

INSPECTION REPORT

ANNIE OSBORN PRIMARY SCHOOL

LEA area: Coventry

Unique reference number: 133476

Headteacher: Mrs J Fitter

Lead inspector: L A Furness

Dates of inspection: 23-25 February 2004

Inspection number: 262085

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll;	257
School address:	Wyken Croft Coventry
Postcode:	CV2 1HQ
Telephone number:	02476 613163
Fax number:	02476 603067
Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Perry
Date of previous inspection:	5 February 2001

CHARACTERISTICS OF THE SCHOOL

This is an average size, multicultural school catering for 257 pupils (142 boys and 115 girls) between the ages of three and eleven. This figure includes 49 part-time nursery age children. The school offers enhanced, resourced nursery provision catering for 12 children with statements of special educational need. At least nine different cultural backgrounds are represented in the school with the majority of pupils of white British heritage. There are 21 refugee and asylum seekers in the school. Forty pupils are at an early stage of learning English. A high proportion of pupils joins and leaves the school other than at the usual admission and transfer times (termed 'mobility'). The proportion of pupils with learning difficulties (34.6 per cent) is well above the national average and the number of pupils with statements (1.9 per cent) matches the national average. The area in which the school is situated is socially and economically disadvantaged and the proportion of pupils eligible for free schools meals (60.6 per cent) are well above average. Children's attainment when they begin school is well below that expected for their age, especially in the areas of communication, language and literacy. A new headteacher was appointed to the school in September 2003. The Department for Education and Science has designated this school to be a new school since September 2002 and the school will be re-housed in a new building in September 2004. It is a part of an Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Citizenship
9874	M Milwain	Lay inspector	
27677	D Davenport	Team inspector	Foundation Stage of Learning Special Educational Needs English as an additional language Mathematics Religious Education
33225	E Greensides		English Geography History Information and Communication Technology
32128	A Handkinson	Team inspector	Science Art and Design Design and Technology Music Physical Education

The inspection contractor was:

Focus Education (UK) Limited

113-115 High Street
Uppermill
Saddleworth
OL3 6BD

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PART A: SUMMARY OF THE REPORT

Although at the present time the school's effectiveness is unsatisfactory there is strong evidence that it is improving. The school cares well for its pupils and there are good procedures in place to check upon pupils' welfare, health and safety, but there are shortcomings in pupils' progress and achievement. However, the new leadership of the school is clearly aware of the shortcomings and is already very effectively rectifying these weaknesses. At the present time, the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The dynamic head teacher has the clarity of vision, the determination and the necessary skills greatly to improve provision in this school.
- The standards that pupils attain in English, mathematics and science are well below those expected for their age by Year 6.
- An inconsistency in the quality of teaching results in uneven progress and achievement.
- Provision for pupils with special educational needs and those at an early stage of English language acquisition is good. These pupils are supported well by able support staff.
- Children receive a good start to their education in the Foundation Stage of Learning.
- The inappropriate behaviour of a minority of Years 1 and 2 pupils negatively affects the progress and achievement of other pupils.
- Assessment information is not used as effectively as it should be to impact upon learning. Pupils are not sufficiently involved in assessing their own learning and knowing how to improve the quality of their work.
- Very attractive and stimulating displays effectively enhance the learning environment.

The school was opened in September 2002 and has not been inspected previously.

STANDARDS ACHIEVED

Pupils' achievement is unsatisfactory overtime but since September it has been improving and is good in some classes. Throughout the school the achievement of pupils with special educational needs and those with English as an additional language is good because of the good support that they receive. By Year 6, standards are well below those expected in English, mathematics, science and information and communication technology. In religious education, standards match those expected for their age and achievement is good. In art and design, design and technology, geography, history, music and physical education there was insufficient evidence to make a judgement on standards or achievement. In the Foundation Stage, the majority of children attain standards below those that are expected by the end of reception in all six areas of learning. However, achievement is good.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	E*	E*
Mathematics	n/a	n/a	E*	D
Science	n/a	n/a	E*	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low (bottom five per cent)*

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

In the Year 2 National Curriculum tests in 2003, pupils' performance was well below the national average in reading, writing and mathematics. In comparison with similar schools, pupils' performance matched the average in reading, writing and was above average in mathematics. In science, on the basis of teacher assessment, performance was well below the national average, but

matched the average in comparison with the results of similar schools. Pupils currently in Year 2 are attaining standards that are well below those expected in reading, writing mathematics and science.

Pupils' attitudes and behaviour are satisfactory overall but there is too much unsatisfactory behaviour occurring in Years 1 and 2 which negatively affects the learning and achievement of other pupils.

Pupils' spiritual, moral, social and cultural development is good overall. Attendance is well below the national average and this is poor.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching seen during the inspection was satisfactory overall, with some examples of good teaching particularly in Year 6. Too much teacher talk, the lack of focused questioning and ineffective behaviour management led to unsatisfactory teaching in some year groups. The use of assessment information to inform future learning is inconsistent and marking does not always clearly indicate how pupils might improve their work. A particular strength is the way that the teaching assistants and support staff are deployed to support pupils with special educational needs and those at an early stage of English language acquisition. In the Foundation Stage, the teachers and teaching assistants work effectively together and teaching is consistently good.

The overall quality of the curriculum is satisfactory. However, a good programme of enrichment activities is in place to enhance curricular provision. The curriculum offered to children in the Foundation Stage is good and is well planned to meet the needs of all children. The school has effective systems in place to check on the health, safety and well being of pupils. Good relationships ensure that all pupils have someone to turn to if they have a worry or concern.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good overall. The head teacher very clearly knows what needs to be done in order to raise standards and provides very good leadership. She has very successfully united all staff in working towards school improvement and has put into place good systems in order to do this. Already she is making a significant impact on the quality of education in this school. The governance of the school is satisfactory. The governors are interested and active and are beginning to develop a more thorough understanding of the school's strengths and areas for development. They fulfil all of their statutory obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very satisfied with the school and its work. Most pupils like their school and their teachers because their teachers help them to make their work better.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science.
- Rectify the inconsistency in the quality of teaching and learning.
- Ensure that assessment information is used effectively to inform the future learning of pupils and involve them more in knowing how to improve the quality of their work.
- Improve the behaviour of a minority of pupils in Years 1 and 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **well below average** by the end of Year 6 and achievement overtime is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below age related expectations in English, mathematics, science and information and communication technology
- Achievement overall is unsatisfactory but since September there is evidence of good achievement in some classes
- Although children do not reach the early learning goals by the end of reception their achievement is good
- Pupils with special educational needs and those at an early stage of English language acquisition make good progress and achieve well
- By Year 6 standards in religious education match those expected for the pupils' age

Commentary

- 1 The majority of children, including those with English as an additional language, start school with levels of attainment that are well below those expected for their age, particularly in speaking and listening skills. Good teaching in nursery and reception ensures that children make good progress and achieve well. Although some children are on course to reach the nationally expected standards, the majority will be below the standards expected in all six nationally agreed areas of learning by the end of their reception year.
- 2 The table below shows Year 2 pupils' performance in the National Curriculum tests in 2003. There was no evidence available for pupil performance in the previous year.

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

Standards in:	School results	National results
Reading	13.9 (n/a)	15.7 (15.8)
Writing	12.7 (n/a)	14.6 (14.4)
mathematics	15.1 (n/a)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

- 3 When compared with all schools, pupils' performance was well below the national average in reading, writing and mathematics. In comparison with similar schools, however, their performance matched the average in reading and writing and was above average in mathematics. Boys outperformed girls in reading and writing but girls performed better than boys in mathematics. During the inspection no significant differences were noted between the performance of boys and girls but the unsatisfactory behaviour of a minority of boys did affect their progress and achievement. In science, on the basis of teacher assessment, performance was well below the national average but matched the average in comparison with the results of similar schools. Pupils currently in Year 2 are attaining standards that are well below those expected for their age in reading, writing, mathematics and science. Speaking and listening skills are well below age related expectations. Although their progress and achievement overall is unsatisfactory there is evidence of the improving achievement of some groups of pupils in Years 1 and 2.

- 4 In Year 6, pupils' performance in the National Curriculum tests was well below the national average in English, mathematics and science. Pupils' performance in all subjects was in the bottom five per cent of all schools nationally. In relation to the average points score when the pupils were in Year 2, the proportion of pupils reaching the expected levels was well below that of similar schools in English, and below average in mathematics and science.

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

Standards in:	School results	National results
English	19.5 (n/a)	26.8 (27.0)
Mathematics	22.5 (n/a)	26.8 (26.7)
Science	25.1 (n/a)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

- 5 There were no significant differences between the attainment of boys and girls and none were noted during the inspection. Results were very disappointing in 2003 but it must be noted that this particular cohort had experienced 34 per cent mobility since Year 2 and there were a high number of pupils with special educational needs in this group of pupils. The targets set for 2003 were not achieved in English or mathematics. The work seen of the current Year 6 pupils indicates that it is unlikely the challenging targets set for 2004 will be met in either subject. However, evidence shows that results should improve this year and achievement in Year 6 is now good because of good targeted teaching. Pupils currently in Year 6 are attaining standards that are well below those expected for their age in English, mathematics and science. Although achievement overall, is unsatisfactory there is evidence of good achievement since September in Years 3 to 6. Due to the strong direction of the head teacher, teachers are now more focused on what pupils need to know in order to make progress and improve.
- 6 By Year 6, in information and communication technology (ICT) standards are well below those expected. In religious education, standards match those expected for their age and achievement is good. This is because of the good teaching that is occurring in this subject. In art and design, design and technology, geography, history, music and physical education there was insufficient evidence to make a judgement on standards or achievement.
- 7 Throughout the school the achievement of pupils with special educational needs and those at an early stage of English language acquisition is good. Well briefed support staff and the learning mentor play a significant role in meeting the individual needs of these pupils, enabling them to make good progress and achieve well in relation to their abilities. Years 1 and 2 pupils with behavioural difficulties are less well supported. Their inappropriate behaviour negatively impacts on the learning of other pupils in the class. The very good support for children in the nursery with more complex difficulties enables them to access all aspects of the curriculum and achieve very well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour overall are **satisfactory**. Pupils' spiritual, moral, social and cultural development is **good** overall. The current rate of attendance is **poor**.

Main strengths and weaknesses

- Relationships and levels of racial harmony throughout school are good
- Children in the Foundation Stage have good attitudes towards learning
- Pupils' behaviour in Years 1 and 2 is sometimes unsatisfactory

- Majority of pupils show good interest in school life.
- Attendance is well below the national average.

Commentary

- 8 The pupil questionnaire indicated that most pupils like their school because teachers show them how to make their work better. A discussion with a group of Year 6 pupils during the inspection shows that they have a positive attitude to school. When given the responsibility for tasks around school, pupils carry them out with pride. There are, however, few opportunities for pupils to use their own initiative. Relationships are good. Pupils get along well with one another and collaborate easily in groups. For example, pupils in a Year 4 art and design lesson worked in pairs on a sculpture project and helped each other by sharing ideas to create texture. This level of co-operation and mutual support makes a good contribution to pupils' learning. As a result of the very good relationships between staff and children in the Foundation Stage, children behave well and enjoy their work. Pupils with special educational needs and those at an early stage of English language acquisition show good attitudes because of the good support they receive in lessons and in group work.
- 9 Behaviour overall is satisfactory although there have been 13 temporary exclusions during the last school year involving 4 boys and 2 girls. There have been no exclusions since the appointment of the new head teacher

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	183	13	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British-Pakistani	1	0	0
Asian or Asian British- Bangladeshi	5	0	0
Asian or Asian British- any other Asian background	1	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	23	0	0
Any other ethnic group	3	0	0
Information not obtained	1	0	0

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

- 10 Pupils move around the school in an orderly manner and at break times they play well in pairs and in groups. In some lessons in Year 1 and 2, however, a number of pupils behave inappropriately, and as a result these lessons are disrupted and teaching becomes ineffective. When this unsatisfactory behaviour occurs it has a serious effect on the learning of the rest of the class. The playground is a lively, yet harmonious place. Pupils play happily in groups that are mixed in terms of race, age and gender. Pupils from Year 5 have been trained as 'playground pals' to look after and play with younger pupils. During the period of the inspection there was no evidence of bullying or any other form of oppressive behaviour. Most

pupils respect the school site. There is very little litter and no evidence of damage caused by pupils.

- 11 The good provision for spiritual, moral, social and cultural development means that pupils have a secure understanding of the difference between right and wrong and the result of their actions on others. Pupils are aware of the school's rules for behaviour and the consequences if these are broken.
- 12 A range of activities outside the normal school day create opportunities for many pupils to acquire social skills when playing team games such as football and netball. The residential experience provides invaluable experiences for older pupils and helps to extend their horizons. Opportunities are sought to enrich pupils' sense of community. For example, they sing to the residents of a local elderly person's home and take part in public performances both in and out of school.
- 13 Cultural development has improved since the last inspection and is now good. Pupils' have a good awareness of their own culture and have a growing awareness of the customs and traditions of other cultures such as the Chinese New Year. In a Year 6 music lesson, pupils discussed sensitively the performance of an African children's' choir. Visits to the cathedral and the school's involvement in the Warwick University arts project give pupils valuable experience in both the visual and performing arts.
- 14 The overall attendance rate for the school is well below the national average. The school follows up all unexplained absences on the first day and works hard to encourage parents to ensure that their children attend school regularly. As a result of the efforts of the parent link workers there has been a significant reduction in the number of pupils arriving after the start of the school day.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence		Unauthorised absence	
School data	5.8	School data	1.3
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory** overall. Curricular provision is **satisfactory** with a **good** programme of enrichment activities in place. Partnerships with parents are **good** and the school has **good** systems in place to check on the health and safety and well being of pupils.

Teaching and learning

The quality of teaching observed during the inspection was **satisfactory overall** with examples of good and very good teaching. There was a small minority of unsatisfactory and poor teaching.

Main strengths and weaknesses

- Teaching and learning are good in the Foundation Stage and in Year 6
- The uneven quality of teaching negatively affects pupils' progress and achievement
- Teaching assistants and the learning mentor effectively support pupils with special educational needs and those who are at an early stage of English language acquisition

Commentary

- 15 As can be seen in the table below the majority of lessons were at least satisfactory with over a half of lessons good or very good. Most of this good and very good teaching was in the Foundation Stage and in Year 3 (a class taken by a temporary teacher) and Year 6. A small amount of unsatisfactory and poor teaching was observed mainly in Years 1 and 2 when teaching was disrupted by the inappropriate behaviour a minority of boys. In English, mathematics, science, religious education and ICT teaching and learning are mainly satisfactory but vary considerably resulting in uneven progress and achievement of pupils. There was insufficient evidence to make an overall judgement on teaching and learning in art and design, citizenship, design and technology, geography, history, music and physical education.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	3 (9%)	16 (47%)	12(35%)	2 (6%)	1 (3%)	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.

- 16 The quality of teaching in the Foundation Stage is good overall, and the very good support given by the nursery nurses and teaching assistants contributes well to the children's overall achievement. Staff work well together, have a sound understanding of how young children learn and create a caring, secure and attractive environment for them. The children with special educational needs and those at an early stage of English language acquisition have individual education plans which clearly target their needs and are drawn up before they start at the school in the nursery. Work in all six areas of learning is regularly assessed and good records of progress are kept. However, this information is not always used well enough in planning in the reception class to meet the needs of all children.
- 17 Teachers have adopted the approaches needed to implement the National Literacy and Numeracy Strategies, but in some lessons practice can be superficial. In Years 3, 4 and 6 the teaching of key skills is strongest. It is in these classes where teachers are more likely to use strategies that involve pupils in listening to them and answering probing questions. More is expected of pupils than in other year groups and productivity is better. In the good and very good lessons pupils are challenged well and make good progress. Too often, however, questioning lacks sophistication and does not demand enough of pupils. Because of this, a good number of pupils switch off and contribute too little. Although teaching is mainly satisfactory in Years 1 and 2, too much teacher talk and ineffective behaviour management strategies result in pupils becoming restless and in some instances inappropriate behaviour occurs. In Year 5, questioning is not probing enough and moves on without testing pupils' understanding. Such teaching does not set up group work well and so pupils who work alone, often the middle and higher-attaining pupils, either work on tasks that are either too simple or do not understand what is expected of them.
- 18 Teachers' assessment of pupils' progress is not grounded well enough in the National Curriculum. Marking does not relate to pupils' targets and gives little indication of what pupils need to do to improve. Because of this, pupils, including higher-attaining ones, only have a hazy idea of what they need to do better. There is some good marking practice, however, particularly in Year 4 where pupils in this class are provided with clear guidance about how to improve their work. The school has a clear system for tracking pupils' progress through the National Curriculum levels and this is used well to trigger increased help for some pupils.

However, the system is crucially undermined by the absence of detailed analyses of pupils' standards so teachers find it difficult to pitch work at the right level and to keep them learning moving along at an appropriate pace. The head teacher has put into place good systems to rectify this weakness.

- 19 Teachers and teaching assistants work well together to ensure that planning takes into account the specific individual targets of pupils with special educational needs and those at an early stage of English language acquisition. The well-briefed support staff provide good support for these pupils in both class and group work. They effectively clarify instructions, use good questioning techniques to assess pupils' understanding and help them stay on task, thus enabling them to be fully included in all activities. Older pupils with behavioural difficulties are managed well in accordance with their individual behaviour plans, with the learning mentor working effectively with pupils displaying social and emotional problems. As a result of this good support, these pupils make good progress and achieve well. However, younger pupils do not respond as well and behaviour management strategies used are not entirely effective with this small group of Years 1 and 2 pupils. Teaching assistants and the learning mentor enable less able pupils to feel successful and secure. For example, in a Year 6 science lesson, the learning mentor ably supported a group of less able pupils to ensure that they fully understood the ideas being taught.

The curriculum

The school provides a **satisfactory** curriculum for its pupils. The provision for the enrichment of the curriculum is **good** with a wide range of additional activities. The learning resources are **good** and the accommodation, although too large and in **poor** condition, is used well.

Main strengths and weaknesses

- The head teacher's vision, and clear priorities for curriculum improvement are providing a stimulating and relevant curriculum for all pupils
- The quality of display throughout school does much to enhance the building providing an interesting and attractive environment for the pupils
- Provision for pupils with special educational needs is good
- There are insufficient opportunities for pupils to use their developing literacy, numeracy, and ICT skills in other areas of the curriculum
- Good use is made of the community and local initiatives in order to enrich the curriculum.

Commentary

- 20 The school curriculum meets all statutory requirements, including those for teaching religious education and providing a daily act of collective worship. The head teacher and staff have worked hard in introducing a new curriculum map which is already improving the overall breadth of the curriculum. There is an appropriate emphasis on the development of speaking and listening skills, which supports the school's aim of improving standards. Initiatives, however, are still in the early stages of development and, as a result, the full impact on pupils' achievement is not yet realised. Curriculum plans however, show that the school is developing a relevant and exciting curriculum. In particular, the emphasis on art and design, design and technology, music and physical education is beginning to have a positive effect on the learning experiences of pupils throughout the school. The school has made sound progress in implementing the National Strategies for literacy and numeracy but as yet there are only limited opportunities for pupils to practise the skills taught within other areas of the curriculum.
- 21 The curriculum for the children in the Foundation Stage is good. It is clearly linked to national guidelines, with a varied range of practical activities to develop the children's skills in all six areas of learning. Particular emphasis is placed on personal, social, and emotional

development and on communication, language and literacy and mathematical development. Currently, provision in the outdoor play area is limited due to new building developments, but the school is making the best use of what is available.

- 22 The provision for children with special educational needs in the Foundation Stage is very good. These children are offered a broad and relevant curriculum that is very well tailored to their needs. Throughout the rest of the school, special educational needs provision is good overall. Staff provide good support for the needs of all pupils with learning, social and emotional problems ensuring that they are able to access the curriculum appropriately and are fully included in all aspects of school life. Pupils who are at an early stage of English language acquisition are also well supported.
- 23 Personal, social and health education is good. Staff appropriately plan together to ensure that pupils build on their previous understanding and develop skills in a progressive way. The recent emphasis on the development of speaking and listening skills in all lessons enables pupils to share ideas with increasing confidence. Pupils collaborate and co-operate well, discussing and planning their learning in pairs and in small groups.
- 24 The school enriches and extends the curriculum through a wide range of clubs, musical activities, sporting events and collaboration with other local schools. A project with Warwick University provides regular opportunities for pupils to work creatively with other schools and perform to a wider audience. School staff and volunteers run regular art, sports, music and "Imagineering" clubs, which are popular and well attended. Visits and visitors to the school bring richness and relevance to the curriculum. There are well established links between the school and services within the local area, such as the police liaison officers, members of the local church and the neighbourhood wardens. An annual residential trip enables pupils to develop effectively their self esteem and team skills.
- 25 Although the school is moving to the new building in September 2004, a considerable effort has been made to ensure that the present building remains stimulating and exciting for pupils. The very attractive, informative and interesting displays cover all areas of the curriculum, and some high quality work is seen in the area of art and design. The pupils are rightly proud of their contributions and speak enthusiastically about their work. Resources throughout the school are good and are used well. Recent improvements, such as the purchase of new large apparatus for gymnastics, have improved the learning opportunities for pupils. The ICT suite is a good addition to the use of the building, although it is not yet used to its full potential and pupils do not use ICT sufficiently to improve their learning in other areas of the curriculum.

Care, guidance and support

The school's care, welfare, health and safety of pupils are **good**. Procedures for pupils' support and guidance are **satisfactory**. There are **satisfactory** arrangements for the involvement of pupils through seeking, valuing and acting on their views

Main strengths and weaknesses

- Procedures for child protection are good
- Assessment information is insufficiently used by all staff to provide pupils with appropriate academic support and guidance
- Support for pupils with special educational needs and those at an early stage of English language acquisition is good
- Induction procedures in the Foundation Stage are very good

Commentary

- 26 The school provides a very safe environment and there are good arrangements for the supervision of pupils throughout the school day. The local education authority's health and safety manual has been adopted, revised and adapted to cater for the specific needs of the pupils within this school. Accidents within school are few, and those that do occur are recorded promptly, and parents are informed by a personal phone call from the head teacher. There are members of staff with first aid qualifications, and a minimum of one of these is on site at all times. Child protection is well monitored, with good procedures in place. The liaison between the school and external support agencies is good and appropriate expert advice is sought when necessary.
- 27 In the classroom, teachers and support staff know the pupils well, and school procedures ensure that any personal difficulties exhibited by the pupils are quickly picked up, and prompt and effective action takes place. Teaching assistants and other adult support, such as the learning mentor, have good relationships with the pupils, and are used well, especially when working with targeted groups or individual pupils. Planning for pupils' personal and social education is designed to improve their self esteem and confidence and aims to give pupils a full awareness of their own needs and the needs of others. The provision for pupils' welfare is further enhanced by a range of provision including breakfast club, lunchtime clubs and wraparound care.
- 28 The head teacher conducts very effective personal interviews with each pupil in Years 2 and 6 to discuss progress to date and to share targets for the future. Targets may be academic, but may also relate to attendance, behaviour and other matters personal to each pupil. This is a good new initiative which is beginning to impact on the progress and achievement of pupils. However, throughout school, assessment information is not used as effectively as it could be to help pupils improve. Pupils have now group targets in both English and mathematics, but this is a new development and is not securely established in all classes.
- 29 The good support and guidance for pupils with special educational needs and those at an early stage of English language acquisition enhances their self esteem and enables them to participate in all parts of lessons and in all school activities. There are good systems in place for the early identification of pupils with special educational needs and pupils' individual education plans have clear targets in literacy, numeracy and for behaviour. These are reviewed regularly, with outside agencies providing extra support as necessary.
- 30 Overall, arrangements for the induction of pupils who enter school at different times during the year are satisfactory. The head teacher and other key staff ensure that pupils settle quickly, and are given a personal "buddy" to help them in the first few weeks. In the Foundation Stage, there are very good induction procedures and information and daily contact with parents and carers help the children to settle quickly into school routines.

Partnership with parents, other schools and the community

The school has a **good** relationship with parents. The school's links with the community are also **good**.

Main strengths and weaknesses

- The parents have positive views of the school
- The parent link workers make a significant contribution to the school's communication and partnership with the parents
- There are good links with other local schools
- The school has an extensive involvement with the wider community

Commentary

- 31 The results of the pre-inspection questionnaire indicate that the majority of parents are very satisfied with the work that the school does. This view was confirmed in discussion with a group of parents during the week of the inspection. Although there are no formal consultation procedures by which the school can obtain parents' views, most parents feel confident that they can discuss any concerns with the headteacher and members of staff at any convenient time. The school works hard to involve parents in their child's education and to improve their understanding of the importance of parents in the education process. To this end, the school provides training for parents, for example in ICT and has held workshops for both literacy and numeracy.
- 32 Information provided for parents is good. Through the governor's annual report and regular newsletters, parents are kept informed of events in school. There are three parents' evenings each year that give parents the opportunity to talk to the staff about their child's progress. Annual reports provide good information for parents on their child's academic and personal progress. Reports also include the pupil's own comments on their progress and agreed targets for development. The parents of pupils with special educational needs are kept fully informed of the child's learning difficulties. They are invited to review meetings and the new parent link worker is beginning to build bridges to encourage more parents to become more involved in this process. Parents of pupils with behavioural difficulties meet on a more regular, informal basis with staff and support at home the work being done with their children in school. The parent link workers have built up a good relationship with parents, which is beginning to have a positive effect on attendance rates. The link workers provide a valuable informal contact point for parents at the start and end of the school day, and parents appreciate the weekly coffee mornings which give them an opportunity to meet socially.
- 33 Pupils benefit from good links with the partner secondary schools, which result in effective arrangements for the transfer of pupils from Year 6 to Year 7. Visits to Annie Osborn by staff from the secondary school and taster days at the secondary school ensure that pupils move smoothly to the next stage of their education. In addition, project work started in Year 6 is continued when the pupils move into Year 7, and this gives pupils a feeling of continuity that helps them to settle more quickly into lessons at the secondary school. The school's membership of the Education Action Zone provides an opportunity to share experiences and good practice.
- 34 The school has established good links with the cathedral, Warwick University, Coventry City F. C. and local colleges. These links have given pupils the opportunity to participate in sport, the visual and performing arts and music at a high level. Pupils have worked with visiting artists to produce good quality displays that enhance the school environment.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The leadership skills of the headteacher are **very good** and management systems are **good**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The dynamic head teacher has very good vision and a clear sense of purpose for the work of the school.
- All staff are inspired by the head teacher and support school improvement strongly.
- Good strategies to monitor and improve teaching are in place, but are not yet fully effective.
- Financial management is good

Commentary

- 35 The head teacher, in a relatively short period of time, has had great success in moving this school forward. With the help of senior staff and the support of the governing body, a new

and lively school has been created where there is a very clear vision for the future and where pupils work in a caring and increasingly exciting environment. Many pupils comment that this school is a better place to be since the appointment of the new head teacher. As a result of this strong commitment to succeed, pupils' achievement is beginning to improve although standards are not yet as good as they should be.

- 36 The school's mission statement underpins everything that happens in the school and it is promoted rigorously in every area of school life. The majority of staff realise the importance of raising standards but know that this can only be achieved in a school where personal development and care for pupils are a high priority. Staff are working very closely together to ensure that daily procedures run smoothly and that management systems are effective. Good monitoring and evaluation systems have been introduced and through these systems the headteacher has a clear view of the quality of education currently provided including the teaching and learning. She has put into place good actions, such as improved planning systems and support for the teachers in managing the inappropriate behaviour of a minority of Years 1 and 2 pupils. The local education authority are working very closely with the head teacher providing good support and advice to the school.
- 37 The support of the governing body is very evident. Through regular and informative reports from the headteacher all the governors now are developing a clearer understanding of the strengths and weaknesses of the school; for example, they now recognise that standards are not as high as they should be by Year 6. They clearly support the work of the staff and are becoming increasingly involved in the school's development and the determination to improve standards.
- 38 Development planning is extensive and thorough. Members of staff have been given an opportunity to contribute to the plan and their ideas are included in the final document. Performance management targets focus on improving teaching and learning and link effectively with the school improvement plan. This helps to ensure that staff feel that they are fully involved in the school's development. Consequently, the school improvement plan has become a rather wordy document and this makes it difficult to use as a management tool. The headteacher is well aware of this but wanted to involve for the first time, all staff in the production of this important document.
- 39 Most subject co-ordinators are enthusiastic and very keen to develop the curriculum. However, they are new to their posts and at the moment they have only a limited role in monitoring and evaluating their subjects. Therefore they are unable to gather as yet all the information they need to plan development and to bring about improvements. They need to acquire, through training, the skills to monitor teaching in their subject and to evaluate more thoroughly the work that the pupils produce.
- 40 Leadership and management of special educational needs are good. The co-ordinator maintains all appropriate documentation and liaises well with outside agencies to ensure that the school receives all necessary support. The provision is well organised and managed and pupils are well supported by the able support staff. Teaching staff receive regular training from a local education authority adviser. This has raised their awareness of special educational needs issues and has resulted in these pupils being fully included in all aspects of school life and making good progress in their learning.
- 41 Financial management is good and funds are administered efficiently. Spending is carefully monitored and best value principles are applied consistently to all aspects of the school and to the use of resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	960,426
Total expenditure	930,685
Expenditure per pupil	3927

Balances (£)	
Balance from previous year	13908
Balance carried forward to the next year	29741

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 42 The quality of provision is good. Children under five are taught in the Early Years Unit which consists of a nursery and a reception class. The nursery is an enhanced resource nursery catering for 40 mainstream and 12 children with special educational needs who attend on a part time basis. As a result, the nursery is enhanced by an additional support teacher, support assistant, and various outside agencies. This very good provision ensures that children are fully included in all that the nursery has to offer and because of this they achieve very well. Most children, including those with English as an additional language, start school with levels of attainment that are well below those expected for their age, particularly in speaking and listening skills. Children make good progress and achieve well in all six areas of learning during their nursery and reception years because of the good teaching they receive. Although some children are on course to reach the nationally expected standards, the majority will be below the standards expected in all six areas of learning by the end of their reception year. Curricular planning is good and follows national guidance. Outdoor provision is limited at the present time because of the new building development but this will improve significantly when the school is re-housed in September. The Foundation Stage is well led and managed.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Personal, social and emotional development is promoted well in all areas of learning
- Good teaching promotes good attitudes to school and to learning
- Children work and play amicably together and behave well
- Children have good personal skills and readily take on little responsibilities

Commentary

- 43 The provision for children's personal, social and emotional development permeates all other areas of learning and teaching is good. The happy and secure learning environment has helped the children settle quickly into school life and they follow established class and school routines well. Children work and play well together and behave well because of the good relationships they form with each other and with adults. Both nursery and reception children are developing good personal skills and independence as they check themselves into class and put on coats and aprons. The majority of children take turns, handle equipment and resources with care and take on small responsibilities as they act as class monitors and tidy up after activities. The children in both nursery and reception classes show good attitudes to lessons by listening attentively and following instructions carefully. The staff know all the children very well, are sensitive to their individual needs and use praise well to boost children's confidence. This has a positive impact on children's personal development.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Good emphasis is placed on developing children's poor speaking and listening skills
- Very good support is provided for children with special educational needs
- The quality of teaching is good and develops in the children a love for stories
- There are missed opportunities to develop the children's writing skills in the reception class
- Some play activities lack more structured adult intervention in order to develop children's spoken language

Commentary

- 44 Most children start in the nursery with poor communication skills. Their vocabulary is very limited and many lack confidence when speaking to adults. However, good emphasis is placed on developing children's speaking and listening skills through a range of well planned activities across all areas of learning and teaching is good. Consequently children achieve well. In the nursery, children with special educational needs achieve very well because of the very good support they receive from the speech and language therapist and the teaching assistants. However, some play activities, particularly in the reception class, need more structured adult intervention to further develop the children's spoken and imaginative language. The teachers' expressive reading and good use of pictures and text are developing a real love of stories in both nursery and reception children. The reception age children have a satisfactory knowledge of some letter sounds and key words. They try to incorporate these into their writing activities as, for example, they record their personal "news" but they need more opportunities to develop their independent writing. However, for the majority of the children writing and handwriting skills are still at an early stage of development.

Mathematical Development

Provision for mathematical development is **satisfactory**

Main strengths and weaknesses

- A varied range of practical activities enables the children to achieve well
- Support staff contribute effectively to the children's achievement
- Work is not always planned well enough to meet the children's individual needs
- Good emphasis is placed on the development of mathematical language

Commentary

- 45 A varied range of practical activities such as sequencing patterns, sorting and counting objects and practical shape work all contribute well to the children's mathematical development in the nursery and reception classes. The nursery children begin to count and sort objects by colour and size. The majority of the reception children can count reliably to 5 with some counting to 10 and beyond. They use this knowledge satisfactorily to solve simple number sentences orally but there are missed opportunities for children to record their work independently. Good emphasis is placed on the development of mathematical language as the children measure and compare, "long and short" objects and accurately name common regular shapes such as circle, square and rectangle counting the "sides" and "corners". This work was developed very effectively by a nursery nurse in one lesson seen, as the children used this knowledge to describe three dimensional shapes and to predict which shapes would roll down a ramp and why. However, work is not always planned well enough to meet the children's individual needs. This was seen when a more able child was consolidating

number work to 5 using a computer program when she could ably count to 20. Other children lost interest in the number sentence work when the pace became too slow and opportunities were missed for them to record this work for themselves. This impacts negatively on their learning. However, number rhymes are used effectively in both the nursery and reception class to consolidate learning.

Knowledge and Understanding of the World

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

Main strengths and weaknesses

- Teaching and learning are good with a good range of activities to stimulate the children's curiosity
- Good resources and visitors to the school enhance and enrich this area of learning

Commentary

- 46 The teachers plan a good range of practical activities, which stimulate the children's curiosity and enable them to achieve well. Good opportunities are provided for the children to learn about their immediate environment as they visit the new building development and set up their own "building site" within the classroom. Effective links are made between the different areas of learning as, for example, the nursery age children make collage pictures to illustrate their feelings about happiness and kindness, while reception age children explore the theme of 'Ourselves' through their creative activities. Children in both the nursery and the reception classes show good 'mouse' control when using the computer and can click on and drop items in different places on the screen. Visitors to the school further enrich the children's learning experiences by talking about their everyday work and how they help others. Teaching and learning are good in this area of learning.

Physical Development

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers provide a varied range of activities to develop children's manipulative and physical skills
- Teaching and learning are good resulting in children enjoying physical activities

Commentary

- 47 The children develop their manipulative skills well through their regular access to playdough, jigsaws, construction materials and cutting and sticking equipment. Although the current provision for outdoor play is limited, the school is making the best use of what is available. The children's co-ordination and control skills are developing well as they sensibly use the tricycles, scooters and other wheeled toys to steer accurately and avoid collisions. The reception age children are developing satisfactory ball skills by throwing and catching with appropriate control. Teaching and learning are good; as a result the children enjoy these activities, show good levels of concentration for their age and achieve well.

Creative Development

Provision for creative development is **good**.

Main strengths and weaknesses

- A good range of practical activities is provided which are appropriately linked to other areas of learning
- Teaching is good and children enjoy creative activities

Commentary

- 48 Teaching is good and the children enjoy the good opportunities to draw, paint and make pictures and models from a variety of media. Their achievement is good. The work is related well to other areas of learning, as for example, the nursery age children make paintings and collages of the story of the “Thee Three Pigs” and “Snow White”, while the reception age children illustrate aspects of the Chinese New Year festival. Good opportunities are provided for children to engage in imaginative play. For example, in the nursery the castle was used effectively to create atmosphere as children were encouraged to re-enact some of their favourite stories and join in the appropriate repetitive parts. The reception age children enter whole-heartedly into their roles as salesmen as they deliver fruit and cakes to customers. All the children show real enjoyment as they enthusiastically sing a range of simple songs and rhymes, joining in happily into the actions to accompany them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**

Main strengths and weaknesses

- Standards in English are well below those expected by Year 6
- Assessment information is insufficiently used to inform future learning
- Leadership and management are good
- Good opportunities are provided for pupils to develop their speaking and listening skills
- Some teachers have insufficient expectations of pupils and do not challenge them enough
- Pupils with special educational needs and those at an early stage of English language acquisition are well supported
- Teaching and learning are good in Year 6
- There is insufficient opportunities for pupils to practise their writing skills in other National Curriculum subjects

Commentary

- 49 Standards in reading, writing and speaking and listening are well below national expectations by the end of Years 2 and 6. By Year 2, pupils are able to read a range of simple texts but do not use effectively a range of strategies to help them to read unfamiliar words. Reading for meaning is insecure and pupils do not speak confidently about the books they particularly enjoy. Simple words are often mis-spelt and the use of punctuation such as full stops and capital letters is insecure. When answering questions, many find it difficult to speak in extended sentences and the listening skills of a small minority of boys in particular, are unsatisfactory. By Year 6, pupils' difficulty in reading often has an adverse effect on their understanding of other National Curriculum subjects and few say they read for enjoyment at home or at school. However, the new books that have been recently purchased are beginning to awaken their interest, enthusiasm and enjoyment of reading. Writing is not always legible and sentences are often not demarcated correctly. Pupils are trying to make good choices about the vocabulary they use, but do not always understand how writing changes when it is used for different purposes, for example, in letters or in poetry. This is partly because there are too few opportunities for pupils to practise their writing in different areas of the curriculum. Speaking skills are developing as the teachers provide good opportunities for pupils to discuss their ideas with each other.
- 50 The quality of teaching, although satisfactory overall, has shortcomings, and some teachers have had low expectations of what pupils can achieve. However there is evidence of improving in achievement, particularly in Year 6 where teaching is good. Good planning and appropriate challenge are ensuring that pupils are progressing well. There is good evidence available to show that the results in the National Curriculum tests should improve this year. On occasions, pupils do not behave well in class particularly in Years 1 and 2, and teachers do not have effective strategies to manage instances of poor behaviour.
- 51 Teaching assistants are usually used well in lessons to support individual and groups of pupils. When they are working with pupils with special educational needs or those at an early stage of English language acquisition, there is often good progress for these pupils. Teaching assistants are also used effectively when pupils are working collaboratively with one another and they use good questioning skills to ensure pupils have a better understanding of what they are doing. They have good relationships with the pupils, and on occasion they are used effectively by teachers to help to ensure that standards of behaviour are at least satisfactory.

- 52 Although the school is part of a wider initiative to improve teaching and learning in English, this is only beginning to have an impact on standards. Teachers do not consistently use the wide range of assessment information available to plan appropriate learning activities. There is some good practice in marking pupils' work for example in Year 4, but in some instances, marking is brief, on occasions inaccurate, and does not provide pupils with sufficient guidance for improving their work.
- 53 There is good leadership and management of the subject by the deputy headteacher who has been rigorous in identifying the different causes of the low standards, and in devising and implementing a range of strategies to raise standards in speaking and listening, reading and writing. However, these good initiatives have been very recently introduced and as yet the good practice is not well established in all classes. The good monitoring and evaluation systems are new and have had insufficient time to impact on standards. Resources are good but the use of information and communication technology is limited.

Language and Literacy across the Curriculum

- 54 Teachers are beginning to make good use of the basic skills of speaking and listening in other subjects. All have identified opportunities for speaking activities across the curriculum, and where these are used well, learning is memorable. For example, pupils learning about a local man transported to Australia for his crimes were able to have an imaginary conversation with him through a "hot seat" conversation, and others had pretend phone calls with Queen Victoria and other historical characters. However, as yet there are insufficient planned opportunities for pupils to practise reading and writing skills in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards attained by pupils in Years 2 and 6 are well below those expected for their age
- Although the quality of teaching is satisfactory overall, there are inconsistencies which impact negatively on standards.
- Support for pupils with special educational needs and those at an early stage of English language acquisition is good
- Pupils have too few opportunities to use and apply their number skills to problem solving or to support their learning in other subjects
- Most pupils have good attitudes to their work, but in Years 1 and 2 pupils' inappropriate behaviour impinges on learning and achievement
- Leadership and management are good
- Assessment information is not used well enough to help pupils understand how to improve their work

Commentary

- 55 Pupils currently in Year 2 and Year 6 are working at levels well below those expected for their age and their achievement is unsatisfactory overall. However, this is improving particularly in Year 6 because of the good teaching of the deputy head teacher. Provision for pupils with special educational needs and those at an early stage of English language acquisition is good and they make good progress because of the good support they receive.
- 56 Curricular planning follows the guidelines of the National Numeracy Strategy, which are now being suitably adapted to meet the specific needs of the school and its pupils. Most teachers have good subject knowledge and strong emphasis is placed on the teaching of basic number skills. Despite this, a significant number of pupils throughout the school find problem

solving difficult because their understanding of number concepts is not secure enough. More opportunities are needed to develop the problem solving aspect of mathematics. However, improvements can be seen, particularly in the Year 6 class, where pupils are becoming more confident in using and applying calculation strategies to real life situations, for example, when finding the area of compound shapes. When teaching is good, pupils are well motivated by the teachers' lively delivery, good use of resources and well planned practical activities which make the learning interesting for all pupils. Teachers' clear explanations and effective demonstrations ensure that pupils are able to see clearly methods of calculation, for example, the use of partitioning and recombining numbers in addition work in Year 3. Teachers use praise and encouragement effectively to promote pupils' confidence and self esteem and the high expectations of pupils, behaviour and work rate, result in a good pace and productivity in learning.

- 57 In some lessons however, planning does not build well enough on pupils' previous learning, instructions are unclear and questioning and follow up work do not sufficiently challenge the majority of pupils. This, together with the inappropriate behaviour of a small minority of Years 1 and 2 pupils, results in pupils making few gains in their learning and this is unsatisfactory. However, throughout the school, most pupils show good attitudes to their work. They particularly enjoy and respond enthusiastically to the mental calculations and mathematical games at the beginning of lessons, which effectively develop their mental skills. Pupils with special educational needs and those at an early stage of English language acquisition are supported well during lessons by able teaching assistants who clarify instructions and keep pupils on task, helping them to achieve as well as they can.
- 58 Leadership and management are good. The co-ordinator has a clear understanding of the need to raise standards and to improve pupils' achievement. Assessment results have been appropriately analysed to identify gaps in pupils' learning. However, the information gathered is not yet used effectively enough by all teachers to identify appropriate targets for pupils to help them improve their learning. The marking of pupils' work is not rigorous enough and does not consistently help pupils to understand how well they have achieved or what they need to do to improve. Resources are good but information and communication technology is not used well enough to support pupils' learning in mathematics. However, the school has recognised the need to develop these links.

Mathematics across the curriculum

There is limited evidence of pupils using their numeracy skills across other areas of the curriculum, for example, in science, geography and history. This is because the school does not plan systematically for this aspect of learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below those expected at the end of Year 2 and Year 6
- The focus on experimental and investigative activities is helping to raise standards and pupils' achievement
- Pupils' attitudes to the subject are positive
- The subject leader has a clear understanding of the strengths and the priorities for development
- Teaching assistants and learning mentors are used effectively to support pupils' learning

Commentary

- 59 The standards attained by pupils in Years 2 and 6 are well below those expected for the pupils' age and achievement is unsatisfactory. However, the increase in the use of experimental and investigative activities is beginning to raise standards. Also the newly devised curriculum map identifies good opportunities for speaking and listening and this is helping pupils to develop a better understanding of scientific vocabulary. There is good evidence of the improving achievement of pupils.
- 60 Teaching and learning are satisfactory overall, although one lesson seen was conducted at a slow pace, resulting in a number of pupils becoming bored and restless. However, most pupils enjoy science lessons, especially where there are good opportunities for practical activities. In a lesson about forces, pupils investigated the force required to move a balloon. They approached this activity enthusiastically and demonstrated a clear understanding of the principles involved. The development of these practical opportunities has been a priority for the school and is beginning to raise achievement, especially in Years 3 to 6. By the end of Year 6, pupils have a satisfactory knowledge of the subject, including the use of correct scientific vocabulary. However, they do not confidently use their knowledge in experimental and investigative activities. Teachers sometimes direct the learning too closely and as a result pupils are not involved in developing their scientific skills through planning their own investigations or posing scientific questions.
- 61 Year 4, pupils have made a good record of their work through the use of a digital camera and in the same class, graphs and charts were used effectively to record results but this is not a common feature throughout the school. The opportunities for pupils to use their developing literacy, numeracy and ICT skills are limited. There is too little work recorded in books in most classes. Teaching assistants and learning mentors work effectively with pupils, often those with special educational needs and those who are at an early stage of English language acquisition, and as a result these pupils make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. There are weaknesses in the assessment of learning and assessment information is not used well enough to identify what pupils already know and what to do in order to improve.
- 62 Leadership and management of science are satisfactory. The experienced subject co-ordinator has a good knowledge of the subject and has identified clear priorities for improvement. She has worked effectively alongside colleagues and organised staff training so that all teachers are becoming increasingly confident to adopt an investigative approach to the teaching of science. She is aware that standards need to be improved and there is a satisfactory action plan in place to do this. The school has good resources for science and the subject benefits from visitors such as "Professor Bonkers" who provided the pupils with stimulating and exciting experiences. A visit of the Quantum Theatre Company provided a good link with personal and social education through a performance based on the effect of pollution.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- By Year 6 standards are well below those expected for the pupils' age
- Available funding has been used well to train staff and to employ an expert in the subject
- There are insufficient opportunities for pupils to use ICT to support their learning across a range of subjects
- Resources are unsatisfactory
- There is effective leadership and management
- The use of assessment information is unsatisfactory

Commentary

- 63 Standards are below those expected nationally by Year 2 and well below those expected by Year 6. Pupils in Year 2 sometimes have difficulty in manipulating and controlling the mouse, and are not able to find and store their own work. By Year 6, pupils have had too few opportunities to develop their ICT skills which are mainly limited to word processing. Many pupils have very limited knowledge of the extensive use of ICT in society and have had very few opportunities to use ICT outside school. Throughout the school, pupils' learning is constrained by the limited number of computers in classroom, and the timetabling of the ICT suite does not give pupils sufficient opportunities to practise and apply the skills learned. However, this situation will be rectified well when the school moves to the new building in September, when there will be many more available resources.
- 64 Teaching was at least satisfactory in all lessons seen, and achievement is improving. This is partly because of the good support given by members of the Education Action Zone team. The subject co-ordinator uses her good subject knowledge well to deliver lessons across Years 1 and 2 which allow pupils to gain skills in very small steps and which are often linked to other subjects in the curriculum. This is also a good opportunity for the other class teachers to gain expertise during the modelled lessons. However, the standard of behaviour of some pupils in Years 1 and 2 sometimes lessens the effectiveness of this partnership teaching and consequently pupils' progress is not as good as it should be.
- 65 As yet no formal arrangements for the assessment of pupils' abilities in ICT are in place and this is unsatisfactory as there is no clear picture of standards in the school. The co-ordinator has produced an effective planning file for each class teacher which helps to ensure a consistency of approach to teaching and learning. Leadership and management overall are good. However, some lack of teacher expertise and the current lack of appropriate resources means that not all parts of this subject are effectively delivered, and at the present time there is an over-emphasis on the teaching of word processing skills.

Information and communication technology across the curriculum

Information and communication technology is used in only a limited way to support learning across the curriculum.

HUMANITIES

- 66 In humanities, work was only sampled in **geography** and **history** as no lessons were seen in either subject. It is not possible therefore to make an overall judgement about provision, standards or achievement in these subjects.
- 67 In Year 2 pupils were sometimes confused about what history or geography is, although they were able to remember work on treasure maps where they had to follow clues around school. They enjoyed this activity. They spoke accurately about life in Victorian times, but were not able to use this knowledge to talk about differences between life in the past and the present. By Year 6, pupils' understanding is constrained in both history and geography by the lack of skills of interpretation and they are unable to draw effective parallels between Britain and other places, or their own town and towns and villages elsewhere. They have a lack of understanding of elements of time and place, and during discussion were unsure of how long ago Queen Victoria died; "I think it was just before we were born." Although there were many aspects of the programme of study for geography for which pupils have no recollection, they were able to speak enthusiastically about their study of Kenya in Year 6. When discussing the life of people abroad their observations are detailed and accurate, but they have much less knowledge of how climate and landscape have affected the lives of these people.

- 68 Leadership and management of both subjects lack vision and drive. Pupils' books show limited evidence of pupils practising either their numeracy or ICT skills, and there are too few opportunities for pupils to record their ideas through independent writing. The new curriculum map is now beginning to ensure that the school's agreed programmes of work in history and geography are implemented satisfactorily across school.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Achievement by Year 6 is good and standards match those expected for their age
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development
- Pupils have good opportunities to relate learning to their own experiences
- There are too few opportunities provided for pupils to develop their literacy skills, particularly in Years 1 and 2
- Assessment systems need to be more rigorous in tracking pupils' progress.

Commentary

- 69 The standards attained by the pupils in Year 2 are below the expectation of the locally agreed syllabus but achievement is satisfactory. By Year 6, pupils are working at the standard expected and their achievement is good. The evidence available shows that an appropriate range of topics have been covered and visits out of school such as to Coventry Cathedral and the local church and the regular visits from the local vicar satisfactorily enhance curricular provision.
- 70 Year 6 pupils speak enthusiastically about their work and, because of good teaching they show a sound understanding of all the topics covered. They recount in detail the different customs and festivals within the major religious faiths, highlighting the importance of special places of worship and the significance of artefacts. Pupils' work is recorded in a variety of ways using their literacy skills appropriately. They enjoy class discussions and the opportunity to carry out research using non-fiction books, although information and communication technology is not used well enough in this aspect of their work.
- 71 Discussions with Year 2 pupils, however, show that they have difficulty in remembering information and are confused when asked to recall what they have learned. There is little recording in their books to consolidate learning or to develop their literacy skills. However, throughout the school, good opportunities are provided for all pupils to relate learning to their personal experiences. For example, younger pupils reflect on what is important to them as they express their feelings about people special to them. This is developed well, through the story of the Good Samaritan, as pupils in Year 3 begin to understand the Christian viewpoint of being a good neighbour, and Year 6 pupils devise rules for living based on the Ten Commandments.
- 72 Assemblies effectively enhance pupils' spiritual awareness whilst celebrating their achievement in the range of different activities. This, together with the study of different religions contributes positively to pupils' personal, spiritual, moral, social and cultural development.
- 73 Leadership and management are satisfactory. The well-qualified, enthusiastic co-ordinator, although new to the role, has a clear action plan focusing on the need to develop information and communication technology to extend pupils' learning and to develop further their multi-

cultural awareness. She is beginning to check on the quality of teaching and learning but assessment and recording systems need to be more rigorous in tracking pupils' progress and informing teachers' planning. Written marking does not clearly identify what pupils have done well and what they need to do to improve their work. Resources to support the curriculum are good and are used well by the staff and pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 74 Only one lesson was seen in **art and design**, two in **music** and no lessons in **design and technology** and **physical education**. It is therefore not possible to make firm judgements about provision, standards of attainment or teaching and learning in these subjects.
- 75 Wall displays and the planning documentation indicate that the school provides a good curriculum for **art and design**. Much of the high quality of work on display has been produced through art and design clubs, but this provides a very good exemplar for all pupils and the work in class is beginning to reflect this high standard. Pupils are provided with a good range of opportunities to develop their creative skills, through mixing their own paints, adding texture to sculptures, and making choices about different materials for their work. 'Annie's Art Project', where pupils worked with a visiting artist demonstrates good links between science and art, with some beautiful paintings, based on the form and colour of natural objects. Through studying the work of well known artists, such as Clarice Cliff and Charles Rennie Mackintosh, pupils have produced some very good paintings based on their careful observations of line and form.
- 76 In **design and technology**, attractive displays show that pupils are developing good skills in the subject. The addition of key vocabulary for design and technology is a good feature of the displays. The pupils follow a well structured programme of work which ensures that learning progresses appropriately throughout the school. Design and technology provides good links with other areas of the curriculum, for example, pupils have made models of chairs to link very well with their work on Charles Rennie Mackintosh in art and design. The weighing of ingredients in food technology provides practical applications for pupils' learning within mathematics. The "Imagineering" club, which is run by two engineer volunteers, makes good links between design and technology and science.
- 77 In **physical education**, pupils follow a broad curriculum which is well planned and provides good experiences, especially in Years 5 and 6 where they have regular access to the local sports centre. Facilities are good and the headteacher and the subject manager make the most of opportunities for extra-curricular activities. The acquisition of gymnastics skills is still at an early stage of development, but new equipment is used well and pupils are developing appropriate skills in this aspect of the subject. The school is involved in interesting physical education projects with other local schools and these effectively extend the opportunities for pupils.
- 78 The **music** curriculum is well balanced and the school has purchased programmes of work which provide a sound basis to ensure progression throughout school. Pupils sing enthusiastically in assemblies and enjoy opportunities to perform songs they have written and those they have learned. A small number of pupils have recently begun to learn a musical instrument with a specialist teacher visiting the school each week, and others learn the recorder with a teacher from the school. The school choir and recorder group have regular opportunities to perform in school assemblies. A "morning of music" provides a good experience for pupils to work with other schools and to perform for a wider audience.
- 79 The leadership and management of art and design, music and physical education are good, and satisfactory in design and technology. It is clear that all these subject managers have a great commitment to development and have planned appropriate actions in order to make further improvements. They work hard to emphasise the value of creative and physical subjects. Their commitment, together with the head teacher's drive and enthusiasm, has

made these areas a priority and this is having a very positive effect on learning for all pupils. Programmes of work are in place for all subjects, but as yet, subject leaders have had little opportunity to monitor and evaluate their impact. Resources are good and subject managers ensure that they are well organised and maintained. The extra teaching spaces are used well to provide extra opportunities, as in physical education where the additional hall is used at lunch times for gymnastics clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 80 Only one lesson was seen in this area of the school's work and so no judgements are made on overall provision. The school sees pupils' personal development as an important part of its work in order to raise pupils' esteem and to prepare for future life. Evidence from the programme of work and teachers' planning shows that the school is in the process of introducing a good curriculum to support pupils in their personal development. It includes sex education and education of the dangers of drug misuse, and provides pupils with good information to help them make decisions about their own lives. Specific lessons, circle-time and focused assemblies are now regular features of the curriculum, and are used effectively. They are based largely on oral work; pupils are given good opportunities to listen, think, and speak as they explore a variety of issues relevant to their own lives. They consider how to develop ideas about themselves and the way they live their lives, and how to deal with difficult situations that might arise, such as keeping friends and consideration of other peoples' feelings. The school is currently training 'playground pals' who support pupils who have a problem or concern during break times and lunchtimes. Pupils take the role very seriously and enjoy the responsibility. Leadership and management are good with the co-ordinator having good ideas for school improvement, for example, joining the 'healthy schools' initiative.

PART D: MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	5
Overall standards achieved	6
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
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); judgement recording statement does not apply to this school (8).