marks in their free writing and when making lists and writing bills in the café; more opportunities could be provided for them to form their letters correctly. There are regular opportunities for sharing books, listening to stories, playing games and singing rhymes so that children learn letter sounds and a few simple words. This is developed further when children move to the Reception classes, where very good emphasis is placed on the teaching of basic skills. Very good focused support is given to help children with their reading and exploring letter sounds and words in an enjoyable way, for example, when reading the story of 'The Shark in the Park'. Good use is made of the interactive whiteboards for children to extend their knowledge and understanding through activities such as 'Phonic Fighters'. Children regularly take books home and handle them with care and turn pages correctly. Many children are already reading simple stories and a good number of parents and carers take a keen interest in helping children with reading at home. Assessment procedures are thorough and children's progress is monitored well. Activities in the Nursery and the Reception classes' role-play areas provide good opportunities for children to act out familiar roles and develop confidence in speaking, listening and co-operation. Good opportunities are provided for children to develop writing skills and many higher-attaining children are writing simple sentences with capital letters and full stops.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults plan a wide range of practical activities linked to the termly themes to promote children's mathematical development, ensuring children achieve well.
- Good use is made of mathematical language and resources to promote learning.
- The teaching of correct number formation is good in the Reception classes.

Commentary

62. The children are likely to exceed the expected standards by the end of Reception. Teaching and learning are good both in the Nursery and the Reception classes, and staff plan a good range of interesting activities to promote mathematical language and understanding. In the nursery children are encouraged to count and match numbers, using a good range of resources, in structured and less formal activities. Children learn a wide range of number rhymes and songs to help them count and many are already beginning to count accurately to five. Children have regular access to structured sand and water activities and are beginning to understand words such as 'full', 'empty', 'larger than' and 'smaller than'.
63. In the Reception classes, mathematical skills are successfully extended through good teaching and carefully planned activities. Mathematical skills are extended across all areas of learning through counting and matching activities, the use of pictographs, ordering numbers and the recognition and properties of three-dimensional shapes. All these practical activities prepare the way well for future learning, and are appropriate for this stage of development, ensuring that children sustain interest and do not become bored. Adults ensure they use correct mathematical words well to develop and extend children's understanding of mathematical language. In the Reception classes, teachers have high expectations of the children; several higher-attaining children were challenged by their teachers to count forwards and backwards in ten, which they did successfully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching provides children with a wide range of interesting activities to learn about the world around them.
- Staff use questioning effectively to test children's understanding of what they have been taught.
- There is a very good range of visits and visitors to the school and good use is made of the school grounds and local area.

Commentary

64. Nearly all children are likely to exceed the expected standard by the end of the Reception Year because of the good teaching, particularly in the Reception classes. Children are provided with a wide range of opportunities to learn about their world through well-chosen themes. Classrooms are well organised, with a wide range of activities to stimulate children's natural curiosity and enthusiasm through the use of materials and resources such as magnifying glasses. Role-play areas are regularly changed to keep interest levels high so that children are challenged in their learning. Children in both the Nursery and the Reception classes carry out mini-beast searches and undertake careful observations and recordings of their findings. They plant seeds to investigate what seeds need to germinate and plants to grow; good use is made of the school grounds and local area to reinforce learning. There are visits to the Twycross Zoo for the Nursery and to a farm for the Reception classes, extending their knowledge and understanding. Recent visitors include the police, a doctor, a dentist, a vet, a music specialist and a puppet show. Through the use of road layouts, simple construction kits and role-play areas, children increase their knowledge and understanding of the world. They begin to learn about their own culture and that of others and how to live harmoniously together through

religious education lessons. They make good gains in learning about the passage of time and early chronology skills and can identify old and new toys. In the Reception classes, children learn to program a programmable toy, making it move forwards, backwards and turn. They have regular access to computers and interactive whiteboards, and confidently design and make pictures and patterns and control objects on the screen using the marker. However, opportunities in the Nursery are less well developed; the computer is underused and currently has no printer attached.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Very good use is made of outdoor play areas and facilities in the hall, and children have regular access to climbing and sliding activities and large wheeled toys.
- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and brushes.

Commentary

65. Nearly all children achieve well and are likely to exceed the expected standards by the end of the Reception Year. A range of well-planned activities ensures children have regular access to large climbing apparatus and large wheeled toys. Children learn to move with a good awareness of space and others and growing confidence. Timetabled activities in the hall begin with warm-up sessions and are well planned so children learn to respond quickly to instructions. Teaching is good overall, with teachers clearly demonstrating to children what is expected of them. In the Nursery, children are given a wide range of opportunities to develop their finer co-ordination and manipulative skills by handling dough, cutting with scissors and painting with a range of brushes in activities such as observational drawing and making models and painting of favourite zoo animals in the Nursery. This is continued in the Reception classes where children further extend their skills making animal masks, camouflaged animal pictures, animals with moving parts and hats for the class toy. There is a good range of construction kits and jigsaws which are readily available in both the Nursery and the Reception classes and which are used well. Displays in classrooms and photographic evidence show that children are given frequent occasions to encourage fine hand movements and control in both the Nursery and the Reception classes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good use is made of role-play areas to develop children's creativity, confidence and imaginative responses and to develop co-operation.
- Good resources are used to capture children's interest levels; planning is good overall.
- Too few opportunities are provided for children in the Nursery to develop their creative language with adults in the role-play area.

Commentary

66. Almost all children are likely to exceed the expected standards by the end of the Reception Year because of good opportunities for learning across the Foundation Stage. There is good provision for developing children's creativity through many good learning opportunities, both self-chosen and directed, and resources are used well. Planning and displays indicate that, through the use of art and design, role-play, songs, rhymes and stories, children successfully develop their creativity and imagination. Teaching is good. Children use paint confidently to create pictures of their favourite zoo animals, flowers, themselves and members of their families. There are good quality resources which are readily accessible and used well. Children in the Nursery enjoy role-play activities in the 'Café' and are beginning to play well together. In the Reception classes role-play opportunities are provided in 'Wyken Croft School', 'The Home Corner' and the 'Pet Shop' and these are used effectively and creatively by children. Adults interact well with children, with appropriate questions, and are willing to join in when opportunities present themselves. Children are given frequent opportunities to explore musical instruments and sounds, using a range of both tuned and untuned instruments.
67. Many children enter the Nursery with few creative experiences and they need a lot of help to learn the important skills of paint mixing, playing creatively and developing their imagination. The direct teaching of specific skills is a feature of many activities, along with very good

opportunities for play. For example, they are taught how to use scissors and glue and they use these skills well when making their caterpillars linked to the story of 'The Hungry Caterpillar'. There is very good provision for children's creativity and children achieve well because of the many good learning opportunities available, both directed and self-chosen. The quality of teaching is good. Planning and displays show that, through the use of art and design, role-play, songs, rhymes and stories, children successfully develop their imagination and creativity. They confidently use paint to create imaginative pictures of themselves. Resources are of good quality, plentiful and used well. Children in the Reception classes readily take part in role-play activities in 'The Book Shop' and are beginning to co-operate well. Adults intervene effectively with challenging questions and are willing to enter into play when opportunities present themselves. However, in the Nursery, too few opportunities are provided for children to play alongside adults in various role-play areas and this limits opportunities for children to upgrade their sentence structures. Children are given regular opportunities to explore musical instruments and sounds, using both tuned and untuned instruments, during musical activities which are often held outside. Each child's opinion and response is valued and these, in turn, enable them to develop very positive attitudes to learning. Very good opportunities are provided for children in the Foundation Stage to learn together through themed weeks and days.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Leadership and management are very good.
- There is a significant amount of very good teaching, particularly in the juniors.
- The use of assessment is good.
- The high quality of teaching and the school's plans to improve pupils' progress have caused standards to rise rapidly.
- Presentation of pupils' work could be improved.
- Standards in reading are well above national averages.
- Drama is used well to move pupils on in developing their speaking and listening skills.

Commentary

68. The 2003 national tests and teacher assessments show that, in reading, pupils in Year 2 attained standards that were well above average, and in writing, standards were above average in comparison with all schools. In comparison with similar school, standards were well above average. By the end of Year 6, in comparison with all schools and similar schools, standards were average. In the infants the boys did better at reading and writing than the girls and a high percentage of pupils attained the higher levels (Level 3). In the juniors there were no differences in attainment by gender. Standards are rising rapidly by the end of Year 6 because of the school's focus on improvement in the last two years. High standards in national tests have been maintained in the infants for the last few years. In Year 6, standards have been below the level expected nationally for several years, until 2003, when they were broadly average. On his appointment, the headteacher recognised that there were elements of underachievement in the juniors. He quickly set about improving standards by monitoring rigorously the quality of teaching and learning. The deputy headteacher, together with literacy co-ordinators,

implemented good assessment procedures to move pupils on in their learning and to raise standards in writing. This has now paid dividends, reflected by the improvements seen in standards of writing during the inspection, which were above average.

69. Pupils' speaking skills are average and their listening skills are above average by the end of Year 2 and Year 6. Pupils' attainment and achievement in reading are very good throughout the school because of the very well organised teaching, especially in Years 1 and 2 where strong foundations are laid through group work based on thorough assessment. Staff, including teaching assistants, are knowledgeable and help pupils to develop a high level of skills. Pupils learn more advanced reading skills in the juniors, make good progress and have greatly enjoy reading. The school has replaced and extended its reading schemes and book collections recently and pupils have responded enthusiastically to this. Displays are neat and purposeful and encourage pupils to read. Pupils have many good opportunities to read throughout the school day so they see the value and use of reading as well as being able to practise their skills. Some pupils with special educational needs attend the dyslexia club and this helps them to improve their skills in a relaxed setting. The school has laid particular emphasis on improving writing, especially in the juniors, and sections in the school development plan, already implemented to raise standards, have been very successful. Pupils with special educational needs and English as an additional language and those pupils who are higher attainers achieve well throughout the school.
70. The quality of teaching is good with very good focus. Teachers model reading and writing very effectively and consistently throughout the school so that pupils write confidently and well. Pupils in the infants write fluently and purposefully for a range of different activities, such as contributing to a group story or writing their own humorous poem from one modelled by the teacher. This range of activities and purposes using different styles of writing and language linked essentially to reading is implemented effectively and systematically throughout the school. As a result, pupils are confident and skilled in understanding the written word and how it is used in different contexts. Handwriting and presentation are not always as accurate and neat as they should be, but the content of pupils' written work is very good.
71. Pupils are enthused, confident and independent learners in English because teaching overall is good, with very good features in literacy. Teachers have very good knowledge and understanding of the subject and use assessment well to plot pupils' progress to identify groups of pupils with different levels of capability and to recognise areas of learning especially difficult for some pupils. Lesson planning to meet the needs of these different groups is good. Teachers lay less emphasis, at present, on pupils' speaking and presentation skills and these are areas which could be developed further. Relationships between staff and pupils are very good because there is mutual trust, humour and respect.
72. ICT is used well to support pupils' learning but, in some lessons, where teaching is slightly weak, teachers do not display text sufficiently well to model writing. Pupils are given good opportunities to develop their research skills through good use of ICT.
73. Subject leadership is very good and has been a priority in the school development plan. Co-ordinators have monitored teaching and a strength in the leadership is the consistency with which the integrated skills of teaching are used, so that pupils make good progress in both reading and writing throughout the school. The use of targets and assessment systems is good and has raised standards quickly.

74. Resources are good. Senior management and governors have moved quickly to manage and improve the number, quality and range of books and ICT available to both staff and pupils. This improvement has helped to raise standards but the school is aware that there is some way to go yet to meet its own high standards, especially in developing the provision in the library from satisfactory to good. Improvement since the last inspection has been good as the quality of teaching has improved and standards are rising rapidly.

Language and literacy across the curriculum

75. The use of literacy across the curriculum is good. Opportunities for reading and writing in subjects other than English are good. Pupils use historical topics in literacy, record scientific experiments fluently and use literacy well in mathematics and personal, social and health education. Pupils expect to record their work in writing, and their very good reading skills help them to learn about other subjects more easily.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are improving across the school because of the very good leadership and management shown by the two subject leaders.
- The quality of teaching and learning is good, and very good in the juniors, but some teachers only ask questions of pupils who put up their hands.
- The curriculum and lessons are very well planned using national guidance.
- Pupils are keen to learn, enjoy their lessons and try hard but could participate more in the summing up of lessons.
- There are good opportunities for pupils to apply their mathematical knowledge in practical problem-solving activities and pupils' progress is very good in the juniors.
- Results of pupil assessments are carefully analysed to identify strengths and weaknesses in teaching and learning and the information is shared effectively with teachers, but these are not always used well to move pupils on in learning, especially in the infants.
- Termly targets are shared with parents, who receive clear information in well-prepared booklets.
- Newly-installed interactive whiteboards are used well to support pupils in their learning.
- The mathematics breakfast club is contributing positively to improved standards in the juniors.

Commentary

76. The results of national tests for seven-year-olds in 2003 show that pupils achieved standards well above the national average compared with schools nationally and schools in similar circumstances. National test results for 11-year-olds show standards above the national average compared to all schools nationally and similar schools. Higher attaining pupils performed well in the infants, with a very high percentage attaining the higher standards and, in Year 6, the percentage of pupils attaining the higher levels was broadly in line with the national average. Although test results indicate that boys perform better than girls at age 11, this was not evident during the inspection. Pupils are very well behaved in lessons and have a positive attitude. They work very well both individually and with others, showing a keen interest in what they are asked to do, and try hard, showing very good concentration and persistence. They show very good respect for what others do and say and relationships are usually very good.
77. Inspection evidence indicates that standards at the end of Year 2 are above the national average, similar to those found at the time of the last inspection in 1998. At the end of Year 6, standards are above average, with a significant number of higher achievers. From work seen during the inspection, achievement by pupils, including those identified as having special educational needs and English as a second language, is good. There is no significant difference in the performance of boys and girls and all pupils are fully involved in all activities. The school groups pupils by prior attainment from Year 1 and this is effective in ensuring that work is more closely matched to pupils' needs. Pupils have very good attitudes to learning, behave very well and love learning. Pupils with special educational needs and English as an additional language make good progress because of the good quality of support that they receive in lessons from the co-ordinators and support staff.
78. Progress since the last inspection has been good. High standards at the end of Year 2 have been maintained and continue to improve at the end of Year 6. One excellent lesson was seen in

Year 5 where the deputy headteacher worked with pupils who were experiencing difficulties. His highly encouraging relationships and excellent subject knowledge, together with excellent explanations, inspired these pupils throughout to give of their best and attain high standards. Pupils in this excellent lesson made excellent progress because the teacher knew all of the pupils' barriers to learning and acted on them accordingly. The school has adopted the National Numeracy Strategy and it is very well embedded in the school's practice. Resources have been improved to support teaching and learning and are now good.

79. The quality of teaching and learning in lessons, planning and from looking at pupils' work, is good overall and very good in Years 5 and 6. Teaching is never less than good across the school and one in three lessons was very good. This is because teachers display good subject knowledge and are enthusiastic, making very good use of national guidance and providing challenging tasks and using ICT well to support learning. Lessons are well planned, based on the National Numeracy Strategy. Most lessons begin briskly, with learning intentions clearly shared with pupils so that they know what they will be learning and doing, providing motivation and raising awareness. However, occasionally, introductory sessions are too long and do not always fully engage all pupils because teachers often only take answers from those who put up their hands and there are few challenging follow-up questions. Activities are well planned and teachers provide challenge. Lessons proceed at a good pace and high expectations and pupils' enthusiasm to learn ensure that pupils are very well behaved and try hard. Significant strengths in most lessons are the very positive relationships and management of pupils. Opportunities for pupils to use their mathematical knowledge in practical activities and in solving real life problems are good. Classroom assistants, where available, are used well to support groups of pupils. Teachers make very good use of the newly-installed interactive whiteboards in their teaching, providing good motivation for pupils.
80. Very occasionally, the plenary session does not always give pupils sufficient opportunity to talk about what they have been learning and explain the strategies they used, because teachers tell pupils what they have learnt. Although teachers regularly acknowledge pupils' work, the quality of marking is variable so that pupils are not always clear about how they can improve.
81. Leadership and management are very good. The two subject leaders are enthusiastic, experienced and well qualified and have a clear understanding of the strengths and weaknesses in teaching and learning. They undertake regular monitoring of teaching and learning through lesson observations, looking at planning and pupils' workbooks, identifying strengths and weaknesses which are shared with others and action taken. For example, the use and application of mathematics and a common approach to recording were identified and have now been addressed. Annual national and non-statutory tests are carefully analysed to identify strengths and weaknesses. The information is effectively shared with colleagues and used well to group pupils in the sets based on prior attainment, establish half-termly group targets and, in a few classes, individual pupil targets. The results are also used effectively for tracking pupils' progress and setting end-of-year targets. The school has produced useful booklets for parents and guardians, giving details of year group targets and expectations and information about how they can help their children. Mathematics awareness sessions for parents are held to develop their awareness of current teaching methods and keep them informed. The Breakfast Club is used very well to provide interesting extra mathematics activities for Year 5 and Year 6 pupils at various times of the year; these are popular. Governors are kept well informed through regular meetings with the subject leaders and involvement in observing lessons. Leadership since the last inspection has been good and high standards have been maintained.

Mathematics across the curriculum

82. The use of mathematics across the curriculum is good. There are good links between mathematics and other subjects such as science, history and geography, but as yet these are not systematically planned and this is an area for development. The school has identified the need to develop the use of ICT further to support individual pupils in their learning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good overall, especially in investigative and experimental science in the juniors.
- Teaching and learning are good, but assessment and the quality of marking can be used to better effect.
- The recent focus on investigative skill has boosted pupils' attainment.
- Leadership and management are good and are improving but insufficient focus is placed upon monitoring pupils' acquisition of subject specific skills in the infants.

Commentary

83. Pupils attain above average standards and achieve well, with examples of very good achievement seen in the juniors in investigative and experimental science. Statutory teacher assessments made last year showed that an average proportion of Year 2 pupils attained the expected level. The percentage attaining at a higher level was well above average. Standards at the end of Year 6 were average in 2002 but, in last year's national tests, results were well above average, as they were at the last inspection. There was no difference in attainment by gender. Evidence held by the school and supported by inspection findings shows that, in comparison with similar schools, the results gained by the current Year 2 and Year 6 are likely to be at least above average.
84. The recent focus on improving pupils' skills of investigation, following very good evaluation of test results, has worked well. Pupils in Year 2 are good at predicting what may happen in the tests they do, such as one to find out how different surfaces affect the progress of a toy car down a ramp. Year 3 pupils work above the expected level in explaining why their experiments are fair. Pupils in Year 6 show well-above-average attainment when they identify variables and those elements that can be measured in experiments about dissolving. They also draw line graphs to record the results of an investigation into the stretching of elastic bands. Pupils attain well in other aspects of science.
85. Good quality teaching results in pupils learning well. Pupils love science and have very good attitudes and behave very well. A good proportion of very good teaching was seen in Years 3 to 6. Generally, teachers conduct lessons at a very good pace. This, together with the very skilful way in which they control and manage their classes, results in pupils behaving very well and becoming very closely involved in their learning. The very effective methods used by teachers ensure that pupils gain new ideas and skills readily. Teachers have good subject knowledge and give good quality explanations. Teachers' encouragement of pupils, to discuss what they are doing with their talking partners, enhances both their scientific understanding and their speaking and listening skills. Teachers are making good use of interactive whiteboards (linked to computers) for a variety of purposes, including presenting information and checking pupils' recall of scientific facts. In a very good lesson in Year 4, the teacher employed a wall display of different climatic zones very effectively to promote understanding of how creatures are suited to the environment in which they live. This contributed very well to pupils' spiritual, moral social and cultural understanding of the phenomena of the natural world. ICT is used well to support learning.

86. Pupils' work shows that, generally, teachers expect much of most of them. However, the extent to which pupils' work is marked, to identify how well they have learned and how they can improve, varies. As a result, the tasks given to pupils do not always match their learning needs closely enough. Too often, pupils are set the same work, irrespective of their capability. In Years 1 and 2, the overuse of printed worksheets reduces opportunities for pupils to develop skills of writing and setting out work.
87. The two subject co-ordinators lead and manage the subject well but are not yet fully monitoring the development of subject-specific skills, especially in Year 1. The rise in standards, from average two years ago to their present high levels, is due in large part to their revision of the programme of work and provision of lesson plans to support teachers in all year groups. Their leadership of the initiative to boost pupils' investigative skills has resulted in more practical experience for pupils. Good liaison between the co-ordinators and teachers helps to ensure that learning develops progressively as pupils pass from one part of the school and from one class to another. Improvement since the last inspection has been good as the quality of teaching has improved from satisfactory to good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in the infants could be higher.
- Pupils have regular access to two well-resourced ICT suites.
- Pupils are at present unable to access the classroom computer for individual tasks.
- Teaching is good and pupils have very good attitudes.
- The work of the ICT technician is good and supports learning well.
- The management of the subject is very good.
- Cross-curricular use of ICT is starting to be more focused but, at present, is inconsistent across the school.

Commentary

88. Standards are average by the age of seven and are above average by the time pupils are 11. Overall, pupils' achievements are good but standards could be higher in the infants. Pupils with special educational needs make good progress because they are well supported. This constitutes very good improvement since the previous inspection, when ICT was a key issue for development.
89. There are two computer suites. The one based in the infants is well designed and spacious to allow for a range of ICT activities and has 15 computer systems. However, although well equipped with the same number of computer systems, the junior suite is very cramped in contrast to the other. Both suites have interactive whiteboards, as do all the classrooms in the school. This is a recent addition in the classrooms and only came on stream at Easter 2004. All staff have had training in the use of interactive whiteboards and some very good examples of their value to the teaching and learning in the classrooms were seen during the inspection.
90. Each class is timetabled for sessions in the computer suite each week and all year groups have extra time for numeracy and literacy in ICT, alternating fortnightly. At the present time there is only one computer system in each classroom and that is used in conjunction with the interactive whiteboards. However, this restricts pupils regularly practising and refining the newly-learned skills independently in their classrooms. This is a temporary problem until all teachers have received their laptop computers that will be used with the interactive

whiteboards, thus freeing the classroom computers for use by pupils. The school is very fortunate in having the services of an ICT technician who is available to sort out any problems with computer systems during lessons, allowing the teacher to concentrate on teaching. In addition, her expertise is invaluable in the help and support she gives to the teachers in their teaching and to the children in their learning and is an asset to the development of ICT throughout the school. Some good support was seen in Year 2 where three teaching assistants, who had been well briefed by the class teachers, were working with three pupils each in the infant ICT suite, editing some very humorous poetry, ably assisted and supported by the ICT technician.

91. Teaching is good with very good features, especially in the juniors. Teachers have very good subject knowledge in the juniors and use ICT very well to support learning, although in some year groups (Year 3) insufficient use is made of ICT. The lessons planned for and observed during the inspection had a significant cross-curricular element, especially in literacy, numeracy and geography, through the use of word processing, database, spreadsheets and graphical representation. In addition, one Year 5 class was engaged in a control lesson where they were writing traffic light instructions that would allow a frog to cross the road safely. Very good work has been undertaken in pupils designing multimedia presentations and the work of a Year 6 class, who were preparing a PowerPoint presentation on the rainforest, specifically to show to children in the infants, was notable. Teaching and learning were further enhanced by the very good use of the interactive whiteboards in a range of other subjects. However, in the scrutiny of sampled work and from looking at displays around the school, there was a limited range of examples of the cross-curricular use of ICT. There was, however, a notable example in the Year 4 display on the theme of the 'Magic Box' that included very good examples of word-processing and use of clip art.
92. Teaching overall is good. For those teachers who are still not confident in ICT skills and programs, support is offered by the subject managers, and the full-time technician is available to help and advise where necessary. Assessment procedures, whilst satisfactory, are not consistent across the school and the subject co-ordinators have recognised this as an area for development. Pupils have very good attitudes to their learning and are keen to continue their studies on their home computers.
93. Management is very good and both co-ordinators are working as a co-ordinated team. In addition, the subject expertise and leadership of the subject managers, combined with the work of the full-time ICT technician and recent implementation of the interactive whiteboards in classrooms, are beginning to impact on standards. Resources are very good. Improvement since the last inspection has been very good.

Information and communication technology across the curriculum

94. The use of ICT across the curriculum is good overall. Although more attention is being paid to ICT in literacy, numeracy and some foundation subjects, the school is poised to extend this further across the whole curriculum with the very good leadership and management of the co-ordinators.

HUMANITIES

95. It is not possible to give a judgement on the provision of **geography** because not enough teaching was seen. However, from the sampling of pupils' books, scrutinising the long- and medium-term plans, looking at displays and talking to teachers and pupils, it is clear that standards are at least above those nationally at the end of Year 2 and Year 6. In the infants there is photographic evidence of 'Barnaby Bear,' the toy bear who travels the world with teachers and parents on holidays, and is intended to encourage pupils to investigate in atlases and maps where Barnaby has visited. In these photographs Barnaby appears to have visited Australia. The younger pupils also study the local area and investigate how they can make the area safer. For

example, they draw plans of their routes to school and, in particular, have investigated the problems of parking outside the school. They study the weather and keep daily weather checks and develop mapping skills, through looking at maps of the United Kingdom and the world, and understand what function a key has in relation to a map. Older pupils build on this and undertake a study of the village of Brinklow, where they investigate similarities and differences between the village and local area. They also investigate to compare and contrast life in the village of Chembakolli, India, with life in the United Kingdom. Another contrasting study is undertaken by comparing and contrasting Betws-y-Coed with Coventry. By the end of the juniors, pupils undertake an extended study into the destruction of rainforests and this involves producing a multimedia presentation to be shown to younger pupils. Leadership and management of the subject are good and, over time, have included a complete audit of the subject and purchasing of resources to link with topics covered in each-year group. Assessments are satisfactory and are being developed further. A focus has been on the development of assessment tasks, to assess progress in mapping skills and end-of topic assessment, especially of cross-curricular topics. ICT is developing well and each year group has been provided with a digital camera that has supported the pictorial display of pupils' activities, including field trips out of school and their work in school. Improvement since the last inspection has been good as standards are now judged to be above average rather than average.

96. No judgement on provision of **history** can be made because only a small sample of teaching was seen in Year 2 and none in the juniors. However, the evidence gained through the scrutiny of books, looking at displays and from talking to teachers and children indicates that standards across the school are above the average nationally. In the lessons seen, which were very well taught, pupils were taking on the role of history detectives and investigating the causes of the Great Fire of London, assessing why it is much safer today from fire and reinforcing the fire safety procedures in the school. The teaching and learning were effectively supported by the use of interactive whiteboards and access to websites. Very good displays, including Ancient Greek, Roman and Victorian life, were seen across the school. In addition, very good local resources are available for pupils' studies of Coventry in World War II. In connection with this study pupils visited Coventry Cathedral and Blitz experience at the transport museum and, as a link with religious education, visited a local church, the oldest church in Coventry. Other important links in the pupils' historical studies include visits to the Black Country Museum and Victorian schoolroom for their Victorian work and to the Partnership Centre for the Roman experience and Tudor houses. Visitors have included a Victorian lantern demonstration and the Onatti Theatre group with a production on the Ancient Greeks. Pupils in Year 4 also put on their own production of 'Theseus and the Minotaur', which they performed to the Nursery. Another notable performance was the Year 5 production of 'Moses' in connection with their work on Ancient Egypt, which they performed to the whole school and parents. Good links have been created in the use of literacy skills in historical topics. However, at the moment, the progress of this initiative has yet to be monitored and assessment has been identified as an area for development. Leadership and management of the subject are good and resources are very good. Improvement since the last inspection has been good as standards are now judged to be above average rather than average.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching in the juniors is good.
- Pupils have very positive attitudes to the subject and show good respect for their own and other faiths.
- There is a good range of resources which are used well to support pupils in their learning.
- The subject is led and managed well by knowledgeable co-ordinators.
- The curriculum is well planned across the school, based on the locally-agreed syllabus.
- Good use is made of the interactive whiteboards to extend pupils' knowledge and understanding; drama is used well to support learning.
- Visits to places of worship and from representatives of several denominations need further development.
- Whole-school assessment procedures are not yet fully established but are satisfactory overall.

Commentary

97. Standards by the age of seven and 11 are broadly in line with the requirements of the locally-agreed syllabus. Achievement by all groups of pupils, including those identified as having special educational needs and English as a second language, is good. There is no significant difference in the performance of boys and girls. No judgement can be made for provision in the infants because no teaching was seen. However, from a scrutiny of pupils' work and teachers' planning, it is at least satisfactory. Religious education contributes very positively to pupils' spiritual, moral, social and cultural development. Many good opportunities are provided for pupils to learn about other faiths in society, including the use of their own experiences. Importantly, pupils learn that although we are all different, we can be respectful of our faith and acknowledge others' different rites and practices.
98. Improvement since the last inspection has been good. Standards have been maintained and the quality of teaching has improved. The curriculum has been reviewed and the revised locally agreed syllabus implemented, supported by national and local guidance. Resources have improved and the good use of the interactive whiteboards and the Internet has opened new horizons in teaching.
99. The quality of teaching is good overall in the juniors; no lessons were observed in the infants. As a result of this good teaching, pupils have very positive attitudes to learning and make good progress in their understanding of religion. Teachers clearly share the purpose of lessons with pupils so that they know what they will be doing and learning, which raises awareness and provides good motivation. Effective use is made of the recently-installed interactive whiteboards to support teachers. For example, in a Year 6 lesson using the Internet, pupils understood that light and candles play an important part in religions other than Christianity. Lessons usually proceed at a good pace, which keeps pupils interested and involved. Relationships are very good and most pupils are very well behaved and show good respect for what others have to say. Teachers of similar aged pupils plan carefully together to ensure pupils receive similar experiences. Most display good subject knowledge and make lessons interesting so that pupils not only learn about but also from religion. Good use is made of drama to increase pupils' understanding and children work very well together, although this means that evidence in pupils' books does not fully reflect what has been taught as there is too little recorded work.
100. Leadership and management are good. The co-ordinators are knowledgeable and experienced but currently have insufficient opportunities for fully monitoring the quality of teaching and learning in the limited time available. The curriculum is well planned, based on the locally-agreed syllabus and supported by national and local authority guidance. There is a good range

of readily accessible very good quality resources and artefacts to support the teaching of Christianity, Islam, Judaism, Buddhism, Hinduism and Sikhism, although there are limited displays around the school celebrating these. The school is developing good links with other schools through the use of technology, to increase pupils' knowledge and understanding of different faiths. However, although teachers make informal assessments, assessment is broadly just satisfactory; this is an area identified by the school for development. There are good links with the local church but links with representatives of other faiths in the community, to provide pupils across the school with first-hand experience, need further development. Improvement since the last inspection has been good and the co-ordinators know what to do in order to move the subject further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

101. Insufficient evidence was seen in **art and design** to form a judgement on the standard of provision overall. Standards of work on display meet the national expectations of seven- and 11-year-olds but the range of work covered in relation to the rigorous development of subject specific-skills is limited, particularly in respect of three-dimensional work, colour mixing and the development of observational drawing. Examples of work show satisfactory progress as pupils go through the school, and art and design is used very well to enhance the quality of school display. Medium- and long-term planning and the policies are good, showing a clear awareness of the need for art and design to have links with other curriculum subjects. Leadership in the subject is good, but art and design has not been a priority in the school. Assessment is underdeveloped and its use is not sufficiently focused on the tracking of pupils' acquisition of subject-specific skills.
102. During the inspection not enough lessons were seen in **design and technology** to make an overall judgement on provision. The only lessons seen were in Year 2 where pupils were designing and making an alien puppet. In both these lessons the teaching was judged as good. A scrutiny of work, photographs and displays shows that it is in line with that expected nationally in Year 2 and Year 6. Neither subject co-ordinator has not managing the subject for long, but they have made a good start on organising the scheme of work and in looking at planning. However, they are aware that the development of design and make skills, as pupils move through the school, is a weakness, especially in work with rigid materials, such as in constructing wooden frames for models instead of the consistent use of scrap materials. An audit of tools and resources is being undertaken with the plan of purchasing sufficient tools and resources for this area to be developed. Little evidence was seen of food technology, but the scheme of work shows that Year 5 pupils design and make bread, biscuits and cakes in the summer term and good facilities are available in the Phoenix Centre for pupils to undertake such lessons. In a display there are examples of Year 2 vehicles made out of scrap materials with wooden axles and wheels, complete with a design sheet. Other designs included the Year 3 moving monsters, using a pneumatic system; Year 4 torches that included a electrical circuit; Year 5 moon buggies and test bed; and finally, the children's board games made by Year 6 that used an electrical circuit to light a bulb when the correct answer was selected.
103. Too few lessons were observed to make a judgement of the overall provision in **physical education**. The provision of opportunities for pupils outside the school day is very strong. The school has a very successful dance club, with a city-wide reputation, and standards in dance are above average. The group is frequently invited to perform with secondary school dance teams in local theatres. Numerous clubs are available to pupils in Years 2 to 6. All the major games are represented, as well as traditional primary school activities such as rounders and cross-country running. One of the out-of-school-hours sessions observed was soccer coaching by staff of Coventry City Football Club. The school is very successful in spotting and encouraging pupils with sporting potential. At least 12 such pupils have been included on the school's

register of gifted and talented individuals. Very good opportunities for competition bring these and other pupils on well. The school is very successful in inter-school competitions and pupils go on to represent the city and the county, for example, in swimming and athletics. Pupils' performing skills in dance are very good and in the juniors several pupils choreograph and perform their own dances. In an excellent dance lesson for Year 6, expert subject knowledge, very good pace and highly effective instructions and explanations led to pupils attaining standards that are well above the expected level. Pupils listened very attentively, worked hard and made very good gains in learning. The very good opportunities for pupils to take part in outdoor and adventurous activities, such as abseiling and climbing, have a very positive effect on their personal development. These are available not only to pupils who make residential visits to the local education authority outdoor pursuits centre, but also at venues in the city, with which the school has strong links. Standards in swimming are high. The subject co-ordinator for Years 1 and 2 is relatively new to her post. The co-ordinator for Years 3 to 6 has contributed strongly to the overall provision over several years. Leadership and management in the juniors are very good. The co-ordinator is particularly successful in promoting pupils' dance skills and running various clubs, but also assists the local education authority in providing in-service training. Her passion for the subject is infectious. Considerable improvements have been made since the last inspection. These include upgrading the programmes of work and providing lesson plans for games and dance. The school is aware of the need to devise and implement effective procedures for assessing pupils' progress and is currently trying out different schemes for this.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Leadership and management are good overall but very good in the juniors.
- Pupils' enthusiasm and attitudes to music are very good.
- Standards in musical productions are very good.
- Good opportunities are provided for learning musical instruments from visiting teachers.
- There is a need to incorporate the same scheme of work in the infants to ensure a consistency of progression in musical skills as pupils move through the school.
- There are missed opportunities to develop teaching as the very experienced subject co-ordinator does not have sufficient opportunity to work alongside teachers.

Commentary

104. Standards are in line with national expectations by the age of seven and are well above by the age of 11. This constitutes an improvement from the last inspection by the age of 11. Pupils with special educational needs and English as an additional language make good progress because they enjoy music and gain valuable confidence in their own abilities and use this in other areas of learning.
105. The singing in both infant and junior assemblies is good overall. It was well pitched, with good diction and a warmth of tone that displays true 'children's singing.' However, where a popular song was sung, there was an element of over-enthusiasm from some children, but this did not detract from the overall joy of singing. An excellent lesson was seen in Year 6 when pupils were preparing for their end-of-year drama production of 'Robin Hood'. Standards of musical productions are very high and pupils have very good performing skills.
106. Very good opportunities are taken for pupils to join in the 'Mornings of Music' with other schools and displayed photographic evidence of this event was seen. There was limited evidence of musical displays or interactive displays across the school to challenge and inspire pupils, apart from some musical posters, especially in the infants. However, scrutiny of planning shows that pupils in both the infants and juniors are introduced to investigating sounds through body, vocal and instrumental sounds and the use of pitched and non-pitched instruments to recreate their own musical composition and in ways of recording through graphic scores and conventional notation. They have opportunities to listen to and appraise a range of different music, from early music to modern and music from other cultures. However, at the moment there is not a consistent scheme of work that follows pupils through the school to ensure a systematic and progressive development of skills. With the introduction of a published scheme of work in the juniors, teachers who are less confident in teaching music have been helped to develop their skills in teaching music.
107. The quality of teaching is good, with examples of very good and outstanding teaching seen when pupils are taught by the co-ordinator in the juniors. There are a number of teachers who already have some expertise in music. However, in lessons taught by teachers without that expertise, it was clear how much having a supportive scheme of work has helped their confidence. A weakness in the development of teaching is in the sharing of musical expertise across the school, where the subject manager can work alongside teachers in the planning and teaching of lessons and monitoring the progressive development of subject-specific skills.

108. Leadership and management of the two co-ordinators are good overall but leadership and management of the co-ordinator in the juniors is very good. However, the present subject manager in the juniors has a professional background in music and has undertaken an audit, set targets for development and the purchasing of essential musical instruments. There are 24 pupils who are taught guitar, violin, woodwind and brass by visiting instrumental teachers and the school is at present looking at ways of increasing the numbers of pupils who wish to learn a musical instrument. Resources are good and, at present, sufficient to teach the subject. Improvement since the last inspection has been good as pupils' progress has improved in the juniors and is now judged as good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

109. Not enough lessons were observed to make a reliable judgement on provision. A very good policy stresses the importance of pupils' learning through regular lessons, work in different subjects and other events and activities. The very positive way in which most members of staff relate to pupils gives pupils the confidence to ask questions and learn well in lessons and in less formal settings. In the few lessons seen, teaching and learning were good overall. A very good lesson for Year 6 pupils helped them considerably in their preparation for the changes and challenges that transfer to secondary school will bring. The open and honest discussion, informed by very good explanations from the teacher, supported them very effectively. A similarly open and inclusive discussion in a lesson for Year 3 pupils led them to consolidate their understanding that their actions can affect other people's feelings. Their suggestions about, for example, what children excluded from a group at playtime could do, showed a good level of maturity.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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