

INSPECTION REPORT

LONGFORD PARK PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103648

Headteacher: Mr Raymond Wilson

Lead inspector: Mr Paul Nicholson

Dates of inspection: 1 - 4 December 2003

Inspection number: 259782

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 204 plus 48 part-time in the nursery

School address: Windmill Road
Coventry
Postcode: CV6 7AT

Telephone number: 024 7668 7688
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Appropriate authority: The Governing Body
Name of chair of governors: Mrs Debbie Simpson

Date of previous inspection: 2 November 1998

CHARACTERISTICS OF THE SCHOOL

Longford Park School is an average-sized community primary school situated in the north east of Coventry. It serves a multicultural area recognised as having social needs. Currently there are 204 pupils (106 boys and 98 girls) on roll plus 48 children, who attend the nursery part-time. When children enter the school their attainment varies, but overall it is well below that expected for their age. Just over half the pupils come from a wide range of minority ethnic backgrounds. Forty per cent of pupils do not speak English as their first language, a very high figure compared with national averages. Eleven per cent of pupils are at an early stage of acquiring English language. The main community languages are Panjabi and Urdu. Forty-one per cent of pupils is known to be eligible for free school meals, which is well above the national average. The school has identified a quarter of pupils as having special educational needs, including one pupil who has a Statement of Special Educational Need. This is broadly in line with the national average. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is higher than that found nationally. In 2002, the school became a Beacon School¹.

¹ This is a school which excels at one or more activities and has applied to and been accepted by the DfEE for Beacon School status. There are over 600 Beacon Schools in England. The scheme is designed to raise standards in schools through the sharing and spreading of practical ideas and knowledge between schools. A Beacon School will receive a substantial amount of extra funding to allow staff to work with staff in other schools, arrange conferences, training meetings and any other activity that is designed to improve standards in all participating schools. For more information go to the DfEE website: www.dfec.gov.uk/ then search: Beacon Schools.

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Longford Park is an **effective** school that provides its pupils with a **good** quality of education. Overall, teaching is **good** and pupils do **well**. The school is **well** led and managed. It provides **good** value for money.

The school's main strengths and weaknesses are:

- Children in nursery and reception make a good start to their education.
- Pupils in Years 1 to 6 do well in English, mathematics and science.
- Overall teaching is good throughout the school and so pupils make good progress in their learning.
- The headteacher provides good leadership and with the support of governors and staff the school is well managed.
- Teachers' planning and assessment procedures in English and mathematics are good.
- There is scope for improvement in the provision of several other subjects, where teachers' planning, assessment procedures and the roles of the co-ordinators are not fully developed.
- Pupils' standards in science in Years 1 to 4 are below average, particularly in their investigative skills.
- This is a caring school, which successfully fosters pupils' positive attitudes and good behaviour.
- The school is successful in the inclusion of all pupils. There is racial harmony and pupils from minority ethnic groups and those who speak English as an additional language do as well as their classmates.
- The outdoor provision for children in the nursery and reception is unsatisfactory.
- The school has good links with parents and very helpful links with the community.

The school has **consolidated** the good quality of education noted at the last inspection. It continues to serve its pupils well. The school has successfully improved its provision for information and communication technology (ICT) and special educational needs.

STANDARDS ACHIEVED

Year 6 results

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

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' standards in national tests in Years 2 and 6 vary from year to year. This is because of differences in the ability of children as they enter the school. However, pupils' achievement is good.**
- From a low starting point, children in nursery and reception do well and make good progress towards their Early Learning Goals. However, by the end of reception few children reach the goals expected for this age and they begin Year 1 with below average standards in all areas of learning, including their personal, social and emotional development, their communication, language and literacy and in mathematical development.

- Pupils in Years 1 and 2 do well in English and mathematics and many reach average standards in these subjects. They do well in science but standards remain below average. In other subjects seen during the inspection standards are in line with national expectations.
- In Years 3 to 6, pupils continue to do well and achievement is good in the core subjects of English, mathematics and science because of good teaching. In the current Year 6, standards in these subjects are average. In other subjects, standards are more variable. In ICT, religious education, history and music, they are in line with expectations and achievement is satisfactory. Standards in geography and art and design are below expectations as skills are not sufficiently well developed.
- The school's **provision for pupils' moral, social and cultural development is good**, and **spiritual development is satisfactory**. Pupils have **positive attitudes** towards school and their behaviour in lessons is **good**. Pupils' attendance is below the national average and is **unsatisfactory**, though the school does much to encourage full attendance.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Overall teaching is **good** throughout the school, particularly in English, mathematics and science. Consequently, pupils make **good** progress in their learning. The school provides pupils with a **satisfactory** range of learning opportunities with a clear focus on literacy and numeracy, which is relevant to the pupils' needs. Provision in several other subjects is under developed. There is **good** provision for pupils with special educational needs, including effective support in lessons from a good number of teaching assistants. **Good** levels of care, **positive** links with parents and **very good** links with the business community support pupils' learning well.

LEADERSHIP AND MANAGEMENT

Overall the school is **well** led and managed. The headteacher provides a very clear direction for the school's development and together with other senior staff provides **good** leadership. The school is managed **effectively**, enabling the hard working staff team to work towards the common goal of raising standards, particularly in English and mathematics. Governance is **good**. Governors are very supportive and carry out their duties well, influencing the work of the school positively. The role of the co-ordinators in subjects other than English and mathematics is not fully developed and so improvements to the provision in these subjects are not as effective as they could be.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **pleased** with the work of the school. They are happy with the quality of teaching and feel that their children enjoy school and are making good progress. They are comfortable in approaching the staff and feel the school is well run. A small minority of parents has concerns over the behaviour of some pupils.

Pupils feel they have to work hard, enjoy school and expressed positive views about their teachers. They appreciate the help given to them in lessons and know who to seek advice from if they have a problem. They too have concerns over the behaviour of some of their classmates. However, the inspection found that overall behaviour was good and that there were effective procedures to help those pupils with behavioural difficulties.

IMPROVEMENTS NEEDED

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

- improve the effectiveness of subject co-ordinators on how they check and improve the quality of provision in their areas of responsibility, so as to:

- ensure a more systematic development of pupils' skills, knowledge and understanding in subjects other than English and mathematics;
- implement suitable assessment procedures in subjects other than English, mathematics and ICT;
- raise standards in science in Years 1 to 4, particularly in pupils' experimental and investigative skills;
- develop the outdoor provision for children in the nursery and reception classes.

The school has recognised these important areas for development and has begun to address them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Foundation Stage and pupils throughout the school **do well**. Overall standards in the current Years 2 and 6 are **average** but this represents **good** achievement because of the low starting point for the majority of pupils.

Main strengths and weaknesses

- Children in nursery and reception do well and make a good start to their education.
- Pupils do well in English, mathematics and science.
- In Years 1 to 4, pupils' experimental and investigative skills in science are underdeveloped.
- Pupils do not do as well as they could in geography and art and design because they do not systematically develop their skills through the school.
- Pupils with special educational needs make good progress towards their individual targets.
- Pupils whose first language is not English achieve at least as well as their classmates.

Commentary

1. At the time of the last inspection (November 1998), pupils made good progress and overall gained standards in line with national expectations by the end of Year 6. In the core subjects, standards were average in English and mathematics and above average in science. Since that time, standards in the core subjects as shown in the school's performance in national tests have varied from year to year because of changes to its intake. A reduction to the school's catchment area following the opening of its new building has had a significant impact on the children's standards on entering the school. The percentages of pupils who speak English as an additional language, have special educational needs and are known to be eligible for free school meals have increased since 1998. Many children enter the school with attainment well below average, though the proportion varies each year and this is reflected in the results achieved in national tests at Year 2 and Year 6.
2. **Foundation Stage:** By the end of reception, few children reach the expected Early Learning Goals² because they enter the nursery with limited pre-school experiences and attainment well below that expected for this age. Overall, they make good progress in the nursery and reception classes and do well in their personal, social and emotional development, communication, language and literacy, mathematical development and developing their knowledge and understanding of the world because of good teaching in these areas. They make satisfactory progress in their creative and physical development.
3. **Key Stage 1:** Over recent years the school's results in National Curriculum tests for seven-year-olds in reading, writing and mathematics have varied greatly from year to year reflecting difference in the ability of different year groups of pupils. For example, standards in reading in 2002 were well below average and in 2003 they were well above average. Taking the three years 2001 to 2003 together, the pupils' performance in national tests has been very close to the

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

national average. The school's results have been improving at a better pace than the national trend and they compare favourably with those of similar schools. Inspection evidence indicates that in the current Year 2, overall standards are average. Pupils do well in English and mathematics and from a low starting point on entry to Year 1 many have reached standards in line with national expectations.

Standards in national tests at the end of Year 2 – average point scores in 2003³

Standards in:	School results	National results
Reading	17.3 (14.7)	15.7 (15.8)
Writing	16.5 (14.6)	14.6 (14.4)
Mathematics	18.3 (16.9)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- By the end of Year 2, pupils' standards in science are below average because their investigative skills are not sufficiently well developed. Pupils reach the expected standards in ICT, art and design, history and music. In religious education, their standards meet the expectations of the locally agreed syllabus for the subject. The pupils' achievements in these subjects are satisfactory. It was not possible during the inspection to make a judgement on standards in design and technology, geography and physical education due to the timetable of lessons and the inspection's focus on the core subjects.
- Key Stage 2:** The school's trend, shown by its overall performance in national tests for 11-year-olds since the last inspection, is below the national trend. This is a result of the change in the school's intake, which has caused a dip in standards over the last three years. However, the school has worked hard to ensure pupils continue to do well in English, mathematics and science. In 2003, pupils, from a low starting point in Year 2, gained average standards in English and mathematics, and above average standards in science by the end of Year 6. Inspection evidence indicates a broadly similar picture in the current Year 6 with standards in all three core subjects being average. This represents good achievement for pupils and is a result of good teaching in these subjects.

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

Standards in:	School results	National results
English	26.8 (26.4)	26.8 (27.0)
Mathematics	26.6 (27.6)	26.8 (26.7)
Science	29.4 (30.3)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- There is some variation in the standards reached in other subjects. By Year 6, standards in ICT are in line with national expectations, which is an improvement since the last inspection. In history and music, standards are in line with expectations. Overall standards in religious education meet those expected in the locally agreed syllabus. Pupils' achievements in these

³ The average points score provides schools with a single statistic to compare the overall grades attained by all of their pupils with the grades attained by pupils in another school as well as an average for all schools nationally. The National Curriculum level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points, Level 3 = 21 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test. This means that a school whose average points score for mathematics in the end of Year 2 national tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Year 6, is 27.

subjects are satisfactory but in art and design and in geography standards are below expectations and pupils' achievements are unsatisfactory. Aspects of these subjects that rely upon the progressive acquisition of skills are not developed well enough through Years 3 to 6. Teachers do not assess pupils' skills systematically so that they are not sufficiently aware of what pupils have achieved and what they need to do next. During the inspection, it was not possible to make a judgement on standards in physical education.

7. Pupils with special educational needs make good progress in the core subjects. They achieve well in relation to their individual targets because of the good support they receive in the classroom. Pupils from minority ethnic groups make similar progress to their classmates. Those who are learning English as an additional language make good progress learning the language in all age groups. Although many of the younger pupils in this group do not understand or use English as well as their classmates in the early years, their attainment is often at least in line with their peers by the time they leave the school.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school. They behave **well** in lessons. Their overall spiritual, moral, social and cultural development is **good**. Pupils' punctuality is **satisfactory** but their attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils like coming to school, have good attitudes and they behave well in lessons.
- The school has taken good action to promote attendance.
- Attendance is well below the national average and unauthorised absence is well above the national average.
- Relationships throughout the school are good; this enables pupils to develop positive attitudes, confidence and self-esteem.
- The school promotes pupils' social, moral and cultural development well. There is scope to develop spiritual development and a few aspects of their cultural development.
- Pupils do not have enough opportunities to work independently.

Commentary

8. **Attendance:** The school has good procedures to monitor pupils' absences and contacts parents on the first day to ascertain a reason for absence. Most parents co-operate well by contacting the school when their child is absent. The mobility of pupils from school to school and the need to retain their names on role is a factor in the below average attendance figures. Nearly all parents and the majority of pupils say pupils enjoy coming to school. Most pupils arrive on time for school, which is an improvement from the last inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.4	School data	1.4
National data	5.4	National data	0.4

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

9. **Exclusions:** There have been no fixed-period or permanent exclusions during the last school year.
10. The school has high expectations of pupils' conduct and gives good support to those pupils experiencing difficulties that affect their behaviour and personal development. All pupils have good attitudes to learning, which makes a strong contribution to the progress that they make by the time they leave the school. Most pupils behave well in lessons and around school. There is a small minority of pupils who at times misbehave in lessons and there are some incidents of misbehaviour in the playground. These incidents are dealt with effectively.
11. Relationships throughout the school are good. This enables pupils' self-esteem and confidence to grow. Pupils with special educational needs are included in all aspects of school life and integrate well with the other pupils. Pupils from different social backgrounds work and play well together and there is good racial harmony within the school. Pupils from minority ethnic groups have good attitudes to school and mix well with their classmates. Those who are learning English as an additional language are keen to learn and they respond well to the adults who support them.
12. Pupils do not have sufficient opportunities to work independently and find out things for themselves or from each other by working collaboratively.
13. The provision for pupils' moral, social and cultural development is good. Staff encourage pupils to value themselves and set a very high example to pupils of care and consideration for others. Teachers ensure that pupils are aware of the need to take responsibility for their actions. Pupils therefore develop a clear sense of right and wrong. The school provides many opportunities for visits to places of interest and for residential visits which broaden pupils' experiences both socially and culturally.
14. The school takes pupils to local places of worship for different religions and they are taught about the different festivals, such as Diwali and Christmas. Pupils learn about different ethnic cultures. For example, in the Foundation Stage, the young children learn about Mendhi patterns, which are painted on their hands. Pupils' experience of higher culture in music and the arts is well provided for by visits and visitors to the school and by support partnerships and services. There are some missed opportunities for pupils to learn about European and British cultures. Pupils experience some British culture by going to the pantomime and listening to classical music when raising money for charity in memory of Sir Malcolm Sargent. There is, however, a lack of books on British and European culture in the library.
15. Spiritual provision is satisfactory. Pupils are given time for prayer and reflection during the assemblies. At certain times through the academic year, the school provides opportunities for pupils to take part in 'Circle Time'⁴ and other supportive activities that enable them to learn more about themselves and the way they react to situations. Spirituality in religious education, assemblies and art and music, however, is limited because it is not planned for. Opportunities for pupils to make links across their work and ask further questions to develop their self-knowledge and spiritual awareness are limited.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

⁴ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

The school provides a good quality of education for its pupils. Teaching and learning are good. The curriculum is satisfactory and the school takes good care of its pupils. There are good links with parents.

Teaching and learning

The overall quality of teaching is **good**. Pupils throughout the school make **good** progress in their learning, particularly in English, mathematics and science.

Main strengths and weaknesses

- Good teaching in the Foundation Stage ensures children make a good start to their time in school.
- Teaching in English, mathematics and science is good in Years 1 to 6.
- The teaching of English as an additional language is good and pupils learn well as a result.
- Staff work well together as a team and make effective use of support staff.
- Teachers make effective use of the good procedures for assessing pupils' progress in English and mathematics.
- Whole-school procedures for assessing and recording pupils' progress in some other subjects are unsatisfactory.
- Good use of homework is made to support pupils' progress.

Commentary

16. The school has maintained the overall good quality of teaching noted at the last inspection. Teaching in the Foundation Stage is good and helps children make good progress from a low start on entering the school. In Years 1 to 6, teaching is good overall, particularly in the core subjects of English, mathematics and science. Pupils do well in these subjects. In other subjects seen during the inspection, teaching is satisfactory and pupils make sound progress. There is scope to improve teaching and learning in some of these subjects through more careful teaching of the skills pupils need to develop. During the inspection, teaching ranged from a small amount of unsatisfactory teaching to very good teaching.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	5 (12.5 %)	17 (42.5 %)	16 (40 %)	2 (5 %)	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.

17. Staff provide good levels of encouragement and relationships within the classrooms are good. They value the contributions made by pupils and ensure their personal needs are well met. Pupils feel that they work hard and that teachers give them help when they are stuck and listen to their ideas. Teachers maintain consistently high expectations of behaviour, which is an improvement on the last inspection. As a result, pupils are well behaved, attentive and keen to do well. This has a positive impact on their learning.
18. Teachers give clear explanations and this helps pupils gain good levels of knowledge and understanding, particularly in the core subjects. They have high expectations and through the school's focus on direct teaching, teachers, in the main, provide good challenge through suitable activities. Very occasionally, the steps required for pupils to make sound progress are not sufficiently well planned and this leads to unsatisfactory teaching. In other activities, the

over reliance on worksheets limits the use and development of pupils' literacy skills in other subjects. In some activities, such as music and ICT, teachers make effective use of their individual skills by teaching other groups of pupils.

19. Teachers throughout the school successfully promote inclusion and equality of opportunity. Teachers make good use of support teachers and teaching assistants to support pupils with special educational needs and other more-able pupils specifically identified as possible under-achievers or requiring additional challenge. Consequently, these pupils make good progress towards their individual or group targets. When catering for pupils who are learning English as an additional language, teachers base their plans on clear and detailed assessments of individual language skills. Adults often explain unfamiliar vocabulary to pupils and check their understanding. In the home languages where the expertise is available, bilingual assistants speak to pupils in both their home language and English. This aids pupils' understanding and enhances their learning. However, as the range of languages spoken in the community widens, it is difficult for the school to provide bilingual assistance for all pupils.
20. Pupils' work is regularly marked but the quality is variable. It ranges from comments that help pupils to improve to just ticks. Procedures for assessing and recording pupils' progress in English and mathematics are good and help in the planning of future activities. In several other subjects, there is no consistent whole-school approach to assessing and recording the progress of groups of pupils after each unit of work in order to help teachers plan more effectively. The procedures for assessing pupils with English as an additional language and for recording their achievements are good. Clear records are kept and regularly updated of the stage that each individual has reached in learning English. Regular homework based on pupils' classroom work and homework clubs to support specific groups of pupils help pupils in their learning.

The curriculum

The school provides all pupils with a **satisfactory** range of learning opportunities. Some aspects of enriching the curriculum provision are **good**.

Main strengths and weaknesses

- There is a strong emphasis on the teaching of literacy and numeracy, which is relevant to the pupils' needs.
- There is insufficient focus on the systematic development of pupils' skills in some other subjects.
- The school ensures that provision for equality of access and opportunity for pupils is good.
- There are a good number of teaching and support staff who make a positive contribution to pupils' learning.
- Planning for pupils' personal, social and health education is good.
- Opportunities for enriching the curriculum are good and support for learning outside of the school curriculum is very good.
- The school has good resources for ICT.
- Whilst accommodation is satisfactory overall, aspects of the accommodation are unsatisfactory.

Commentary

21. The school's curriculum meets statutory requirements and provides pupils with a satisfactory range of learning opportunities. The requirement for collective worship is met and the locally agreed syllabus for religious education is implemented. Pupils come into school with a small amount of knowledge and understanding of literacy and numeracy. The school places strong

emphasis on the teaching of these subjects. This is very relevant for the needs of the pupils and helps them to make good progress.

22. Sound analysis of data in literacy and mathematics enables the school to ensure suitable development in these subjects, which support pupils' good progression. However, literacy and numeracy, and pupils' ICT skills are not used as well as they could be in other subjects to support pupils' learning. There is scope to develop the evaluation and planning of subjects other than literacy, mathematics and ICT. This is particularly so for the planning for the development of pupils' skills. For example, discussions with Year 6 pupils about their knowledge and understanding in geography indicate a sparse programme and as a consequence their skills are very limited. The monitoring and evaluation of the curriculum in subjects other than English, mathematics and ICT is not completely effective, because the leadership role of the co-ordinators is not fully developed.
23. The school's curriculum planning for personal, social and health education is good. The teaching of personal, social and health education is a fairly recent innovation. A good scheme of work is in place and there are a number of additional effective programmes, whereby pupils experiencing differing kinds of difficulties are given good, relevant support and guidance. This is having a positive impact on pupils' attitudes and behaviour.
24. The school works hard to ensure the inclusion of all pupils and their equal access and opportunity to benefit from the curriculum. The high level of support assistants in the classroom benefits all pupils but particularly those who need the help most. There are clear individual education plans for pupils with special educational needs, and provision for these pupils is good. Records of the progress for pupils who speak English as an additional language are used well in the Foundation Stage and for Years 1 and 2. Provision for these pupils, which includes bilingual support staff, is good and ensures they make similar progress to their classmates.
25. Pupils take part in a good number of opportunities to widen the curriculum and extend their experiences. There are a number of out-of-school clubs, as well as a good number of opportunities to take part in musical and art activities. This includes an annual art week. The school has a number of partnerships with local businesses and services, which have a very positive impact on the teaching and learning in school. The partnership with one particular local big business is very effective. The business gives support to the school a wide variety of ways, all of which help pupils to learn more effectively.
26. Resources to support pupils' learning are satisfactory overall. The school has good resources for ICT, such as an interactive white board in each classroom. The ways in which these are used are variable. They are used better in some subjects than others. Resources in the Foundation Stage are satisfactory, other than in the outdoor provision where they are very limited because the accommodation restricts provision.
27. Accommodation for the Foundation Stage is unsatisfactory. The outdoor provision for the nursery classes is limited. Therefore it restricts the teaching and learning and the progress of the children. There is no provision for outdoor accommodation for the reception class other than being able to share the very limited provision for the nursery once a week. This combined with limited storage space in the reception classroom impacts negatively on the curriculum and learning in the reception class. The school recognises these inadequacies and has plans to develop its accommodation.

28. Sometimes, visiting specialists experience practical difficulties in teaching pupils with special educational needs because there is insufficient space to accommodate them. The large playing field for physical education is in poor condition and this puts a constraint on the teaching and learning in physical education. Accommodation for the teaching of ICT hinders the teaching and management of lessons. Pupils work in long corridors, which are interrupted by sets of doors. This makes the teaching and management of lessons difficult.

Care, guidance and support

The school takes **good** cares of its pupils. Support, advice and guidance are **good**, and pupils are involved **satisfactorily** in their school.

Main strengths and weaknesses

- The school provides good care for its pupils within a firm, consistent atmosphere where all feel happy and secure, and this has a positive impact on pupils' achievement.
- Formal whole-school health and safety procedures are good, though these are not always echoed into individual subjects.
- Staff have good supportive relationships with pupils.
- There are effective induction arrangements to help new pupils settle into the school.

Commentary

29. Procedures for health and safety and child protection are good. The school has appropriate procedures for child protection in place and staff are aware of procedures. The school works well with other agencies, such as the educational welfare officer, to ensure that pupils get specific additional help when they need it. Through the personal, social and health education, valuable guidance is available for pupils to take care of themselves. Routine health and safety procedures are in place at whole-school level. Nevertheless, not all staff are fully aware of their responsibilities to assess risk in the provision of the curriculum, for example in design and technology. The cover for the nursery sandpit is very heavy for staff to move and the condition is so poor that the sand is often unusable due to dampness.
30. The majority of pupils who completed the inspection questionnaire are happy at school. Almost all of the pupils agree that there is an adult that they can turn to who knows them well and will help if they are worried. Children in the nursery feel secure in the care of the staff, on arrival they quickly settle into activities with little adult intervention. Links with the local pre-school provision are established and the pre-school has benefited from technology equipment from the school. Parents and pupils feel the visits to the secondary school reassure the pupils about the transition to the next stage of their education. High levels of support from teaching assistants in lessons assist in the contribution to the achievements of pupils. The school has successfully associated itself with Relate whose members counsel and guide pupils who have significant changes in their life.
31. Parents are pleased with the arrangements for settling children into the nursery. Good links between the nursery and reception class ensure a smooth transition to school. There are effective induction arrangements to help new pupils who join the school in Years 1 to 6. Pupils who are learning English as an additional language are cared for well. Any who are admitted to the school at a very early stage of learning the language are given urgent extra attention. The cultural and language needs of pupils in all age groups are supported well through the use of support staff, including some who speak the pupils' home language.

Partnership with parents, other schools and the community

The school has **good** links with its parents, who feel happy with the school's provision. The school has established an **effective partnership** with local businesses that contributes to the progress of the pupils. Links with other schools and the local community are **good**.

Main strengths and weaknesses

- The school values parents' views and parents are very welcome in the school.
- Parents are happy with the education their children receive.
- The school provides parents with good quality information.
- Local businesses work in the school regularly and are very effective in supporting learning.
- There are good links with other schools.
- Parents do not always respond to the school's initiatives for them to help their children at home.
- There are good efforts to promote links with the parents of pupils whose first language is not English.

Commentary

32. Parents are supportive of the school and are pleased with the development of their children. The school has an open-door policy and parents find the staff approachable and feel that the school provides good information about its activities. Parents are happy with the opportunities to discuss their children's progress. Overall, annual reports give good information on the progress of pupils. Detailed comments on their personal and social development are included and the information on the levels and comparisons with others ensure parents have a clear picture of achievements. Not all classes report on the pupils' targets for improvement in all subjects in order to help parents to assist their children at home. There are good newsletters on the life of the school published every month. The school seeks the views of parents informally, questions on where the school is and what it can do to improve are frequently asked of parents. An active Association of Parents and Teachers run by a few dedicated parents provides social and fund-raising events. The governors' annual report to parents has improved since the last inspection and now meets the statutory requirements.
33. The school tries to encourage parents to help in school and the support of parents who help with reading is welcome and valued. The co-ordinator for pupils who speak English as an additional language is active in making direct contacts with parents. The school provides language classes for parents, offers advice on how they can help their children to learn and encourages them to join social activities. Interpreters and translators are provided where possible to aid parents' access to school events and information.
34. Home visits take place in the nursery; children and parents become familiar with staff before children start, parents are welcomed to take part in outings and special nursery activities. The on-site provision of a nursery allows for regular contact between staff and children, which enables a smooth transition to a more formal education. Visits to and from local pre-school provision take place and good relationships exist with other local schools through the Education Action Zone and the school's role as a Beacon School.
35. The school has very good links with the community and is an integral part of the locality. A particularly successful partnership has been forged and is instrumental in contributing to pupils' achievement; staff from a local car manufacturing company are committed to assisting

in school and providing support with reading and ICT. The school is used to accommodate adult education community groups and the local education authority provides courses in communication and literacy for parents.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher and other senior staff provide **good** leadership, maintaining a clear focus for the school's work and valuing the contributions made by staff and pupils. The school is managed **effectively**, enabling all staff to work towards the common goal of raising standards, particularly in English and mathematics. Governance is **good**, influencing the work of the school positively.

Main strengths and areas for improvement

- The headteacher exerts energetic and effective leadership and provides a very clear direction for the school's future development.
- There is a strong team spirit, leading all staff to work very hard to improve standards and to ensure all pupils are included.
- All those in leadership positions provide good role models for staff and pupils.
- The headteacher and subject leaders insufficiently monitor how pupils learn in subjects other than English, mathematics and ICT.
- Good financial management enables the school to direct resources, particularly of staff, to areas where improvements are needed.
- The school has taken very effective action to ensure the workload of teachers is at a reasonable level.
- Governors support and challenge the school very well.
- Governors do not monitor the work of the school systematically to enable them to form an independent view.
- The work of pupils who speak English as an additional language is led and managed well.

Commentary

36. The headteacher has a very clear view of how he wants the school to develop. He anticipates future trends very well and is pro-active in putting in place systems and procedures that will take the school forward. He has a realistic approach to improving the school, identifying productive and achievable opportunities to develop and implementing changes with determination. The emphasis the headteacher has placed on improving standards in English and mathematics has had a significant impact on pupils' good achievement in these subjects. The headteacher is a very good team leader. He explains proposed new initiatives clearly to ensure that all share the same sense of purpose. He consults and listens to all members of staff, valuing their opinions and using their suggestions when appropriate. He knows all pupils well, respects them and seeks to ensure that everyone feels included and valued. Other members of staff follow his strong lead. As a result, relationships between staff and pupils, and usually between pupils themselves, are positive, leading to a happy and harmonious school.
37. The two assistant headteachers support the headteacher well. They have clearly defined roles, varied when necessary to reflect the changing needs of the school. They make an effective contribution to the leadership of the school. This small leadership team works well in steering developments designed to improve the school's provision, sometimes with the assistance of other members of staff. For example, the English co-ordinator joins them in a termly examination of pupils' work in this subject. This exercise is carried out very thoroughly and leads to valuable information about standards of attainment.

38. The role of subject co-ordinators is underdeveloped. The co-ordinators for English and mathematics do not take part in or observe lessons in other classrooms. Consequently, they are unable to assess the quality of teaching or the level of pupils' understanding in oral or written contributions to lessons. Co-ordinators of other subjects examine teachers' plans but do not systematically monitor the work completed by pupils. This means that they have little idea of the standards achieved by pupils in all year groups or of the effectiveness of teaching. They are unable to ensure that a balanced, substantial programme is being taught. There is no designated co-ordinator for the Foundation Stage. This makes it difficult to develop a common approach in the nursery and reception classes so children make continuous, steady progress towards all the Early Learning Goals. The school has recognised these weaknesses in the role of its co-ordinators and is actively seeking ways to develop them.
39. The co-ordinator for pupils whose first language is not English manages this area well. She leads and supports her colleagues in the identification of pupils' needs and in ensuring that they are catered for effectively. She works closely with teachers and support assistants in co-ordinating the provision for this group of pupils.
40. Management of the school is good. The school actively and realistically evaluates its own practice. Where it finds areas requiring improvement, it acts promptly whenever possible. It has coped particularly well with a radical alteration to the geographical area it serves. Clear systems and procedures are well established and followed by all staff. The office administration is efficient and staff provide a pleasant and welcoming introduction to visitors. Financial administration is good and all additional grants received by the school are used appropriately.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	754,720
Total expenditure	761,797
Expenditure per pupil	3,011

Balances (£)	
Balance from previous year	38,131
Balance carried forward to the next	31,054

41. The school uses a high proportion of its income to maintain generous levels of teachers and support staff. The balance carried forward from March 2003 represents about 5 per cent of the school's income and has been sensibly retained to enable staffing to be maintained at its current level in future years. The problem of teachers' excessive workload has been addressed very successfully. Each teacher has a half-day each week released from class teaching whilst the class is taught by one of the school's additional teachers. Every class has a teaching assistant to provide support for at least a part of each day.
42. Governors make a positive contribution to the work of the school. Between them, they have an impressive range of experience and expertise which they use well to support the school. They make a good contribution to determining the school's priorities for development. They question and challenge proposed changes very well, ensuring that they are discussed thoroughly and modified if necessary. They monitor finances carefully and assist the school well as it steadily implements best value principles in making spending decisions. However, they are excessively dependent upon information provided by the school. They do not monitor all aspects of the school's work and consequently are unable to form their own independent view of standards or the quality of teaching and learning in each subject.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The overall quality of teaching is good and children achieve well.
 - There is scope to improve the effectiveness of some of the activities in which children learn through play and exploration.
 - Outdoor provision is unsatisfactory and hinders children's learning.
 - There is good provision for children who speak English as an additional language.
43. The teachers in the reception and nursery classes have high expectations and so the children, including those with special educational needs, make good progress overall. Children come into the nursery with attainment that is well below that expected for their age. By the time the children leave the reception class, they are likely to have achieved below the average standards in all areas of learning, with the exception of creative development where children are still likely to be well below the standard expected. This constitutes good progress. Children who speak English as an additional language are given good support at all times.
44. The quality of teaching in the Foundation Stage is good overall. The nursery is a strength of the school where the curriculum is taught in a way that matches how young children learn. Parents are fully involved and there is always a positive atmosphere in the classrooms. In the reception class, the strength is in the teacher-led activities and in the teaching of the whole class at the same time. This ensures that children make good achievements in their basic knowledge in literacy and mathematics, which is relevant for the children's needs. Teachers and support staff in both classes work well together. The two teachers are making every effort to consolidate the teamwork. For example, they share singing lessons once a week. The physical distance between the two classrooms frustrates their efforts. There is scope to improve the effectiveness of some of the activities that children plan and initiate themselves. The school has correctly identified the need to improve the outdoor provision and has plans to develop more appropriate facilities and resources for children in the Foundation Stage.

Personal, social, and emotional development

Provision for this area of learning is **good**.

Main strengths and weaknesses

- Management of the children is very good.
- There is a very good insistence on high standards of behaviour.
- There are insufficient opportunities for children to develop independent thinking skills.

Commentary

45. The quality of teaching in this area is good. Children work in a bright and lively environment in both classes. In both the nursery and reception, the children feel confident and secure and are obviously used to the routines of the day. Children in the nursery need little support to remove and hang up their coats and enter into a wide range of activities independently. In both classes children work hard and sustain concentration. They are good at tidying up. Children in the

nursery respond immediately when asked to put away their equipment. All children listen and follow instructions well. When the reception children went on a walk in the local area, they were quietly well behaved and obedient.

46. In the reception class, however, there are not enough opportunities for children to take part in planning, organising, exploring and asking questions, and in making decisions within their school day. There is an imbalance in the planning of lessons in reception. The children do not have enough chances to learn through play in the spirit of the new national Foundation Stage curriculum. This hinders the development of their thinking skills. It slows down gains in the learning of skills and understanding.

Communication, Language and Literacy

Provision for this area of learning is **good**.

Main strengths and weaknesses

- Children make good progress in reading and writing.
- There are missed opportunities for extending children's spoken language.

Commentary

47. The quality of teaching is good overall and children do well in reading and writing. In the nursery, children learn to enjoy stories and how to handle books and all the adults use and encourage language development well. Adults in the nursery question well and expect responses in understandable language. The children recognise their names when they hang up their coats and higher-attaining children begin to write their names recognisably. In the reception class, children of higher and average ability are beginning to make solid gains in learning to read and write the letters and sounds of the alphabet. Children enter into role-play enthusiastically in both classes. In the reception class, planning for these activities does not extend the children's spoken and written vocabulary enough. Opportunities are missed to focus on and to extend spoken language in other activities, such as the sand or construction.

Mathematical development

Provision is **good**.

Main strengths and weaknesses

- The children's achievements in mathematical development are good.
- There are missed opportunities for children to develop their mathematical knowledge and understanding in child-led activities.

Commentary

48. The quality of teaching is good. In the nursery, mathematical activities are integrated with other activities, such as singing rhymes. In the reception class, children learn to count to 20 and to order numbers. Many children in the reception understand the meaning of position words, such as 'on top', 'behind' and 'next to'. They learn to order simple patterns. A good number of children recognised three-dimensional shapes in the environment when on a walk in the local area. When teaching the children as a whole class, the teacher in the reception class has good

imaginative ideas for interesting the children in the learning of mathematics. There is insufficient planning for adult interaction to reinforce children's learning during other activities, particularly those chosen by the children.

Knowledge and understanding of the world

Provision is **good**.

Main strengths and weaknesses

- The children's achievements are good.
- There is a wide range of activities to develop children's knowledge.
- Children achieve well in ICT.

Commentary

49. In the nursery, there is a wide range of visits locally which stimulate children's interest and learning. The range of topics is good in the reception class including topics that help children to learn about other cultures. Religious education is taught systematically as part of knowledge and understanding. It is not integrated with personal, social and emotional development, however, as recommended by the locally agreed syllabus in religious education. Resources for ICT are good. The children are confident in using interactive white boards and computers and do so with care. In the reception class, children do not discuss, plan and negotiate with each other sufficiently when working in group activities.

Physical development

Provision is **satisfactory**.

Main strengths and weaknesses

- Outdoor provision is unsatisfactory.
- Planning for some of activities in the hall is inappropriate.

Commentary

50. Overall, children make satisfactory progress but this is limited because outdoor provision for both the reception and nursery classes is unsatisfactory. The lack of any outdoor provision for the reception class interferes with the delivery of the curriculum for all areas of learning including that of physical development. Similarly, the limited outdoor provision for the nursery classes hinders their progress. The school has correctly recognised that it requires much further development and resources. Children in the reception go into the school hall for physical education lessons. The children make good progress in using a good range of small and large apparatus correctly and safely. Children in the reception class help to put away apparatus safely and sensibly in these lessons. Some of the activities on the large apparatus are inappropriate for children of this age. They do not have enough opportunities to develop the creative aspects of physical development. Children have good control when using small tools.

Creative development

Provision is **satisfactory**.

Main strengths and weaknesses

- Children's progress is satisfactory but the rate of progress is less than in other areas of learning.

Commentary

51. In the nursery, the children have a range of activities in which to experience materials and develop the use of their senses and to express their creativity. In the reception class, creative activities are integrated with other areas of learning on the timetable. However, the range of experiences is not wide enough partly because of limitations to the accommodation. Creative development is not planned for enough because there is an imbalance in the time given to other areas of learning. This slows their progress down.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in reading and writing.
- The overall quality of teaching and learning is good throughout the school.
- Regular examination of pupils' work is used well to identify weaknesses and improve provision.
- The subject co-ordinator does not monitor the work in classrooms.
- There is a generous time allocation for the subject.
- Skills learnt in handwriting lessons are insufficiently used elsewhere.
- Some pupils in Year 6 have not progressed far enough in developing the full range of reading skills.
- There is good support for pupils with lower levels of attainment.
- Literacy skills are insufficiently developed in other areas of the curriculum.

Commentary

52. In 2003, pupils in Year 2 achieved standards in both reading and writing which were well above average, but this was unusual. Pupils in the current Year 2 are on course to achieve average standards in next year's tests. This represents good achievement when compared to their skills on entry to the school, which were mostly well below average. Pupils in Year 6 achieved average standards in the 2003 tests, but again this represents good achievement from the levels they reached at Year 2. Current Year 6 pupils are also likely to achieve average standards. This is better than the last inspection, when standards in writing were below average. This improvement results from a number of positive features including consistently good teaching and a generous time allocation for the teaching of English. There is effective monitoring of pupils' written work to identify weaknesses and good support from a teaching assistant for every class during the daily literacy lesson.
53. Pupils from ethnic minority groups who have been at the school for many years perform particularly well in this subject. Those who arrive with little English usually acquire the language speedily. Pupils with special educational needs are very well supported in each classroom and so also make good progress. In the 2003 tests, Year 6 boys achieved better results than girls, but there was no evidence during the inspection that this is true in the current group.
54. Standards in listening are better than in speaking, particularly in Years 1 and 2. Some pupils articulate words incorrectly and this affects their progress in spelling. Most pupils in Year 2

answer questions with complete sentences, speaking clearly though often very quietly. In Years 1 and 2, teachers promote good listening and speaking well. They provide clear models of correct speech, repeat new vocabulary when necessary and give pupils opportunities to speak to each other in pairs. By Year 6, most pupils express themselves confidently, using grammatically correct sequences of sentences.

55. Most pupils in Year 2 have achieved average standards in reading. They are very keen to read books with the teacher and in this way are developing good expression as they read. Pupils take their reading books home each day and usually read to their parents, gaining confidence as they become more familiar with the story. Most pupils in Year 6 continue to enjoy reading but many have not made as much progress as would be expected from their achievement earlier in the school. They reach average levels of attainment but their library skills are below average. Pupils benefit from additional time spent on guided-reading sessions to complement the daily hour of literacy. The school makes very good use of its links with industry to bring adults into school to act as reading partners for pupils who need additional help. However, the time spent on reading in literacy hours is often reduced to give extra attention to writing. Consequently, many Year 6 pupils have failed to build substantial experience of a wide range of books. Few have developed informed personal preferences or name more than one favourite author. The arrangement of fiction books in the school library, by type rather than alphabetically by author's name, neither encourages broader reading habits nor permits pupils easily to locate books by a favourite or recommended author.
56. The weekly timetable includes a session devoted to writing longer pieces of text in addition to daily literacy lessons. This concentration on writing skills has had a positive impact on standards. Pupils in Year 2 and Year 6 have reached average standards. In Year 2, pupils make rapid progress as a result of good teaching and extensive opportunities to practise their writing skills. Most write imaginatively in complete sentences. Some are beginning to join their letters. In Year 6, writing is well structured but sometimes uses insufficiently adventurous vocabulary. Most pupils present their work attractively but a significant minority has not developed fluent, joined handwriting, so that the process of writing is arduous. This is because in Years 3-6 there is no insistence that pupils use their new handwriting skills in all the written work they undertake. Several pupils continue to use an incorrect pencil grip.
57. The overall standard of teaching is good but is particularly strong in Years 2 and 3, where marking, in particular, is carried out very well. In Year 3, for example, the teacher summarises the strengths of each piece of writing and indicates areas that could be improved, enabling pupils to understand their progress and go on to extend their skills. In Year 6, writing is improved by giving pupils individual objectives, according to their attainment levels. Other significant strengths in teaching are good management of pupils, a lively pace, interesting activities and purposes for writing that are clearly explained.
58. Through regular and thorough examination of pupils' work carried out with the headteacher and assistant headteachers, the co-ordinator has good knowledge of the strengths and weaknesses in writing throughout the school. This is used well to improve provision. However, the co-ordinator does not spend time in classrooms to enable her to form a view about standards in other aspects of the subject or to discover whether the teaching given enables pupils to learn efficiently.

Language and literacy across the curriculum

59. Language and literacy skills are underused in other subjects. The school is aware of this and is planning to improve the links between literacy and a range of other subjects. At present, however, subjects, such as history and science do not provide enough opportunities for structured and relevant writing. Similarly, non-fiction texts linked to other subjects are rarely used in literacy lessons.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards vary from year to year but pupils do well in mathematics.
- The overall quality of teaching is good throughout the school and so pupils make good progress in their learning.
- The effective use of support teachers and teaching assistants helps pupils to do well.
- Mathematics is well led and managed.
- In some lessons, insufficient use is made of resources to support pupils' learning.

Commentary

60. Standards at the time of the last inspection were average at both Year 2 and Year 6. Results in national tests at Year 2 and Year 6 have varied since that time because of changes to the school's intake and differences in attainment within the year groups. Currently, standards at Year 2 are average and pupils are developing a satisfactory knowledge and understanding of place value to 100 and use suitable strategies to solve problems, such as halving numbers. From the pupils' low starting point, they make good progress because of good teaching in Years 1 and 2. Pupils build on this good start and continue to make good progress through Years 3 to 6, where teaching is good overall. Standards in the current Year 6 are average and pupils use a suitable range of methods to add and subtract numbers and to solve problems involving decimals.
61. Overall teaching is good throughout the school and so pupils achieve well. Teachers provide pupils, including those with special educational needs and those from minority ethnic groups, with good levels of encouragement. Consequently, pupils have positive attitudes towards their work and behaviour in lessons is good. Pupils benefit from the school's high staffing level. The use of support teachers to split those classes identified as requiring additional help into ability sets and the effective use of teaching assistants have a positive impact on pupils' progress.
62. Teachers make sound use of the National Numeracy Strategy to provide full coverage of the curriculum. They follow the recommended lesson structure and provide a suitable balance between teaching and individual practice. Teaching is particularly successful in those lessons where planning has been specifically adapted to highlight the small steps required to achieve what the pupils were to learn. In the one unsatisfactory lesson seen, activities were not sufficiently well planned so as to ensure careful progression in pupils' learning. The short mental activities at the beginning of lessons were in the main at least satisfactory. The better examples seen had a good pace, fully involved all pupils and had a clear focus on practising a useful mental strategy. In one good lesson, very good use was made of resources, including bars of chocolate, to help pupils develop their understanding of fractions. In other lessons, insufficient use was made of mathematical resources to support pupils' learning. Teachers give clear explanations and make good use of questions to check pupils' understanding.
63. The subject is well led and the co-ordinator is carefully managing changes to the curriculum. There are good procedures for assessing pupils' progress, which the senior management team uses well to identify areas for development.

Mathematics across the curriculum

64. Pupils make satisfactory use of their mathematical skills in other subjects. While measurements are made in science and design and technology, opportunities to use and develop pupils' numeracy skills are not planned for and are often missed. Teachers make very effective use of their interactive white boards during lessons. However, computers are not always used effectively to support pupils' learning and opportunities within lessons to use computers are often missed. Pupils use mathematical programs to practise number work, for example, at the start of the day but do not often use them as an activity to support their learning during a lesson.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Overall, teaching is good and pupils achieve well in science.
- Pupils' investigative skills are not sufficiently well developed in Years 1 to 4.

Commentary

65. Over the previous few years, standards by the end of Year 6 have been above the national average. It is likely that the majority of pupils will achieve the standards expected of them this year and approximately a third will achieve above. Overall standards in the current Year 2 are below average and in Year 6 they are average. This represents a good achievement for pupils throughout the school.
66. Inspection evidence shows that pupils make steady progress through Years 1 and 2 and develop sound knowledge in each of the areas of science covered by the National Curriculum other than in investigation and enquiry. Pupils' achievements in these aspects are not as advanced as in other areas of science and this affects pupils' resulting attainment. This continues into Years 3 and 4. An analysis of pupils' work and observation of lessons shows that teachers in Years 3 to 6 build on this sound foundation.
67. The quality of teaching ranges from satisfactory to very good and is good overall. This results in the good progress made by pupils. The teachers have high expectations of pupils' behaviour and they manage the pupils well, encouraging positive attitudes. All pupils thoroughly enjoy the practical nature of the subject, and so sustain interest and concentration.
68. Pupils in Years 5 and 6 make better progress in learning how to carry out experiments independently, or in small groups, and this has a very positive impact on their rate of learning. Pupils' own recording of their experiments reflects this. By Year 6, pupils understand the importance of a fair test. All pupils throughout the school learn to make predictions when asked to do so, based on their previous experience. They have had insufficient opportunities, however, to devise their own experiments, select suitable materials and suggest improvements to their work. Consequently, their investigative skills are not well developed. The heavy reliance on photocopied sheets to enable pupils to record their work in Years 1 to 4 does not help pupils' scientific thinking and communication skills. In Year 4, pupils make a small start on writing out their experiments themselves. In Years 5 and 6, teachers build on this and do not use any photocopied sheets. Consequently, pupils make more rapid progress.

69. Throughout the school, the links between science and other subjects, such as ICT and mathematics, is limited. The use of literacy is limited especially in Years 1 to 4.
70. The subject co-ordinator has very good subject knowledge. Assessment takes place and procedures are satisfactory throughout the school. There is insufficient analysis of the data in science to enable work to be adjusted in order to rectify areas for development. The role of the science co-ordinator is not sufficiently developed in the school to allow her to monitor and evaluate all aspects of the teaching and learning of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards and provision for the subject have improved since the last inspection.
- Teachers and pupils make good use of the classrooms' interactive whiteboards.
- Despite recent losses, due to theft, there are good resources for the subject.

Commentary

71. At the time of the last inspection, resources and pupils' progress were unsatisfactory. Resources have been improved and further improvements are currently taking place. However, access to the good resources by whole classes or large groups is difficult as the computers are spread along the length of the school. Suitable planning for the subject is now in place following the introduction of national guidelines and teaching and learning are satisfactory. Consequently, standards have improved and are no longer below expectations by the end of Year 6.
72. Evidence from pupils' previous work, discussions with pupils and staff and observations in three lessons, in Years 1 and 2 and with a mixed Years 5 and 6 group, show that standards throughout the school are in line with national expectations. This represents a satisfactory level of achievement. Pupils make satisfactory progress through their weekly ICT lesson, where they develop their computer skills. Pupils in Year 2 change the font, colour and size of text and add simple graphics to create bookmarks. By Year 6, pupils satisfactorily combine text and graphics when using a desktop publishing program. Much of the sample of work seen during the inspection was based on communicating using word processing and combining text and graphics in a range of situations. While other aspects of the subject are taught, including data handling, monitoring and control, less emphasis and reinforcement is given to these areas. Pupils are therefore less confident in these aspects.
73. Teachers and pupils make good use of the interactive whiteboards in each classroom to support learning. Activities, instructions and useful texts and diagrams are displayed in such a way to ensure good levels of attention and to make explanations clear. Teachers make good use of subject vocabulary when giving clear instructions on how to use a program. This helps pupils' understanding and knowledge. Occasionally, explanations are too long and this means that pupils have insufficient time on the computers to complete the tasks that have been set. An extra-curricular club for more-able pupils ensures these pupils achieve good standards in using ICT to produce multimedia presentations. The knowledgeable co-ordinator provides sound leadership and management for the subject. The monitoring of teaching and learning across the school is satisfactory. An analysis of a detailed assessment exercise, completed by pupils on the computer, provides relevant information on pupils' standards and is helping to identify strengths and weaknesses in the subject.

Information and communication technology across the curriculum

74. The use of computers to support pupils' learning in other subjects is satisfactory but there is scope to develop their use. Pupils use computers to satisfactorily support their learning in literacy and to publish and present examples of their work. Pupils use reinforcement programs to support their work in number but these are often used when pupils have finished their other activities rather than as a planned part of the lesson. Opportunities to use data-handling programs and monitoring equipment in subjects such as mathematics and science are often

missed. Pupils use CD-ROMs to access information in subjects, such as history. However, the use of computers in supporting pupils' learning in other subjects is limited and opportunities to use pupils' developing skills are not clearly identified in teachers' planning.

HUMANITIES

75. In **history** and **geography**, pupils' work was examined. Discussions were held with the teacher who co-ordinates both subjects and with groups of Year 6 pupils. Two lessons were seen in history, but geography was not being taught during the inspection. There was insufficient evidence to make a judgement about the quality of teaching. There are no whole-school procedures to assess pupils' skills and the co-ordinator does not monitor work in the subjects sufficiently to build up a picture of standards or of the quality of teaching and learning in all parts of the school.
76. Pupils' work in **history** indicates that pupils reach average standards in both key stages. They acquire knowledge of a limited number of periods of history, but the skills to be developed in each unit of work are not identified clearly. This makes it difficult to build upon those skills in a subsequent unit, particularly as there are no procedures to assess what pupils have learnt. Pupils' knowledge is patchy; for example, they learn about Tudor monarchs but not about other famous people living at the time. By Year 6, pupils understand why some sources of historical evidence are more reliable than others, but their understanding of cause and effect is limited.
77. In **geography**, pupils reach average standards by the end of Year 2 but standards are below average in Year 6. The reason for this is the inadequate time spent on the subject in Years 3-6. Historical topics occasionally overrun, leaving little time for geography. Aspects of the subject that rely upon the progressive acquisition of skills, such as working with maps, are poorly developed through these years. Pupils do not undertake the study of a faraway location and find it difficult to locate even major countries on a world map. They study their own area only as part of a historical study and their work on a contrasting locality in Britain is very limited.

Religious education

Provision in the aspects of the subject seen during the inspection is **satisfactory**.

Main strengths and weaknesses

- The resources of the local community are used well to give pupils experience of a range of religions.
- Pupils build good knowledge of religious practices but there is less emphasis on applying knowledge to pupils' everyday lives.
- There are no assessment procedures or monitoring of teaching and learning.

Commentary

78. Examination of written work and discussion with pupils indicate that standards in religious education are in line with the expectations of the locally agreed syllabus, as they were at the last inspection. Two lessons were seen during the inspection, insufficient to make a judgement about the overall quality of teaching throughout the school. Much of the work with younger pupils is oral rather than written, making it difficult to assess the quality of provision in Years 1 and 2.

79. Visits to places of worship in Coventry and to the school by religious leaders form an important part of the school's programme. These visits bring the subject alive, helping pupils to remember facts they have learnt. For example, a recent visit to a temple has enabled Year 6 pupils to acquire a sound knowledge of the Sikh religion. Through such experiences, pupils have built a good vocabulary of words connected with Islam, Sikhism, Hinduism and Christianity to describe religious practices. Assemblies contribute well to pupils' knowledge as festivals from many religions are celebrated. However, pupils are less clear about the reasons for religious practices, their implications for the everyday lives of believers, or how they might begin to express their own beliefs.
80. Each class is provided with plans for the year based on the requirements of the locally agreed syllabus. Teachers adapt these plans to suit the level of knowledge and understanding of their class. The co-ordinator examines samples of work by pupils in Years 2 and 6 but not in other age groups. There are no procedures to assess progress in the subject and the co-ordinator does not monitor teaching and learning taking place in the classrooms. In consequence, she is unable to form a clear picture of standards across the whole school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. The inspection did not focus sufficiently on **art and design, design and technology** or **physical education** to make judgements about the quality of provision across the school. A small sample of lessons or parts of lessons was observed in these subjects, pupils' previous work was examined where it was available and the co-ordinators were interviewed.
82. In **art and design**, pupils are given regular experiences to work with pencil, paper, paint and pastel. Most examples of pupils' work are of a satisfactory standard but within a fairly narrow range. There are few instances of large-scale products or of three-dimensional work. Media such as clay and textiles are not used regularly. Pupils use sketchbooks for first drafts, but the books do not serve either as a useful bank of ideas or as a way for teachers to assess pupils' progress. The required curriculum is allocated satisfactorily in teachers' long-term planning. However, the way that this is translated into lessons does not encourage as much progress in pupils' learning as it could and does not use time efficiently. For example, pupils repeat colour-mixing exercises and portrait drawing at a similar level in several year groups. Teachers do not assess pupils' skills in art systematically so that they are not aware of what pupils have achieved and what they need to do next.
83. In **design and technology**, pupils have access to regular units of work. They study how everyday items operate or are made, design their own projects and evaluate their results. In the only lesson that was seen, teaching and learning were satisfactory. Pupils were constructing Tudor houses and consolidated their skills of cutting and joining wood. From the evidence of pupils' previous work, coverage of the curriculum is mainly satisfactory. However, pupils show too little attention to the detail and quality of their written plans and designs, and to the finish of their products. In these aspects, standards are below average.
84. Of the lessons seen in **physical education**, one was satisfactory and one was good. Both were gymnastics lessons and pupils attained at least expected standards. Pupils enjoyed the lessons and took valuable opportunities to reflect on their performance and that of others. The older pupils take part in swimming lessons. Teachers' records indicate that, last year, about 60 per cent of pupils reached the standard required by the National Curriculum in swimming before they left the school and several pupils exceeded it. This is a low proportion compared with many schools. The school has a large hall and a spacious outdoor site. However, the main playing field is often unusable because of its poor preparation when the new school was built. The field becomes waterlogged easily and dangerous debris rises to the surface at times.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The school makes effective use of a specialist teacher to support pupils' achievements in listening and performing.
- Pupils have good opportunities to extend their musical knowledge and skills through events, such as arts weeks, concerts and links with specialist musicians.
- The oldest pupils do not have enough opportunities to compose or to use instruments.
- The subject co-ordinator supports her colleagues well.

Commentary

85. The school has maintained the standards identified by the previous inspection. Pupils reach average standards in music. Their achievements are satisfactory overall and are sometimes good. In the lessons led by a specialist teacher that were seen, teaching and learning were good in listening and singing. The teacher has high expectations of pupils' attainment and behaviour and led well-organised, brisk lessons. As a result, pupils in Years 1 and 2 and Years 5 and 6 listened effectively to songs and tunes. They identified instruments and features of how the music was structured. They sang tunefully. The oldest pupils maintained their parts accurately in two-part songs. The teacher gave them accurate feedback on their performance and improved it further by the correct teaching of techniques. The pupils behaved well and enjoyed the lessons.
86. A sample of recorded work from pupils in Years 1 to 4 showed satisfactory attainment in other aspects of the curriculum, such as instrumental composition. An interview with pupils in Year 6 confirmed that they have regular opportunities to listen to music and to practise vocal work. However, they have had fewer chances to compose their own music or to play a range of instruments. Their knowledge of conventional notation and terminology is limited and not as strong as other aspects of the subject.
87. The co-ordinator supports other teachers by leading lessons in several classes and by assisting with the planning for the subject across the school. As a result, she is aware of the standards achieved by many pupils. She ensures that instrumental work is covered adequately by younger pupils.
88. Pupils are given useful opportunities to take part in a typical range of extra activities. For example, they perform in school concerts, assemblies and drama productions. Some of the more-able pupils have worked with a secondary school teacher to compose a piece that has since been orchestrated for a performance by adult musicians. About 10 per cent of pupils take advantage of the specialist tuition offered for the guitar, violin and viola. The school's occasional arts weeks offer additional musical activities for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. No lessons were observed in this subject during the inspection and so no judgements can be made about standards and teaching and learning. The teaching of personal, social and health education and citizenship is a recent addition to the curriculum. The planning of the curriculum

is good. There is a school scheme of work in place supported by commercial resources for the teachers to use. There are a number of good additional programmes that support and guide pupils with particular problems and issues. These are already having a positive impact on pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
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	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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