

INSPECTION REPORT

KINGSTHORNE PRIMARY SCHOOL

Kingstanding

LEA area: Birmingham

Unique reference number: 103368

Headteacher: Mrs J M Ludlow

Lead inspector: Mrs H Evans

Dates of inspection: 10 – 12 January 2005

Inspection number: 267147

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	410
School address:	Cranbourne Road Kingstanding Birmingham West Midlands
Postcode:	B44 0BX
Telephone number:	0121 3733897
Fax number:	0121 382 9637
Appropriate authority:	Governing body
Name of chair of governors:	Mrs D O’Leary
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Kingsthorpe Primary School is larger than most other primary schools with 410 pupils. These include 43 children in the nursery 23 of whom attend part-time. Currently about 42 per cent of pupils are in receipt of free school meals and this is higher than most other schools. Evidence indicates that more pupils are actually entitled to free meals but do not claim their entitlement. The proportion of pupils with special educational needs is overall close to that usually found in many schools but the number rises to an above average level in classes towards the top end of the school because of inward mobility by pupils who have found learning difficult elsewhere. The percentage of pupils with a statement of special educational needs is above the national figures as there are six places for pupils with hearing impairment in an attached unit. There are many other pupils with barriers to learning that do not fall into the special educational need categories. The school provides for 3 pupils for whom English is not the mother tongue. At the present time these are all in the special unit for hearing impaired pupils as the unit caters for children who live in neighbourhoods some distance from the school. In the main school the proportion of pupils from ethnic groups is well below the national average. Mobility of pupils in and out of the school, other than at the normal time of admission, is above that most usually found in most schools nationally. Pupils who have had difficulties with school in other places often transfer to the school in Years 5 and 6. The socio-economic circumstances of the school are poorer than in most places elsewhere. There is a new headteacher who has been in post for just one term prior to the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21374	Mrs H Evans	Lead inspector	Information and communication technology English as an additional language
9146	Mr M Brennan	Lay inspector	
15236	Mrs M Thorpe	Team inspector	Mathematics Science Design and technology
30075	Mr M Duggan	Team inspector	English Physical education
30205	Mrs T Kenna	Team inspector	Art and design Music Foundation stage
32200	Mrs G Webb	Team inspector	Geography History Religious education
30559	Mrs J Taylor	Team inspector	Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	20
THE PROVISION FOR CHILDREN WITH HEARING IMPAIRMENT IN THE DESIGNATED NURSERY UNIT	22
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	24
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	41

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with a number of very good strengths. The school is led and managed well in challenging circumstances. Many pupils have difficulties with speaking and listening and with written communication skills and the school is working hard to address these difficulties. Test results show that the overall standards in English, mathematics and science are below average by the end of Year 6 but inspection evidence indicates that they are close to the expected levels in most lessons and are improving. Systems in place are helping standards in mathematics to rise at a pleasing rate. The quality of teaching is good overall and much is very good. As a result pupils achieve well. From their attainment on entry, which is well below average, especially in language and communication skills, some achieve very well. Pupils gain confidence within a very positive learning environment where the staff nurture their talents and every achievement is valued and celebrated. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in subjects across the curriculum; improving test results is a high priority for the school. The clear focus on mental mathematics across the school is increasing pupils' confidence and is now enabling standards to rise.
- Provision for children in the Foundation Stage is now very good; high priority is given to the development of language and social skills. The very well organised work is producing positive results that are just feeding through into the mainstream classes.
- The staff have created a successful partnership with parents.
- The leadership and management team, with the governors, are effective in identifying areas for improvement and in driving through the action plans designed to rectify weaknesses.
- The development of the role of subject leaders in monitoring classroom practice and managing ways of increasing efficiency is working very well in many subjects but is not yet complete; work to extend this is ongoing in all other subjects.
- The assessment system is very good; it is used to identify where pupils are doing well and where additional help needs to be targeted.
- The support staff works very effectively to help all pupils to be very fully involved with all aspects of school life.

Since the last inspection in 1999 the school has made good improvement. Action taken to resolve the key issues has been successful.

- There is better provision for planning and teaching the curriculum. As a result attainment and achievement especially in design and technology is much improved.
- Teachers now share a common strategy for lesson planning with clear learning objectives.
- Effective schemes of work linked to national guidance are now in place for all subjects.
- The school improvement plan is now founded on secure guidelines and financial planning and management are now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	E	E*	E	D

Mathematics	E	E	E	C
Science	E	E	E	D

*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 of all levels of attainment are achieving well in classes across the school.

From their well below average starting point on entry, pupils' achievement and levels of attainment, that were very low when compared with all schools nationally in 2004 are improving. Standards in English remain below the nationally expected level. In mathematics and science in most lessons, as a result of the careful match of work to prior attainment, pupils are now working at nationally expected levels for their age across the school. Children in the nursery and the reception classes achieve well. Most children are on course to attain the expected goals in their social and emotional, creative and physical development but many remain below the expected level in their development in language, mathematics and their knowledge and understanding of the world. The overall improvement represents more than three years development in two years. In the statutory tests in Year 2 in 2004 standards in reading, writing and mathematics were well below the national average but were above average compared with similar schools in reading and average in writing and mathematics. Currently standards in these subjects are improving in line with the national trend. This is the result of good teaching and the new initiatives started in the Foundation Stage that are now beginning to make a positive impact in the main school. Standards in science are at the expected levels in lessons but pupils' problems with communication in English remain a barrier to learning and depress the quality of their written work. Pupils with special educational needs, including those with hearing impairment, do well and achieve their individual targets. Standards in information and communication technology across the school match the expected levels. In religious education pupils' work meets the requirements of the local agreed syllabus. In all other subjects attainment levels are in line with national expectations and exceed the expected level in design and technology. Pupils' attainment in the performing arts and the physical and creative subjects are better than in the more academic subjects.

Pupils' personal qualities and their spiritual, moral, social and cultural development are good.

Pupils like school and respect the established values. Pupils have very positive attitudes to school and are eager to learn. Their behaviour is good. Pupils' understanding of spiritual, moral and social aspects of life is enriched by many opportunities to celebrate with talented visitors to the school, and through sporting and musical activities. The multicultural element of their cultural development is satisfactory. Pupils' attendance is greatly improved.

QUALITY OF EDUCATION

The quality of education including teaching, learning and curriculum provision is good overall.

A wide ranging and very effective set of procedures that enable pupils and parents to make the most of what the school offers, support pupils' academic and personal development. Links with many outside agencies enable the school to meet the needs of all pupils. The good curriculum that is well-planned and includes a number of very good features, offers an extensive range of interesting additional learning opportunities. Its effect is very positive because of the high commitment and the good teaching provided by the staff with many additional helpers. Lessons are interesting and pupils learn well gaining knowledge and understanding. Pupils use the skills learned in one subject to increase the pace of learning in others. They know what teachers expect of them and give of their best. Success is measured by checking the progress made towards agreed targets. Work to promote and develop communication skills is pivotal to improving standards in all subjects. In all classes emphasis on speaking clearly in sentences is being used effectively to develop skills and expertise in writing. Pupils' competence and confidence in mental mathematics is good and is proving to be instrumental in increasing their attainment levels through the support provided by good teaching.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all good. The new headteacher, who has been in post for just one term, is working very well with the deputy headteacher and members of the senior management team to drive forward the priorities listed in the school development plan. Subjects are being addressed with an air of urgency and subject leaders are accepting their new management roles with eagerness and growing confidence. The strategic planning provides for improvement across all phases within clear time scales. The governors are actively involved in supporting and monitoring the work of the school and meet all of their statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with how the school provides for the needs of individuals and families. They value the work of the school and many are actively involved in their children's learning. In conversations, at the meeting with parents and in the replies in the questionnaires, the majority of parents expressed a high level of satisfaction with the school. Pupils have very positive views of the good things that the school offers them. They are delighted with the range of activities and responsibilities made available to them through the sponsored 'Zoneparc' venture. The behaviour of pupils seen by team members during the inspection was good.

IMPROVEMENTS NEEDED

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

1. Raise overall standards further across the school, particularly in speaking and writing in English.
2. Extend the development of the role of subject leadership, including monitoring work of colleagues in the classroom that is proving to be so effective in some parts of the school to all other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils of all backgrounds and with a wide range of prior attainment achieve well. This includes those with special educational needs, hearing impairment, special gifts or talents and the one or two who speak a language other than English at home. At the present time overall attainment levels are below those expected for children in the nursery and reception classes. Pupils at the end of both Year 2 and Year 6 who are provided with good support in class, attain the expected levels in lessons although their difficulties in communicating through well presented written answers frequently depress their results in tests. This takes into account the fact that in many classes an above average number of pupils have one or more barriers to learning. These include poor communication skills and, until recently, erratic attendance. For a considerable number frequent changes at home and between schools. The strategies now in place that are showing good promise are helping attainment levels to rise but they have not yet worked through to the end of Year 6. Those pupils who have had all of their education at the school most frequently do very well. These pupils regularly attain at Level 5 the level above that expected for pupils of the same age nationally.

Main strengths and weaknesses

- The improving standards in mathematics across the school in the past year are worthy of praise.
- Children's attainment in speaking and listening and in communication skills and mathematics on entry to the nursery are well below the level normally found. This difficulty has been a major barrier to their progress towards expected attainment by the end of reception and across the school.
- Standards in English, especially in speaking and writing and science require more persistent work.
- The good gains now being made in achievement of those children now in the Foundation Stage are markers for gains in the future.
- Work to use pupils' skills in information and communication technology is starting to be used successfully in other subjects. This is a growing strength as the new facilities are fully used across the school.
- Standards in design and technology have risen from a low level to one above that expected nationally. Work in physical education and all of the practical and creative subjects is stronger than subjects that rely heavily on written English.
- The number of pupils who have considerable problems with spoken and written English, as well as the above average number with special educational needs in Year 6, suggests that the overall test results may well be depressed again this year.

Commentary

1. On entry to the nursery children's attainment is well below that expected for children of the same age. For some their attainment on entry is very low. As a result of a rich variety of practical experiences now provided children achieve well. By the time they start work in the national curriculum in Year 1 most have attained the intended learning goal in personal and emotional development and in their creative and physical development. Their experiences outside school are adversely affected by the limited facilities locally. Many parents are reluctant to take them to the park because of potential health hazards. Their knowledge and understanding of the world is greatly improved by the time they start Year 1. Attainment in

speaking and listening and in communication and in mathematics remains below the expected level and this difficulty is a major barrier to their progress towards expected attainment across the school.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.6 (15.3)	15.8 (15.7)
Writing	13.2 (13.9)	14.6 (14.6)
Mathematics	15.0 (14.9)	16.2 (16.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

2. Pupils' results in the statutory tests taken in Year 2 in 2004 were well below the national average in reading, writing and mathematics. When compared with results in similar schools they were above average in reading and average in writing and mathematics. The difference in respect of recent years is slight but changes in the structure of work in the Foundation Stage are bringing about indications of improvement. The trend is similar to the national pattern for improvement but standards remain below the expected level. In science standards as assessed by teachers were above the nationally expected level. During the inspection standards in most lessons met the expected levels despite there being pupils with special educational needs in every class. Children achieve well because of the carefully tailored support and because so much of their work is practically based. In written tests they are unlikely to do as well because there is no support from teachers and their lack of confidence in writing.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	24.0 (23.2)	26.9 (26.8)
Mathematics	25.4 (24.6)	27.0 (26.8)
Science	26.1 (26.7)	28.6 (28.6)

There were 60 pupils in the year group. Figures in brackets are for the previous year

3. In the tests in Year 6 in 2004 results were well below the national average in English, mathematics and science. This is partly explained by the above average incidence of special educational needs in those classes in 2004 and partially because the pattern of changing schools around the neighbourhood has disrupted the education of many pupils over their time since leaving Year 2. This issue is being resolved through a collaborative approach in the cluster of schools and the high mobility of pupils is being reduced. When the results are compared with schools with a similar percentage of pupils claiming their entitlement to free school meals pupils' attainment is below average in English and science and average in mathematics. Despite these disappointing results overall it is noteworthy that in English and mathematics 18 per cent of pupils attained Level 5, the level above that expected and in science 20 per cent attained this higher level. These pupils who spent all of their time in one school achieved well. Disruption to pupils' family life, often causing them to change schools several times has a negative impact on standards. Those pupils who spent all of their time at the school attained the expected levels and all of the higher attaining pupils came from this group.
4. The school has implemented the national strategies for improving the quality of learning in literacy and numeracy well. Consistent good quality teaching is improving pupils' skills in reading and mental mathematics to good effect. Pupils use their knowledge and understanding of number with growing confidence in oral and mental mathematics but they are often anxious

about writing their work down. Pupils have learned to manipulate numbers mentally using the rules of multiplication and division. Working in groups they are encouraged to try several methods to check their result. By the end of Year 6, the average and above average attaining pupils, select and use the most comfortable method for themselves to solve problems in geometry or in calculations and then explain their reasoning to the class. Pupils with special educational needs regularly look to the teaching and support staff for prompts and are becoming more confident to use their growing knowledge independently.

5. Emphasis on the development of carefully modelled speaking and listening skills from the earliest days in the nursery is raising children's confidence and improving the range and scope of pupils' vocabulary. In classes where this strategy was not in place when they were younger, the work is proving to be more difficult but teachers and pupils are working well together to bring about small steps towards consistent and regular improvement. Work in literacy and poetry is helping pupils to enjoy words and reading. Activities such as those at 'Story Wood' a local project are encouraging pupils to be more adventurous about celebrating what they can do rather than worrying about the parts of the subject they find difficult.
6. Standards in science have been greatly improved and in lessons are now close to the national average. Pupils in most classes show how they are learning to be scientists rather than simply demonstrating which scientific facts they have learned. This was seen to particularly good effect in a lesson in Year 1 when pupils investigated the water repelling properties of different fabrics. Pupils' growing independence and spirit of inquiry is well displayed in most lessons. The carefully marked completed work shows good coverage for all of the parts of the curriculum for science.
7. Work in information and communication technology (ICT) is stimulating and challenging, as a direct result of the greatly improved facilities. Since the last inspection, the increased skills of the teachers have enabled pupils to make good progress. Standards for pupils in all classes are now in line with the expected levels. Some of the small number of pupils who have computers at home have skills that are better than those regularly found in primary schools. These pupils are greatly appreciated in lessons where they sometimes act as tutors for their less confident friends. All of the pupils are confident when using computers for word-processing, to enhance work in English, history and geography. They are now beginning to use their skills to organise and review data in science and mathematics. Across the school pupils' use of the well-established skills that have been learned in ICT is making a very impressive contribution to their achievements and attainments in other subjects.
8. Pupils with special educational needs achieve well including those who are in the hearing impaired unit. Progress is measured against the targets set in pupils' individual education plans and is linked to the school's assessment procedures for all pupils. The specialist knowledge of the special educational needs co-ordinator has made a significant contribution to the quality and use of individual educational plans in all subjects. Targets are clearly stated and attainable; they are specific and appropriate for the needs of the pupils. There is a strong link between the targets specified in individual educational plans and lesson planning. Those pupils who receive specialist tuition in the nursery for children with hearing impairment have very specific targets and their work is very closely matched to their age and ability in the acquisition of communication, personal and social development skills. Individual education plans are reviewed regularly and parents are fully involved.
9. Evidence from completed and carefully marked work in pupils' books and observations of work in lessons indicates that standards of attainment in most other subjects are similar to those

in other schools. Attainment in practical subjects such as design and technology across the school and physical education in Years 1 and 2 exceed those that are expected. Pupils' joy and celebration in music and art and design is a very positive feature of the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Personal development, particularly pupils' moral and social development, is **good**. Spiritual and cultural development is **satisfactory**. Attendance is **satisfactory** and the procedures for improving attendance and punctuality are **good**.

Main strengths and weaknesses

- There are high expectations of behaviour.
- The way positive relationships are developed is very good.
- The opportunities for pupils to take on responsibility are effective and practical.
- The arrangements for monitoring and improving attendance are very good and are working well.
- The multi-cultural aspect of pupils' cultural development is least strong.

Commentary

10. The provision for pupils' personal social and emotional development in the nursery and the reception classes is very good. As a result children make very good gains and are very well settled and ready to learn when they leave the Foundation Stage and begin work in the National Curriculum in Year 1. Across the school pupils of all ages, boys and girls and with all levels of prior attainment or background show very positive attitudes to learning in lessons. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest and discipline and set challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well.
11. This is a school in which an emphasis on developing a strong moral code has resulted in good attitudes to work, play and learning. As a consequence, behaviour in lessons and the areas for play around the school is good. These outcomes result from the consistent way in which the behaviour policy is applied and the expectation that pupils will behave well. This is to the school's credit because there are a small number of pupils whose behaviour could cause disruption were it not managed so well. A common theme is the way teachers set clear expectations of behaviour at the beginning of lessons to which pupils respond well. In the majority of lessons observed behaviour was good or better and during assemblies the atmosphere is calm and ordered with pupils settling quickly and maintaining good concentration. Discussions with pupils confirm that there is very little poor behaviour and they are confident that when it occurs their teachers deal with it well.
12. A further benefit of the very good strategies for behaviour management is the way it encourages pupils to develop very good relationships with their peers. There were many lessons where pupils worked co-operatively. They show great respect for one another. Teachers are also sensitive to pupils needs and relate well to them. For example, in a history lesson in Year 1, the good use of questioning enabled the more shy and reticent children to answer clearly. In a mathematics lesson in Year 3 the teacher's empathy with pupils encouraged them to respond well by answering difficult and challenging questions without fear of being wrong.

13. Within a school environment that promotes high self-esteem, it is not surprising that it should also provide good opportunities for pupils' personal development. The School Council, the Zoneparc play initiative and the Buddy System provide a very good opportunities for pupils' to develop their initiative and take on monitoring responsibilities. They enable older pupils to manage their own environment and are good examples of how the school achieves this. The mature way in which pupils talked about their roles as Councillors and Zoneparc Players provide strong evidence that the approach is working very well.
14. The attitudes, values and personal qualities of pupils with special educational needs are developed very well. There are many opportunities for social and personal development, for example some pupils in the mainstream nursery and those in the nursery for children with hearing impairment have the chance to share their afternoon break and snack and learn to take turns and say please and thank you. They also take part in joint lessons for physical education. All pupils with special educational needs have a very good attitude to learning. They behave very well both in the classroom and in the playground. Those with emotional and behavioural difficulties usually respond positively to their individual behaviour plans because they receive very good support and are aware of the high standards expected of them.
15. The outcomes of the provision for pupils' spiritual moral, social and cultural development are good. Pupils have good opportunities to learn about the visual and creative arts and music through the curriculum and additional projects in the community. Lessons are organised so as to encourage pupils to reflect on their lives and experiences. Time is taken to make the most of spontaneous opportunities to add interest to the school day. Very positive links have been formed with other schools in the local cluster and opportunities to celebrate festivals from other cultures such as Diwali from Hinduism and Eid from Islam are becoming important in school life. These and other examples are displayed in several places around the school.

Attendance in the latest complete reporting year was 94.5%

Since the last inspection when attendance rate was 92.3%, the school has implemented a range of good strategies to increase pupils' regular attendance. These include vigilant monitoring and follow up procedures, better liaison between school and home and a range of good incentives to raise awareness and encourage better attendance. The impact can be seen in a steady rise in attendance to the current level. There remains a small core of pupils whose attendance continues to cause concern and the staff are pursuing a number of good strategies to address this.

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.4
National data	5.1	National data	0.4

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

Exclusions

The number of exclusions has fallen to a very low level as a direct result of the very good pastoral care and behavioural management systems now in place.

Ethnic background of pupils

Categories used in the Annual School Census

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
----------------------	-----------------------------------	--------------------------------

White – British	307	1	0
White – Irish	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	1	0	0
Any other ethnic group	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is good. The quality of teaching, learning and the increasingly good curricular provision are good. There is a range of diverse and interesting learning opportunities that enrich the curriculum. The school is successfully meeting the diverse needs of pupils from different backgrounds and with a wide variety of needs and talents.

Teaching and learning

The quality of teaching and learning are predominantly good, much is very good and some is excellent. The quality and use made of the detailed assessment strategies are very good.

Main strengths and weaknesses

- Precise and consistent modelling of good spoken English by teachers is very effective in most lessons.
- Well-informed teaching assistants make a positive contribution to pupils' learning; they provide effective support for pupils with special educational needs as well as encouraging groups of pupils capable of higher attainment.
- Teachers are increasingly using skills learned in information and communication technology to extend learning in other subjects although there is scope for more such work to be included in many classes.
- The use of information gathered through the very good assessment procedures is very good and is very effective when setting targets and tracking the progress of groups and individuals in pupils' academic and personal development.
- Links between subjects are helping pupils to realise that information learned in one lesson enables them to learn more easily in another.

Commentary

16. During the inspection in all of the lessons seen the quality of teaching and learning was at least satisfactory. Evidence from the scrutiny of pupils' work in books and that displayed around the school indicates that work generally is close to the expected level and of a similar standard to

that seen during the inspection. Teaching is better than at the time of the last inspection because teachers have shared training and have improved the consistency of their planning and now work to clear learning objectives that they share with pupils. Teachers and teaching assistants have a secure understanding of what they expect of pupils and as a result pupils know what they are expected to do and achieve. Work to improve pupils' confidence and skills in listening carefully and in speaking in well-organised sentences is consistent across the school. This is proving to be an essential and successful process to help pupils to improve the quality of their writing.

17. The quality of teaching and learning in the nursery and the reception classes are good. Teachers have high expectations and children respond very positively to the challenges presented. The structure of the Foundation Stage has been changed significantly in the past two years and the benefits are now being seen in the classes working in the National Curriculum. Children's speech patterns and communication skills are well below those expected nationally for children of the same age and in many instances these difficulties impede their learning. Teachers and support staff devise and maintain many stimulating experiences to help children to work to improve their communication skills.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (6.8%)	17 (38.6%)	19 (43.2%)	5 (11.4%)	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.

18. The overall quality of teaching and learning in Years 1 and 2 and again in Years 3 to 6 is good and in classes across the school a high percentage is very good. As they gain in maturity pupils are encouraged to take more responsibility for organising their own work. They are increasingly involved in setting challenging targets for themselves when planning future work and in managing their behaviour. There is a well-understood and consistent pattern of classroom management. This ensures that there is a good atmosphere for successful learning. Pupils' behaviour in class is calm and settled. A great improvement since the time of the previous inspection is the way that teachers plan lessons within a consistent but flexible framework. Teachers share intended learning objectives with pupils and then discuss with them the progress made towards achieving the objectives at the end of each lesson. Detailed analysis of pupils' needs informs teachers' planning and work is tailored to meet the specific need of pupils and groups.
19. Another pleasing improvement is the way that teaching assistants are now fully involved in work with pupils of all levels of prior attainment. They often support pupils with special educational needs, including those with hearing impairment. Regular work with higher attaining groups involves them very effectively with planning challenges to raise attainment levels for all. This includes talking to pupils in clear well constructed sentences as part of the determined effort to improve pupils' communication skills and in turn to extend the quality and range of pupils' written work within the literacy programme.
20. Teachers plan to ensure effective links between subjects so that skills learned in one lesson can be used to speed up work in another subject. This helps pupils to realise why they need to learn some things and how things learned in school are useful in their everyday lives. Much of the work in lessons is based on practical experiences. Pupils know they can do things themselves and later they can use language and new vocabulary to describe what they have found out through investigation. This was seen to good effect in a science lesson in a Year 1 class when testing fabrics to make an umbrella, the work enabled pupils to use vocabulary such as absorbent or repelling when explaining the outcomes of their investigation.
21. Shared work across a cluster of schools has been very effective in enabling teachers to implement new strategies and monitor the effectiveness of different ways of working until they have achieved the present good level. The strong leadership in mathematics has raised the profile of the subject throughout the school and the quality of teaching has been promoted by the strong impact of the subject leader. The successful strategies to enhance subject leadership and promote even stronger teaching are now being developed in English and science and, with the emphasis now focussed on speaking and writing, standards are beginning to improve. Teaching in all lessons is almost always at least good and the established pattern of lessons is bringing about success for most pupils.
22. Teaching of pupils with special educational needs is good. Teachers incorporate the targets set in individual education plans into all lessons. Pupils with learning difficulties have additional support so they are fully included in all classroom activities. Teachers ensure pupils of all

ability levels are constantly and appropriately challenged so that they are working to the very best of their ability. Teaching assistants make very good contributions to pupils' learning. Assessment and tracking procedures of pupils identified as having difficulties in learning are very good and are used very well.

23. The school's assessment, monitoring and tracking systems and their use are very good. This is a great improvement since the previous inspection. The process is well established and has provided a good source of information from which to plan improvement. All teachers follow the agreed marking policy meticulously as an important strand of the shared assessment procedures. The staff make very good use of the information gathered. The systems in place enable teachers to analyse the strengths and weaknesses in standards and provision and information is used to set relevant targets for improvement. Across the school, planned work is well matched to the attainment and achievement of pupils. Pupils share in the process of setting personal targets. They share these with their parents each half term. In some classes pupils publish their targets for all to see. They then mark their progress against them very clearly. Others are more private but are non-the-less reviewed and discussed regularly.

The curriculum

The planning and content of the curriculum are **good** overall with some very good features. Opportunities to enrich the curriculum and enhance learning are **very good**. The quality of the accommodation is **satisfactory** although the governors are seeking ways to improve it. Resources for teaching and learning are **good**.

Main strengths and weaknesses

- The range and quality of learning opportunities in the nursery and reception classes are very good.
- The emphasis on good patterns of speech to improve all communication skills including writing is pivotal to the success of the work of the school.
- Boys and girls and pupils of all attainment and background are fully involved in all of the school's activities.
- Provision for pupils' personal, social and health education is very good.
- The school provides a very good extensive range of extra-curricular activities.
- Resources are good overall.
- There is very good provision for pupils with special educational needs including those with hearing impairment in classes and in the special unit.
- Governors have listed the very small library and the need for a bigger staff room as priorities to be addressed as soon as funds allow.

Commentary

24. The curriculum is broad, balanced and relevant to pupils' needs. It is planned well for continuity and progression between classes and throughout all subjects. The policies and schemes of work are detailed. Some are under review as part of an ongoing process and many incorporate good opportunities for cross-curricular links. This is a significant improvement since the last inspection when some subjects did not have structured schemes of work. The provision goes beyond statutory requirements through the rich range of extra-curricular opportunities that are provided. These extra elements add depth and quality to pupils' learning experiences. There is a wealth of well-planned activities, which emphasise skills as well as knowledge. These activities support many subjects and are linked to visits and projects, which take place at regular intervals. For example there are visits to the Royal Shakespeare Company, to the Birmingham Conservatoire and extended projects such as 'Spirit of the Woods' where

pupils share opportunities to develop art and music alongside pupils from other schools. Statutory requirements for the National Curriculum and Code of Practice for pupils with special educational needs are fully met. Religious education complies fully with the local education authority's Agreed Syllabus.

25. The inclusive policy operated by the school ensures that all pupils have equal access to all areas of the curriculum including extra-curricular activities. Many examples of good practice, which include the integration of hearing impaired children during lessons and at play were observed during the inspection. This work was exemplified very well at dinner and play times during organised games within the 'Zoneparc' activities, a sponsored provision for robust and reflective games where pupils play constructively together in the playground. The curriculum is designed effectively to consider new initiatives, for instance 'Excellence and Enjoyment', a Department for Education and Skills strategy.
26. The Foundation Stage curriculum adds depth and quality to learning experiences with a wide range of well-planned activities, which emphasise attention to skills, knowledge and understanding. This is linked directly to the very good overall management and teamwork in this department.
27. The provision for personal, social and health education is very good. It includes the use of medicines and promotion of healthy eating and exercise. The sex and drugs education programmes are well organised. Besides the teachers professionals from outside agencies including the school nurse, police officers and members of the education action zone are used to good effect. This work often takes place during science lessons but there are other occasions when special times are created or specific projects are organised that incorporate video presentations. Parental permission is sought prior to presentations.
28. There is very good enrichment for the curriculum that is well planned by the staff with the support of the governing body. Provision for extra-curricular activities is very good. Clubs include football, cycling proficiency, art, craft, dancing, skipping, computer, gardening and strategy games. These clubs, which are well attended, contribute significantly to pupils' pleasure both in sport and the performing arts. The school values educational outings highly and pupils have access to a range of visits and fieldwork, including residential courses for all pupils in the Years 3 to 6 age range. In addition, interesting visitors such as actors, historians, games coaches and musicians add another worthwhile dimension to the pupils' education. These extensive programmes increase the pupils' enthusiasm for learning.
29. Very good links between the local playgroups and receiving secondary schools ensure that transition between the phases is smooth. The opportunity for parents' involvement in their child's/children's education is on-going through morning settling-in periods, the home/school reading programme and homework research.
30. A good combination of experience and expertise in the teaching and teaching assistant staff ensures that all aspects of the curriculum are taught effectively. Accommodation is satisfactory overall. Issues relating to the toilet facilities in the nursery in the previous report have been addressed successfully. Plans to improve library and staff facilities and acoustics in the hall are in hand with work to take place as soon as funding is available. Overall resources are good, especially in mathematics, science and information and communication technology, and are used well in lessons.

Care, guidance and support

The school cares **very well** for its pupils, with pastoral and child protection arrangements being particularly good. The procedures for giving advice based on monitoring and assessment are **very good**. The way in which the school seeks and acts upon pupils' views is **very good**.

Main strengths and weaknesses

- Induction procedures to welcome new children to the nursery are very good.
- The arrangements for monitoring pupils' personal and academic development are very good.
- The Child Protection arrangements are very well established.
- There are a number of good opportunities for pupils to have a say in the running of their school.

Commentary

31. The procedures for child protection and health and safety are comprehensive and are very effective. Monitoring of health and safety is thorough and is regularly overseen by governors. First aid procedures are organised well and parents are informed promptly if any mishap occurs during the school day. Procedures for monitoring pupils' academic progress are thorough and are monitored very well by the senior management team and members of the governing body.
32. The care of children and procedures to ensure their welfare in the nursery and the reception classes is excellent. Induction arrangements to the nursery are thorough and are very well organised. Staff from the school visit children in their homes and children are invited to attend for a number of sessions, with their parents, before they start school. This early introduction helps children to make new friends and to get to know members of staff. Parents also receive clear and very detailed easy to read information about the school and what and how their children will learn. This all helps to ensure that children new to the class and their parents are well informed about the life of the school.
33. A common theme in conversations with parents and pupils is that Kingsthorpe Primary is a caring school with a family atmosphere where staff know pupils well. This does not happen by chance. Monitoring of personal development is very thorough and is built around the use of a clear and concise Pastoral Record sheet. At the start of each term the Deputy Head and the class teacher conduct a thorough review of each child's development. The resulting action plan provides clear guidance on each child's particular development needs. Sometimes these needs involve, confidence building, promoting independence or improving behaviour. These pointers for improvement and support are shared with pupils and their parents. The useful impact of this approach can be seen in the growing maturity of pupils as they progress through the school together with a reduction in the number of pupils who are at risk of being excluded. There are currently no exclusions and have been none since the start of the academic year, which is a marked improvement on previous years.
34. The socio-economic circumstances of the local area place the locality in the bottom group of housing estates in the country. This means that many of the families rely heavily on the school for help and support. For many pupils the school is the only constant in an ever-shifting world. Both the headteacher and her deputy are trained Child Protection Officers. As such they are fully aware of the procedures that need to be applied should any need arise and each can cover for the other in their absence. The clear policy is reviewed annually to ensure compliance. All staff, including lunchtime supervisors, share in regular training. The school encourages staff to maintain a close eye on pupils who might be at risk and to assist with any concerns, however

minor, to help children and their families. To complement these very good arrangements the school employs a home school liaison worker who works closely with outside agencies to monitor attendance and issues relating to care.

35. The school reaffirms its strong commitment to developing self-esteem by giving pupils the opportunity to have a say in how it is run. The School Council is well established. It provides a useful forum in which pupils are encouraged to express their views. These views are valued and a number have been implemented. Examples are the amendment to the rules governing the school uniform for girls and increased responsibility for pupils through the introduction of the 'Zoneparc' in the playground, sponsored by an international sports company. The zones, within which designated activities are permitted, have resulted in a much fairer use of the playground and an improvement in the standard of behaviour. It has also provided those children who were selected as 'Zoneparc Rangers', to assume responsibility for supervising lunchtime activities. Pupils reporting to the governing body about the initiative are very positive about how instances of wild behaviour and bullying have been reduced to a level close to zero.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- There is an open and welcoming approach to parents.
- Very good use is made of the talents of the local community to enhance curriculum provision.
- There are very close ties within the local cluster of schools for curriculum training and for tracking the mobility of pupils and families.
- The style and content of the annual reports to parents meet requirements but the reports are not very interesting.

Commentary

36. Parents bringing their children to the nursery often express anxieties and concerns about gaps in their own knowledge. To this end the school has organised an extensive range of workshops in childcare, first aid, money management, literacy and communication and basic mathematics all of which have been well received. In the Foundation Stage the regular 'stay and play' sessions each week give parents the opportunity to spend time supporting their children in class based activities. Through these valuable strategies the school is helping parents to learn and remember good ways of supporting and encouraging their own children's development.
37. The staff at the school work hard to create a successful partnership with parents. Discussions with parents during the inspection and at the pre inspection meeting confirmed that they consider staff to be very approachable and that communication is good. They also confirm that should they have any concerns the school listens and deals with them quickly and effectively. Weekly newsletters, termly curriculum sheets and day-to-day contact keep parents well informed about events and their children's progress. The school realises that it needs to break down the fear that many parents have of education through engaging them in its work.

38. To support a number of subjects the school makes good use of the local environment to broaden pupils' knowledge. In religious education there are visits to the local church to study the symbols of Christianity. Representatives from a number of local churches enhance spirituality by leading assemblies. Visits to the nearest local park enable pupils to study trees and flowers and provide practical examples for work in science. Work in history benefits from a close involvement with members of the local British Legion. There are also very good links with a local accountancy firm whose staff visit the school to support teaching in mathematics, and its practical application to ordering and managing money. A number of local companies are actively involved in sponsorship schemes including the new venture of the breakfast club. Links with many outside support agencies are very good.
39. The ten primary schools and one secondary school, which comprise the local cluster, enjoy a very good level of collaboration. A significant problem facing all of these schools is the high mobility of pupils. To counter this a structured liaison system has been implemented that ensures that transfers are not granted automatically until all avenues to resolve perceived problems have been explored. As a result, the number of transfers within the cluster has been reduced. This means that pupils' learning across all of Kingstanding is less disrupted. The group, called 'RAIK,' Raising achievement in Kingstanding, is pleased with the initial success and teachers are determined to help the pupils across the entire cluster of schools to do better in their academic studies.
40. Teachers have very good arrangements for sharing practice at regular curriculum forums, when marked work is moderated and benchmarking is undertaken. Shared training is organised by the cluster of schools to help teachers support one another and this also helps to spread the cost. The senior lunchtime supervisors have their own collective forum where shared issues are discussed. This initiative reflects the forward thinking and inclusive nature of the school. There are good arrangements for the transfer of pupils to secondary school. Teachers from receiving schools visit Kingsthorpe regularly so that they can begin to build positive relationships with the pupils in the Year 6 classes. Each year the secondary school hosts a joint sports day for the primary schools in the cluster. This is organised through the education action zone and is greatly valued by those who take part.
41. The annual reports to parents on pupils' progress are satisfactory. They meet statutory requirement and give an indication of what each child knows, understands and can do within all the subjects studied. Being computer generated they use formalised word banks. Although parents at the meeting stated that the written reports reflected their children well, they frequently read the same for different pupils. Except in Years 2 and 6 the reports rarely tell parents whether their children are working at the level expected for their age. Teachers talk to parents and explain what the targets for improvement are for each pupil but these targets are not always easy to track in the written report.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The school's commitment to inclusion, equality and concern for the needs of each child is very good.
- The headteacher, deputy headteacher and senior management team provide good leadership and management.

- The strength of the teamwork is a major factor in helping pupils to achieve.
- The leadership and management of the subject leaders for mathematics, the Foundation Stage, information and communication technology, physical education and design and technology are very good overall.
- The priorities identified are highly appropriate in the drive towards raising standards and improving achievement.
- The deputy headteacher has been extremely successful in developing and implementing policies and systems that have resulted in significant improvements in pupils' attitudes, behaviour and achievement.
- The financial management of the school is very good.

Commentary

42. The headteacher, deputy headteacher and senior staff provide good leadership and management overall. There is a shared commitment to raising standards and providing a good education for all pupils. They have worked diligently to implement the school's vision of providing an inclusive and wide-ranging curriculum. There has been good sustained improvement in the leadership and management of the school since the last inspection. The recently appointed headteacher, who has been in post since September 2004, has established a school development plan where priorities are highly relevant, clearly identified and well costed. These include consistent work towards higher standards in tested subjects, and continuing training for subject leaders so that the school can move forward at a more rapid rate across several fronts. It is not surprising that the top priority is to increase pupils' skills, competence and confidence in all parts of spoken and written communication in English.
43. The deputy headteacher has implemented a superb policy that guides teachers and teaching assistants in the promotion of good attitudes and behaviour. The promotion of this work has been very effective in the improvement of these aspects since the previous inspection. The collective energy and determination to improve the quality of education has ensured that although attainment on entry to the school is well below that found in most schools nationally, standards have risen in line with the national trend. The inspection evidence indicates that in many subjects standards are now improving at a faster rate as the result of the senior management teams commitment to enabling overall attainment across the school to rise to the expected levels. There is a strong focus on valuing each member of the school community and a continuous emphasis on enabling pupils to improve their achievements still further. The governors and parents rightly value what the staff provides for pupils.
44. The school is doing much to combat the barriers to learning that have such a negative impact on test results. Collaborative work across the community is having a positive effect on lowering the rate of mobility around the local schools. This means that the influx of pupils from other places who have special educational needs is being slowed but, because of the school's good reputation for caring, has not stopped. There are already clear indications that this scheme is benefiting pupils and is starting to improve the test results in many of the linked schools. Many families suffer from multiple causes of deprivation including poor dietary habits and large families. Younger children regularly need help from older brothers or sisters. This need of the youngest often detracts from the needs of the older pupils. It is intended that the free breakfast club, for which the school has full financial support for the next two years, will go some way to counteract this problem. The start of the breakfast club was delayed by the timing of the inspection as the room used by the team is to be refurbished and will be used as a library. This in turn will free up other space to be used for this exciting and well-funded project. Child protection issues regularly disrupt the education of pupils as they are taken into

care or move between custodial parents. That the school faces these challenges daily without complaint or making any excuse, supporting pupils so very well, is a reason why pupils achieve well and perform as well as they do. Facing so many issues some pupils achieve better than their parents believe possible.

45. The ethos of the school is good. The school is very successful in meeting its aims. The roles of the subject co-ordinators are being developed very effectively but some of this work is still incomplete. As one of the priorities of the new headteacher the concept of moving the co-ordinator role to that of subject leader is being addressed step-by-step as part of a long-term shared training programme. The climate of the school encourages an open discussion of effective classroom practice. Although there is a range in teachers' expertise, they are rising to the challenge of increased responsibility and accountability; for example, the leadership and management of mathematics are now very good with excellent features. The subject leader provides superb balance of guidance, encouragement and support at the same time as ensuring that assessment is rigorous and up to date. Her monitoring and supporting role is excellent. Other subject leaders including those for information and communication technology, design and technology and physical education are on track to drive their subjects forward. Other subjects are coming up-to-speed as set out in the action plan for staff development.
46. The provision for pupils with special educational needs is managed very well by the special needs co-ordinator. She has the vision and aspiration to establish a truly inclusive school. The management of the nursery unit for hearing impaired children is also very good. The school benefits from a well-trained and dedicated team of classroom assistants who provide very good support. The recommendations of the most recent Code of Practice are fully implemented and there is full compliance with the Disability Act of 2001. Pupils of both genders and differing backgrounds work and play together well. The staff have a commitment to total equality and have established a very harmonious environment for learning.
47. The wide-ranging measures for improving teaching, attainment and achievement have been successful since the last inspection. The rigorous support and involvement of teaching assistants contribute to the high quality shared provision. Those new to the profession are enabled to work alongside more experienced colleagues to develop their skills. This has resulted in the majority of lessons being of high quality or better and effective learning taking place in all phases of the school.
48. The school is governed well. The governing body is very supportive of the school and holds it accountable for the provision and standards. The committee structure is well established and the governing body fulfils its statutory duties. Governors have benefited from regular training and have a very clear awareness of their roles. Performance management is securely rooted in the governance and management of the school. While recognising the importance of improved academic standards and achievements, they place an equally strong emphasis on pupils' personal development. This strategy has been successful in recent years. Across the school there is an atmosphere of mutual respect, understanding and challenge.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,121,590
Total expenditure	1,162,700
Expenditure per pupil	2,717

Balances (£)	
Balance from previous year	43,638
Balance carried forward to the next	2,528

49. The administrative staff provides a welcoming first point of contact and members of the office staff are highly efficient. The day-to-day financial management of the school is very good. The recent audit of the school's financial systems endorsed the efficiency of this aspect of management. Financial resources are fully utilised to ensure that the school makes good progress towards the priorities identified in the school development plan. Specific grants, for example for special educational needs, are correctly spent. All expenditure is carefully tracked in line with the principles of best value and the budget is updated continuously to show the accurate state of the school's finances. Since the last inspection the finance committee pays meticulous attention to the effect of all spending on results. Money is not plentiful and the decision to let redecoration wait so that staffing levels might be maintained was a difficult one that is proving to be correct. The governing body shares the ambitious drive of the academic staff to pursue all possible routes to success.

THE PROVISION FOR CHILDREN WITH HEARING IMPAIRMENT IN THE DESIGNATED NURSERY UNIT

Provision for children with Hearing Impairment within the specialist nursery unit is **very good**.

Main strengths and weaknesses

- Staff have a very clear understanding of the needs of young children and how they learn.
- The teaching is very good and enables children to learn as well as they can.
- Assessment is rigorous and enables precise planning for learning experiences.
- The unit is well led and managed; the staff liaise well with the mainstream nursery.
- Whilst satisfactory the accommodation is in need of refurbishment.

Commentary

50. Very good teaching and learning enables all children to achieve as well as they can. Meticulous planning and close monitoring and evaluation of pupils' achievements ensures that each child is appropriately challenged so that their different needs are met. Each child is expected to reach standards that are similar to other pupils of the same age and ability levels. Detailed records are maintained. All adults have high expectations and the children respond positively by working hard and behaving well.
51. Leadership and management of the unit are very good. The unit is well organised and has adequate resources to meet their needs. The children receive very good support from a dedicated and experienced teaching team. There is close liaison between the teacher and support staff. They meet on a daily basis to monitor and evaluate the achievements of individual pupils and plan lessons for the following day to ensure particular needs are met. There is close, planned integration with the mainstream nursery which provides more opportunities to develop speaking, listening and social skills. Children and adults show respect for one another and this results in a calm learning environment, which enables all children to do well. Many return to schools in their own neighbourhood after their time in the unit. Others are integrated very successfully into the mainstream classes of the school.
52. The resources and accommodation are adequate to meet the curriculum requirements for children with hearing impairment in a nursery environment but the classroom would benefit from updating.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in all the goals they are expected to reach by the end of the reception year is **very good**. It provides children with a stimulating and effective start to school life.

Children start in the nursery after their third birthday. Most enter the nursery with well below average skills in all areas of learning. Many achieve well and some achieve very well. Children transfer to one of two reception classes at the beginning of the school year in which they will become five. Their overall attainments in communication, language and literacy, mathematical development and knowledge and understanding of the world are well below what is usually expected of children of this age and levels of entry for some are very low. Although they are now months past their third birthday the development for many in speaking is not as well developed as that of an average two-year-old. This attainment is lower than that found at the time of the last inspection and reflects a decline in the overall attainments of children entering the school. Despite their good achievement, many are unlikely to attain the Early Learning Goals in all areas of learning by the end of the reception year. There has been good improvement in the provision in the Foundation Stage since the last inspection, particularly in the development of the full range of facilities to promote the Foundation Stage curriculum as well as the upgrading of the kitchen and toilet areas in the nursery.

The nursery and reception classes provide a stable and caring environment and the quality of teaching and learning is good. The children are encouraged to enjoy learning and to take part in a wide range of lively, practical activities, which support their progress effectively in all areas. Children with special education needs are very effectively supported and have full access to the curriculum. The main strengths in teaching are the knowledge and understanding that both teachers and support staff have of the ways in which young children learn, and their ability to plan for the many very small steps necessary in order to achieve this.

As soon as the children begin their schooling they are assessed against the nationally recommended targets. This results in detailed well-matched planning by both the teachers and classroom assistants with work specifically aimed at the needs of individual children. Further daily assessment ensures that planning is constantly adapted to meet the changing needs of all the children in all areas of their development. This ensures that an atmosphere is created where children are able to learn independently whilst being given reassurance and guidance that enables them to feel safe, secure, valued and individually well cared for.

The teachers in both the nursery and reception classes have very good links with parents. There are excellent procedures to help the parents, carers and children settle in school and so they become involved in their work. Both the nursery and reception classes have their own teaching areas that are well equipped and established. They share a well-equipped outside area, the use of which is carefully planned in order to ensure a clear progression of experiences across both classes. Given the well below average attainment of the majority of children on entry, this planning is rigorous in order to securely match the needs of the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Regular routines are quickly established.
- Very good classroom organisation develops social interaction.
- All staff show a consistent approach when supporting children.

Commentary

53. The quality of teaching is very good and results in very good learning by most children. All children make rapid and purposeful gains in this area of learning. Their achievement overall is very good. As a direct result of the many carefully planned learning opportunities being provided children's learning is rapid and most do very well. Children enter the nursery class with personal, social and emotional developments that are well below the levels expected. The teacher and classroom assistants place great emphasis on developing children's personal, social and emotional skills and in order to do this they design activities supporting all areas of learning. The classrooms have been carefully organised to enable children to select what they do from a planned range of activities and many work independently, alongside and some co-operatively using the available equipment, apparatus, computer, tools and materials. Children make choices sensibly and most work confidently in the various areas of the classroom. They concentrate for appropriate periods, at times sitting quietly or working as part of a group or the whole class. Most children choose to work alone or alongside others and have not as yet learned to share. Overall, most children are on course to attain the expected learning goals in this area of the curriculum before they join Year 1.
54. In both the nursery and the reception classes routines are well established and are helping these young children to work in various groups and to take turns and share. As a result children are growing in confidence and developing positive attitudes to their work. They understand classroom rules and routines and their behaviour is very good. For example, lining up for lunch is accomplished in a sensible and careful way.
55. In the reception class all of the required areas of development and the established strategies to promote them are further encouraged. Children are helped to become independent. There are clear routines for children to select and work in the different areas of the room or with particular pieces of equipment. Children understand and respond to these routines well. The approach taken to involve children in managing resources and equipment for themselves is good for promoting personal development and many are able to clear things away quickly and tidily when required.
56. The quality of teaching and learning is good. Staff consistently provide clear ideas of what is expected of the children including the difference between right and wrong. Patient, supportive teaching, where children are encouraged to work together and collaborate in their tasks, results in happy and confident children who make good gains in their lessons.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's communication skills are being developed well.
- Great emphasis is placed on developing children's listening skills.
- Writing is made relevant and interesting.

Commentary

57. The quality of teaching is very good and children 's learning is also very good especially as many children start from a very low level. Although they have achieved well and in some instances very well most children have not attained all of the expected learning goals by the time they leave the reception classes. In the nursery, the teacher gives children very good examples of how to use speaking and listening skills by listening carefully to what the children say, interacting with them as they work and at times joining in with their activities and play. This has a positive impact on the progress children make. Some children enjoy conversation and are beginning to take turns in speaking and listening, particularly with adults. However, a significant majority do not listen well either to other children or adults. Many are reluctant to and others have great difficulty in expressing themselves in order to be understood.
58. As a result of good teaching strategies in both the nursery and reception classes, children in the reception classes answer questions posed by their teacher and are eager to express their ideas in words. Some show confidence in speaking to adults and to other children, and many initiate conversations in their play. They enjoy listening to stories and sharing a book with an adult. Most children know some letter sounds and can draw the shapes of letters.
59. Children understand that writing is used to communicate and at times they enjoy working at the writing tables, making books and lists. In the nursery they have opportunities to write during their imaginative structured play sessions. Staff work with small groups of children giving them very individually focused help. In the reception class in one lesson observed, some children demonstrated the ability to use their knowledge of sounds to find and copy words around the room that began with 'b'.
60. Children are aware that books are a source of information and pleasure. They handle books with confidence. They enjoy the stories read to them and are eager to retell their favourite stories. Most recognise their own names and those of their friends and some are able to recognise a number of familiar words.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Every opportunity is taken to develop children's counting skills.
- Mathematical concepts are made relevant to children's experiences.

Commentary

61. The quality of teaching is good and the children's learning is good. From their attainment on entry, which is well below that usually found for three-year-olds they achieve well. Children are making good progress in developing their awareness and understanding of mathematics but many are unlikely to attain all of the expected learning goals during their time in the Foundation Stage. They enjoy counting. In the nursery, children are learning to recognise numbers and count correctly. In one favourite game they count groups of dogs and give each one a bed. In the reception classes most can count accurately to 10, and many can count beyond 10. The teachers make good use of number rhymes to reinforce children's counting. Children count while they sort objects as they play.

62. The teachers organise the classrooms effectively to enable them to meet the mathematical needs of all children. Planning ensures that children are provided with a balance of teaching and activities. Mathematical learning opportunities are planned into a range of activities that children choose for themselves.
63. Most children in the reception classes can recognise simple two-dimensional shapes. They know circle, square, triangle and rectangle. They relate addition to combining two groups of objects, and can use the appropriate language and symbols. They use relevant vocabulary when answering questions, such as those about '*more than*'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff plan a very good range of interesting activities that lay a strong emphasis on practical investigation. This makes learning relevant, interesting and exciting.
- Computers are used well.

Commentary

64. As a result of good teaching children's learning is good and they achieve well. Children are provided with a wealth of opportunities to learn about their world. Activities are interesting and are well planned with an emphasis on investigation. For example, nursery children were encouraged to describe and touch a mackerel as part of a topic about the sea. While as part of the same topic, reception children investigated how many items could be placed in a floating hull before it sank.
65. Children use the computers with confidence, using the mouse to identify and move items on the computer screen and point to illustrations. A variety of programs are used well to promote the children's understanding in this area of learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor facilities at the nursery are attractive and are used effectively.
- Children are taught well to handle resources safely.

Commentary

66. Teaching and learning are good and children achieve well in this area of the curriculum. By the end of the reception classes most children are on course to attain the expected learning goals. Staff use the outdoor area at the nursery well particularly to support children's physical development. Opportunities are planned for children in the nursery to experiment and experience a range of physical activities. Opportunities are planned for children in both the nursery and reception classes to experiment and experience a wide range of challenging physical activities. They manoeuvre wheeled vehicles around pathways in a controlled way and with an awareness of space. The essence of both the teaching assistants and teachers' good planning was the extent to which they allowed the children to take initiatives and manage the tasks for themselves.
67. In the nursery the children move around the classroom with growing confidence. They show an increasing awareness of space for themselves and for others. Many use small equipment with increasing control as they draw or write. However, many have difficulty in manipulating scissors, and several are still unsure which is their dominant hand. Many are able to manipulate construction materials. In the reception classes children are taught well to handle equipment with care, and most are aware of the need to do things safely. Children's skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A wide range of experiences and materials are used to stimulate children's imagination.
- The staff make good links between other areas of learning.

Commentary

68. Teaching and learning are very good and children achieve well in this area of learning and most are on course to attain the expected learning goal. In all classes children enjoy a good range of well-planned art and craft and role-play experiences to stimulate their imagination. They concentrate well on these, making pictures and models with a variety of materials and paint. They are beginning to relate well to each other and share in imaginative ideas to create stories and events. In the nursery they enjoyed taking their pets to the vet and describing their symptoms to her. All the children enjoy singing '*Once I caught a fish alive*' as part of their sea topic.
69. At times the children work with intense concentration on their tasks paying attention to small details. This was seen for example in the nursery as they painted patterns on their fish to put in the tank, and in the reception class as they made collages of the letter 'b'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The school is alert to the need to raise standards, especially speaking and writing in English.
- Higher-attaining pupils who have spent all of their time at the school achieve standards in all parts of the subject that are above the expected level.
- Writing for a significant number of pupils lacks clarity and development of ideas.

Commentary

70. Standards in Year 2 are close to national expectations in reading, but are below the expected level in writing, speaking and listening. This is better than in previous years when standards overall have been well below average. In comparison to their attainment at the end of the reception class most pupils have achieved well. This differs from the previous inspection where standards were judged to be close to the national average at the end of Year 2. By the end of Year 6 standards now are in line with national expectations for reading and the quality of pupils speaking and listening is improving although some still lack confidence in writing. For a number of pupils in lower attaining groups, about a quarter of the two classes levels of attainment remain below the expected level for speaking and listening and for writing. The main reason for the apparent decline is the higher than average number of pupils with special educational needs in classes at the top of the school where pupils from other schools have joined the class in the past year. There is no significant difference in the performance of boys and girls overall but in some years there has been a problem that the school has addressed with considerable success. During the past five years the results in the National Curriculum tests for Year 2 have fluctuated, being close to or below the national average. Results in the Year 6 tests show a similar pattern but have usually been below or well below. However, as a result of a recent subject audit a stronger focus on speaking, listening and sentence structure is beginning to have a positive impact. A pleasing feature is the high standard reached by higher-attaining pupils throughout the school.
71. Teaching is good and, except in one lesson, where the introduction was too lengthy and time for completing the planned activities was limited, pupils' learning is good. The overall good input of teachers and the time invested by teaching assistants contribute significantly to the progress that pupils make. This good and sometimes very good teaching, combined with the pupils' own good attitudes, ensures that their achievement, including those with special educational needs and the very small number for whom English is an additional language, is good.
72. The pupils start in Year 1 with skills in communication, language and literacy below expectations for their ages. In the present Year 1 classes the change in practice in the Foundation Stage are proving to be beneficial. Pupils now answer questions readily and converse with adults and one another with ease and confidence. They still make mistakes but are very secure that their teachers and their peers will value their efforts. Due to the hard work of teachers and support staff many become confident communicators by the end of Year 2. Higher-attainers demonstrate good listening skills when responding quickly to teachers' questions, as observed in a good lesson in Year 2 when pupils were discussing the events and characters in the text of 'The Three Billy Goats Gruff'. Average-attaining pupils explain their work satisfactorily, giving sensible reasons why 'oa' and 'oe' make a specific sound. However, a sizeable proportion of pupils' skills are not tuned so finely and, without the support of the teaching assistants, interest declines. Pupils are encouraged to read aloud in guided-reading

sessions, while others follow text and listen carefully. This is proving to be successful and the process is helping to boost pupils' confidence and raise their self-esteem.

73. In the Years 3 to 6 age group higher-attaining pupils express confidently their preferences or dislikes for characters or events in plays or books by authors such as Dickens, Shakespeare, Jacqueline Wilson or J K Rowling. Nearly all are attentive and eager to contribute to class discussion, as observed in a very good Year 6 lesson debating the best features of humorous poetry.
74. Reading is promoted strongly in the school. The link between home and school through reading diaries in most classes ensures that pupils' enthusiasm begins at an early age. For example, in Years 1 and 2 pupils eagerly discover the meaning of words relating to events or characters in texts such as 'The Sly Fox', 'Little Red Hen' or 'The Owl who was afraid of the Dark'. These meanings are reinforced further as they engage in role-play and act out events from traditional stories. This process was observed in lesson in Year 2 that was good and was particularly beneficial to lower-attaining pupils. Higher-attainers read fluently with accuracy, expression and recall events quickly. Whilst these pupils use the context to figure out unfamiliar words, a significant number in the class find this task more difficult.
75. In Year 6 most pupils read fluently using good expression that reflects meaning. For some however although their reading is technically correct there is a lack of enthusiasm except where a particular book grabs their interest. A pleasing feature is the enjoyment pupils derive from studying some of Shakespeare's plays or Dickens' books. This was exemplified well in a discussion with a group of pupils from Year 6 who spoke animatedly and excitedly about characters such as Macbeth, Bottom, Scrooge and Marley. Groups of lower attaining groups of pupils who have less well developed skills to support their reading and need constant support. These pupils perform at a lower level; their reading is less expressive and more hesitant. Their understanding of text is not always correct. For this reason they are heard to read individually more frequently so that staff and volunteer helpers can discuss the vocabulary and the meaning.
76. The strong focus on speaking and writing, which the school is promoting, is just beginning to have a measurable and positive impact. In classes for older pupils the quality of descriptive and creative writing is improving, and many pupils in Years 5 and 6 reflect a good depth of reading experience in their written work. By Year 6 a significant number uses exciting language to convey meaning and develop ideas. For example, lines written by Year 6 pupils studying personification and humour in poems such as 'Mountain' by Ian Serrallier and 'I went to the pictures tomorrow' included:

The lava, boiling, lashing and angry erupted from the volcano.'
And,
'I was doing literacy in maths.
In the shower I was having baths.
I ticked my work and got it wrong.
And saw a short man who was walking long.'

Following lessons on the use of adjectives pupils in Year 4 produce sentences, such as:

'A knight approached, wearing bright, shining armour and pierced the bear with his special magical sword. The beast screamed, shuddered and then fell dead on the floor.'

After just a few weeks however it is too early to fully evaluate the effectiveness of the recent setting of pupils in the Year 4 classes according to their prior attainment.

77. Presentation and handwriting are generally neat and by Year 6 many pupils write in an attractive, cursive style of which they are rightly proud. Spelling is below average in most classes but owing to recent intensive programming pupils learn to spell appropriate banks of words, and, by Year 6, it is satisfactory overall.
78. The subject is led and managed satisfactorily. The co-ordinator is well aware of the strengths and areas for development, which are currently being addressed through an action plan. She has the analysis of statutory and optional test results to identify weaknesses, set targets and track the progress of individuals and groups of pupils. This is helping the school to spot any emerging issues such as gender differences in classes long before this impacts on test results has it has in the past. The monitoring of teaching in the classroom and its impact on pupils' learning by the co-ordinator is a relatively new venture that is in the initial stages. The co-ordinator is determined to raise standards further in order to enable pupils to reach their individual best. A good start has been made with the introduction of a more rigorous tracking and assessment system and whole-school emphasis on all forms of writing.

Language and literacy across the curriculum

Pupils' confidence in speaking and listening is not as good as might be expected across the school. In subjects where there is less emphasis on written work pupils confidence in speaking to adults and to one another is much better. They much less nervous of selecting the wrong word or making mistakes and therefore they are ready to suggest ideas. Pupils in lower attaining groups in English make good attempts to read difficult texts in history because they are engaged in the subject and use clues in pictures and context to help with the text. Overall, language and literacy is being used satisfactorily throughout the school to promote learning through experiences. Examples include listening to and carrying out instructions in physical education, as observed in two very good Year 1 and Year 6 lessons. Specific technical vocabulary used well in geography and history lessons in relation to settlements and factual reports concerning Ancient Egypt and Roman Britain and Britain during World War II. During religious education lessons there are good opportunities to write up facts and offer opinions, while mathematical problem-solving engages pupils' reading, thinking and reasoning processes.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Leadership and management are very good with some excellent features.
- Teaching is very good overall with excellent teaching in Year 6.
- Pupils achieve well and have developed very positive attitudes to the subject.
- The assessment, monitoring and tracking of each pupil's achievements are exemplary and contribute to the high levels of achievement.
- The extremely high quality of investigative work and teaching of mental strategies contribute to improved standards.

- The exceptionally wide range of barriers to learning are overcome very successfully by the very good leadership, management and teaching.

Commentary

79. The overall standards in the present Year 6 classes are still below the national average although in the top set most are already working at the higher level, level 5. This group of pupils have achieved very well from their well below attainment on entry. Each year the school is enabling a higher percentage of pupils to exceeding national expectations. There is a greater number of higher attaining and gifted and talented pupils in the present Year 6 and Year 5 than in the previous three years. Average attaining pupils achieve well from their previous low levels and those who have spent all of their time in education in the same school are on course to attain the expected level by the end of this year. The lowest attaining group, most of whom have special educational needs is likely to prevent the desired breakthrough to an overall higher grade. These pupils still achieve well because the movement in and out of several schools and low personal expectations in the past have all hampered their progress. The setting arrangements, early identification of gifted and talented pupils as well as providing good support for those with barriers to learning are now making very good contributions towards improvement.
80. Significant improvements in leadership, management and teaching have contributed to improved achievement and challenge since the last inspection. Mathematics is a rapidly improving subject across the school. From low levels of attainment on entry to school, pupils achieve well due to a whole-school commitment to consistent mathematical challenges and high expectations. There are some excellent features that have been established in the analysis of marked work, monitoring and moderating work by groups of teachers and accepting the challenge of driving up standards. The monitoring of work in the classroom, supporting and encouraging colleagues is proving to be effective and offers good promise for the future.
81. Most pupils in Year 2 have a good understanding of place value applied to numbers over 100. Their mental mathematical skills are well developed and the majority estimate accurately and round numbers to the nearest 10. They understand the properties of many 2 and 3 dimensional shapes and use data to construct and interpret graphs. Although attainment is below average overall, average attaining pupils are working at the level expected and higher attaining pupils, about one fifth, exceed the expected level.
82. The improved levels of attainment of pupils in Year 6 are reflected in their understanding and application of numerical processes and very good mental skills. Most pupils have a good understanding of place value and apply their knowledge calculations and investigations. The higher attaining pupils have very good understanding of the equivalence of fractions, decimals and percentages. They use a wide variety of methods for solving mental and written calculations and have very good opportunities for using mathematics in other areas of the curriculum. Throughout the school, pupils of all attainment levels show tremendous enthusiasm for the subject. They are very well motivated and extremely well behaved; written work, including homework, is well presented overall.
83. Many aspects contribute to pupils' improved achievement and confidence in mathematics. The leadership, management and superb monitoring by the co-ordinator, ensure that there is a united approach and consistency in teaching methods and challenges. Her superb tracking and monitoring of all elements of the subject, persistent drive towards raising standards and commitment to improvement also contribute to improved achievement. Target setting is very

well founded on a wide range of information about each pupil's ability. She has successfully and rigorously introduced and developed the National Numeracy Strategy. There is a very strong ethos of mathematical challenge throughout the school.

84. The quality of teaching is very good overall, with excellent teaching in Year 6 and this shows a very high level of improvement since the previous inspection. All aspects of teaching are strengths. Teachers have very good subject knowledge and understanding, which are reflected in very clear explanations and the teaching of basic and advanced skills. Planning for all groups, including gifted and talented and those with special educational needs, is excellent and based on excellent tracking of pupils' attainments and patterns of achievement. Teachers have very high expectations of achievement, pace of work and presentation. Targets are shared with pupils and consequently they know how well they have achieved and the next stages for learning. The extremely high quality of support given by teaching assistants, including those who support those with special educational needs, contributes very well to pupils' levels of achievement.

Mathematics across the curriculum

85. Overall pupils' competence in mathematics in class matches that expected nationally. The results in statutory tests do not always reflect the work seen in lessons when teachers and teaching assistants provide good support for pupils. Pupils frequently use mathematics as an integral part of their work in other subjects. Pupils use graphs and charts when recording data in geography and science, measurements in design and technology and calculations involving larger numbers in geographical and historical studies. Indeed in science some pupils are more confident in mathematics because the work is linked to practical issues that they really know about and clearly understand. Work in science has encouraged pupils to develop their understanding of how best to display data and read information from bar charts or graphs. An awareness of time is very well developed in history. Pupils reflect on how people who, in their eyes, are now very old and were children at the time of the last world war felt when they left their homes to become evacuees. The attainment in design and technology draws heavily on pupils' increased confidence and competence in mathematics. The productive links with a local firm of accountants has increased pupils' awareness of the possibilities and benefits of mathematics as a career.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching, learning and achievement are good overall and are helping to overcome many barriers to learning.
- The emphasis on investigations is effective in developing pupils' interests and understanding.
- Assessment and monitoring of results are used well to guide planning.
- The subject is well led and managed.
- Work in science contributes very effectively to pupils' understanding of a healthy diet, lifestyle and many aspects of personal and social development.

Commentary

86. Standards overall in Years 2 and 6 are close to the expected levels in lessons where much of the work is practical and pupils' make very secure judgements from the results of their practical investigations. Good teaching enables all pupils to achieve well. Although the results of the statutory tests at the end of Year 6 in 2004 were below the national average overall, the pupils who are capable of attaining higher standards successfully reach their targets. Achievement has improved over the last few years because the school concentrates on pupils being scientists and conducting interesting experiments and investigations. This process, begun as soon as pupils join the school, is built on systematically in the majority of classes. Most pupils of all levels of prior attainment get a fair deal as work is matched very closely to their earlier experiences. The many pupils with barriers to learning achieve well because, besides having specially tailored work, they are very well supported by skilled teaching and well-informed teaching assistants. In most classes, pupils who are capable of working independently are provided with many opportunities to go beyond the level of work planned for most pupils in the class.
87. Teaching and learning are good overall. Very good relationships enable teachers and pupils to work well in calm and purposeful environments. Teachers make time for reflection and fun. Planned activities provide strong links between topics and other subjects that make knowledge secure. Resources and pupils are managed well and, in lessons, the different approaches regularly make learning brisk and purposeful. Planning is very good in most classes but occasionally pupils who attained above average standards in the previous year were not sufficiently challenged.
88. A significant number of pupils in the Year 2 classes attain high standards in their knowledge and understanding of the value of a balanced diet. They recognise many characteristics of living things and classify them according to physical features and habitats. They classify a wide range of materials according to texture and use equipment carefully and describe and record their observations using accurate scientific language. Although attainment in Year 6 is below the national average, the higher attaining pupils are already working at standards above the national expectation. Those with special educational needs and other barriers to learning are very well supported and also achieve well. Pupils use accurate scientific vocabulary for some major organs of the human body and parts of plants. They identify ways in which different animals are suited to their environments. Pupils classify materials according to physical characteristics and their uses, construct electrical circuits and investigate a wide range of forces.
89. The leadership and management are good overall. The co-ordinator monitors planning and the outcomes of some lessons but has little time to work with colleagues. The identified priorities in the school development plan, which includes increased use of ICT for data logging, are highly appropriate in terms of enriching the curriculum and improving achievement. The curriculum is broad and balanced and enriched by a wide range of visits and activities in the school garden. Pupils use accurate scientific terminology and the recording of investigations and measurements enhances their literacy and mathematical development.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Strong leadership has had a very positive impact on improving the quality of provision.
- Pupils throughout the school achieve well and standards are now close to the expected levels.

- Teaching is good overall.
- The use of the subject to promote and extend learning in other subjects is beginning to be developed effectively across the curriculum.

Commentary

90. At the time of the last inspection, standards were close to the expected levels at the end of both Year 2 and Year 6. Work in this subject has been thorough and pupils' skills have improved as the quality of the available hardware and software has been extended. All of the teachers and support staff have undertaken training and the scheme of work ensures that all aspects of the curriculum are taught. This means that pupils' attainment by the end of both Years 2 and 6 is at least in line with expected levels and in Year 6 a small group of pupils are working above the expected level. From their below average starting points pupils achievement is good.
91. Pupils in Year 2 understand the various forms of communication such as CD- ROMs, tape recorders, text and photographs. They use the computer for word processing, using the mouse confidently, and are beginning to find their way around the keyboard and icons. They confidently log on, edit text, save their work and log off. By Year 6 many pupils are confident and competent users of computers. They know the usefulness of ICT in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. They use secure search engines to access websites on the Internet. Their skills in control technology are very well developed, as the school has good access to an interesting and up-to-date range of remote controlled programmable vehicles and a wide selection of relevant software.
92. Only a few formal lessons were observed but in those seen the teaching was good overall. The quality of teaching seen was best in Years 3 to 6. This has a positive effect on increasing pupils' skills and then in raising standards. Teachers have good subject knowledge and explain the purpose of planned work well. Lessons are planned thoroughly and the learning objectives are made very clear. Emphasis is placed on the development of relevant technical vocabulary and the skills learned in ICT are regularly used to support work in other subjects. Teachers achieve a good balance between formal instruction and the time allowed for pupils to get on with their independent work. This results in good learning. In lessons, the pace is brisk and all of the activities used are broken down into manageable steps. Skilful questioning fully involves pupils in their own learning and support is well targeted at those who need it most. Positive attitudes and good behaviour are important factors in pupils' achievement in lessons.
93. The leadership of the subject is good and strategies to raise attainment levels have been very well managed. The subject leader has undertaken a comprehensive whole-school audit to evaluate the best ways to use and extend the existing skill base. As a result, teachers have a very good understanding of what pupils do well and where more support is needed. There is an excellent support system in place to enable teachers to check exactly what is required at every step. Very good systems for assessment are used to chart pupils' work and progress and to enable teachers to provide relevant follow up work. The resources are good. The well-equipped computer suite is supported by a bank of laptops that are available for work to support other subjects. There is also a number of freestanding machines in all classrooms as well as a bank of laptop computers that enable groups to undertake work intended to support investigation and enquiry in other subjects. As in many schools these machines sometimes present problems. This means that teachers plan practical 'back-up' strategies that are readily available until technical help rectifies difficulties.

Information and communication technology across the curriculum

Pupils' ICT skills are average for their age. The use of ICT across the curriculum is not as complete as it might be but is being developed well. Where it is used to best effect it is purposeful and effective. Teachers' planning for other subjects regularly identifies opportunities for its use. In ICT lessons teachers and pupils often use work from other subjects as the means to develop computer skills. Their developing skills and confidence in mathematics are starting to help pupils to develop more advanced skills in the subject. Literacy skills are supported by the pupils' growing proficiency in word processing and by the use of programs to improve their dictionary skills which in turn aid their work in reading and spelling. Pupils use software programs and the Internet regularly for personal research in other subjects such as history, geography, and art and design. Data handling in science and mathematics using computer skills is another practical development.

HUMANITIES

Religious Education

Provision in religious education is **good**.

Main strengths and weakness

- The co-ordinator demonstrates good subject knowledge.
- There is a good range of good quality resources.
- The support and inclusion for pupils with special educational needs is good.

Commentary

94. Levels of attainment are in line with the recommendations of the locally agreed syllabus and pupils achieve well. The good achievement is in response to good teaching that challenges them to think about the world around them and their place in it. The good level of work seen during the inspection is enhanced by the pupils' ability to discuss facts and feelings. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development although this last section needs additional input. Planning includes a good range of activities, which promote tolerance and develop an awareness of each other's needs.
95. Pupils in Years 1 and 2 expressed their feelings clearly in their writing about Remembrance Day, for example, one pupil had written, "*we have Remembrance Day because people died to protect our land*" and another pupil said, "*the poppies show that their families missed them very much.*" In Years 3-6 pupils are developing their knowledge of the main world religions and they learn about the similarities and differences between them. Christianity has a high profile with celebrations of the main festivals shared with members of the local church. The pupils have a good knowledge of harvest and Easter.
96. Teaching and learning are good. Pupils' good attitudes and behaviour contribute to the positive learning environment. Resources and objects to support learning are used well to set the scene in lessons. Pupils play an active part and this is reflected in the display of Diwali with pupils dressed in Indian costumes taking part in the festival. Visits to local churches are used well to help pupils gain a better understanding of Christianity. Leadership and management of the subject are good. Assessment is simple and practical and is satisfactory overall.

97. Improvement since the last inspection is good. Satisfactory progress is now being made across the school. Teaching and resources are good as well as the standard of presentation of written work and that displayed around the school. By the end of Year 6 the pupils now experience work about Christianity, Hinduism, Islam and Judaism and have learned about the traditions of these different religions. The strengths, described in the last report, have been maintained.

GEOGRAPHY

Provision in geography is **good**.

Main strengths and weaknesses

- The support and guidance given to members of staff is good.
- Resources are good.
- The imaginative use of a range of activities leads to a high level of pupil interest.
- The basic assessment and recording systems follow national guidance but need to be extended.
- The monitoring role of the co-ordinator needs further development to include lesson observations and scrutiny of work as set out in the school action plan.

Commentary

98. Lesson observations were supported by discussion with pupils and teachers. Inspectors scrutinised and analysed completed work and that on display in classrooms and about the school. Pupils' attainment is in line with that expected by the end of Years 2 and 6 and they achieve well. Pupils are particularly interested in the work linking history and geography in the classes in Years 4 and 5.
99. Since the last inspection the school has reviewed provision for this subject. Key developments include the up dating of the policy and schemes of work and the introduction of an evaluation form to be used at the end of each topic. These improvements have had a positive impact on the provision for the subject across the school.
100. Pupils enjoy geography. During the inspection junior aged pupils talked enthusiastically, showing a good understanding of both physical and man-made features as well as having a good grasp of the cause and effects of pollution. Infant aged pupils talked about the trips to Kingstanding Park and Cannon Hill Park, describing the differences and talking about the features they found at both parks and whether they were natural or man-made.
101. The quality of both teaching and learning is good. The subject knowledge of both teacher and support assistants is good and that leads to interesting and stimulating lessons. The children with special educational needs are well supported; they achieve well and make good progress. In classrooms, teachers arrange displays to improve pupils' understanding. Pupils benefit from the imaginative use of resources with pupils taking a lively part in building up inter-active display, for example, the first stages of showing how settlements grew and developed. The leadership and management of the subject are good. The way that the subject is assessed is satisfactory and follows national guidance.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Pupils' achievements are good throughout the school. Pupils are interested and enthusiastic about the subject.
- The quality of teaching is good.
- Support for pupils with special educational needs is good.
- The monitoring role of the co-ordinator needs further development to include lesson observations and moderation of completed work.
- There are strong links to other subjects to consolidate skills and to enhance the learning that has been acquired in history lessons.

Commentary

102. Attainment at the end of both Year 2 and Year 6 is similar to that expected for pupils of those ages. Pupils make good progress in lessons. In Year 3 pupils use different types of evidence to find out about life in the past. Pupils in the Year 4 class showed good achievement when recounting at the beginning of the lesson their knowledge of different ways we know about what happened in the past. They also show good knowledge about people and events in times past. One child for example was able to describe how the Vikings heated their homes. There was a very good range of sources used for research including the effective use of the Internet. In Year 6, pupils were very knowledgeable about different kinds of air raid shelters that were used in World War II. The tasks were varied in their level of challenge for different pupils, backed by good resources and provided many opportunities for them to develop their speaking and listening skills. Pupils are developing their skills of deduction well by interpreting evidence from pictures. Pupils in a Year 1 were able to identify and discuss the difference between their lives and that of people from other periods of time, for example, at the end of the Second World War.
103. The work of older pupils both in lessons and in their written work reflected secure levels of attainment and good achievement. Their work on the Romans earlier in the year was researched very carefully and was well presented. Pupils showed a good level of knowledge about life in ancient times, understanding chronology and the reliability of primary and secondary sources of evidence from the past. Pupils with special educational needs are well supported in lessons. This enables them to take a full and active part making good progress and achieving well.
104. The quality of teaching is good. As a direct result pupils' learning is good. Teachers and support assistants have a secure knowledge. They offer good quality explanations and consistently check that pupils understand. Probing questions challenge pupils' thinking and compel them to seek out further information from books and through the Internet. The curriculum is enriched with a good range of visitors and visits to local history sites including Warwick Castle.
105. The leadership and management of the subject are satisfactory; the co-ordinator is new in post and is very enthusiastic. After just one term he shows a good understanding of the developments that are required in the coming year. Assessment is satisfactory; it is simple and straightforward and follows national guidance. Since the last inspection there has been good improvement. Key developments include the improvement of the policy and schemes of work

and the introduction of an evaluation form completed at the end of each topic. The information gathered through assessment is being used effectively to inform lesson planning. The strengths, shown in the last report, have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

One art lesson was seen during the inspection. There is therefore too little evidence to make overall judgements about provision. The carefully mounted work displayed around the school however, shows good use of colour, different materials and design techniques. Particularly good displays of observational sketches, and pattern explored through *Guy Fawkes* illustrations and *Rangoli* patterns reflecting work about Diwali. Collages of *Life in Britain* in the style of David Mach, and sketches in the style of Monet, clearly demonstrate an appreciation of different techniques.

The one lesson observed was satisfactory overall and good use was made of ICT as pupils used a paint program to draw animals into a farm scene in preparation for a class visit. They achieved this successfully. Good cross-curricular links are made with many subjects; one particularly successful one has been the link with the *Story Wood*. As part of a project, pupils in Year 5 constructed their *Spirit of the wood - Shape Shifter* using materials gathered from the woods. This almost life-size model is in pride of place in their classroom and has been used as a focus for dance, music making, painting and poetry. Since the last inspection, the scheme of work has been re-written; the teaching of skills and techniques is now clearly progressive. All indications are that standards of work have improved since the time of the last inspection.

Music

Insufficient opportunities for lesson observation mean that judgements cannot be made about overall standards, teaching and learning. However, analysis of documentation, discussion with the co-ordinator and the one lesson observed, show that the school delivers a satisfactory curriculum. In the one satisfactory music lesson observed, pupils in Year 1 were beginning to learn about the length of different sounds and handled the good range of percussion instruments well. During a performance of improvisation and drumming at the community lunch pupils from Year 5 demonstrated their delight in spontaneous music making. As a result of this exciting project pupils' attainment and achievement in this area of the curriculum was good. The quality of their personally manufactured instruments was very good.

Pupils are given the opportunity to learn to play a musical instrument. During assemblies pupils listen to music, and tunefully join in with songs and hymns. Since the last inspection a new scheme of work has been put in place following national guidelines, and the training and supporting of teachers is ongoing. The recent work that took place as part of the '*Story Wood Project*' also involved the pupils in making instruments and using them in improvised work. All pupils clearly demonstrated their good understanding of pulse and rhythm by using them very well in their performance.

DESIGN AND TECHNOLOGY

Provision in for design and technology is **very good**.

Main strengths and weaknesses

- The leadership and management by the co-ordinator are very good and ensure a consistency of approach and progression of skills across the school.
- The broad, balanced and enriching curriculum ensures a progression of key skills.
- Teaching and learning are good and contribute to high standards.
- Teachers ensure that pupils of different abilities achieve at the same high levels.

Commentary

106. Across the school standards overall are good and pupils' attainment exceeds that expected for pupils of the same age nationally. The majority of pupils are well placed to achieve standards above national expectations by the end of Years 2 and Years 6. Pupils throughout the school achieve well in all aspects of the subject as a result of a well-planned progression of skills and challenges. The quality of work seen in the lessons observed and the analysis of work are good and there are some very good features. The quality of completed work on display complements the work in lessons and indicates that all teachers work towards agreed high standards. Designs are linked to a purpose and practical ideas are carried through very well. The items are designed to meet specific needs and effectively support work in other subjects.
107. The objects made have to be functional and durable and are very carefully finished. During the processes of designing and making ideas are shared and evaluated. Those that prove to be unsuitable are modified until they are of an acceptable standard. The work on display shows very productive links with science, mathematics, literacy and art and design. The skilled subject leader ensures that pupils learn a progression of key skills and develop creative thinking as they progress through the school. This was in evidence in the displays of work and lessons where:
- Pupils in Year 3 designed healthy snacks and incorporated accurate scientific vocabulary such as protein, vitamins and calcium.
 - Pupils' designs and construction of machines with moving parts required precision in measurement and cutting.
 - The evaluation of finished products ensures that the final product matches the original design.
 - Tools are used carefully and effectively.
108. Pupils are keen to explain how they develop their earliest ideas through to completion and are proud of their achievements. Teachers offer advice and suggestions but it is pupils' research and ideas that lead the work to successful completion. The subject is taught well and this contributes to pupils' collaborative skills and their detailed understanding. Teachers and pupils make very effective use of the available resources and space.

PHYSICAL EDUCATION

The provision for physical education is **good**.

Main strengths and weaknesses

- In Year 2 pupils' skills handling large and small balls are good.
- Pupils of all levels of prior attainment achieve well.
- The quality of teaching and coaching is overall.
- The school makes effective use of the skills and contributions of outside coaches.
- Boys and girls enjoy physical education and attitudes are good.
- The importance of communication in team games understood well by end of Year 6. There are only limited opportunities in some lessons for pupils to demonstrate best practice.

Commentary

109. By the end of Year 6 standards are close to national expectations, which is similar to the previous inspection. During the inspection the focus in lessons was mainly on ball skills, adapted games, gymnastics and dance. By the end of Year 2 standards, especially in ball skills, are good. This is an improvement since the last inspection. All pupils, including those with special educational needs and the very small number for whom English is an additional language, make good progress. They also achieve well due to overall good and sometimes very good teaching and coaching, and their own eagerness to improve.
110. All lessons and coaching sessions commence and end with appropriate warm-up and cool-down sessions. As a result of good, sensible questioning by teachers pupils are beginning to understand the importance of these activities in relation to heartbeat, breathing and muscle relaxation. A pleasing aspect is the good level of ball skills acquired by the younger pupils. For example, during a very good Year 1 lesson involving passing, receiving and controlling, the skills were being improved continuously due to well-organised drills and high teacher expectation. In most lessons teachers use the most skilful pupils well to demonstrate best practice while accelerating learning. In a very good Year 6 lesson this was used effectively to improve pupils' passing, feinting and tackling skills during an adapted basket/netball game. During team games pupils are becoming more aware of the importance of pace and accuracy while passing a ball, marking opponents, using space and communication, illustrated well in this same lesson.
111. In dance and gymnastics pupils execute a wide range of balances, stretches and various movements to a satisfactory degree. They show increasing control and use speed and tension well to express feelings and moods as they get older, as observed in one dance lesson in Year 3. The more talented pupils add poise and elegance to these movements and phrases. In the best lessons skill levels are raised when pupils have opportunities to evaluate their own and other pupils' performances. Occasionally in some lessons the improvement of skills already acquired is limited due to infrequency of demonstrations to illustrate best practice. By the time they leave school more than 90% swim the expected 25 metres unaided.
112. Pupils enjoy physical education and adopt an enthusiastic and positive approach. This is enhanced by the overall good and often very good teaching, which is an improvement since the last inspection. Pupils benefit greatly from the regular, organised coaching sessions by members from local rugby and cricket clubs. The school places strong emphasis on physical development, healthy life-styles and positive attitudes. Among a wide range of extra-curricular activities are annual residential courses, which focus on outward-bound activities for all pupils in Years 3 to 6.
113. Overall the subject is led and managed well. Both of the subject co-ordinators are keen and knowledgeable. The subject co-ordinator who leads the work in years 3 to 6 is particularly enthusiastic about football and is generous with his time. The many other physical activity clubs on offer are led and supported well by a team of people, including teachers, teaching assistants and the site manager.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Few formal lessons were observed in this area of the school's work and it is not possible to give an overall judgement on provision. The one session observed and parts of collective worship indicate

that this aspect of the work of the school is regarded as important. Pupils' attitudes, achievements and self-worth are valued highly and are promoted very well. The good quality of teaching seen in the short session when pupils considered the impact of the Asian Tsunamis on the lives of people far away helped the pupils to consider world events sensibly. Good curricular enrichment, including visits to places of educational interest helps pupils to build a holistic picture of society and the world in which they live. Issues such as drug misuse and sex education are taught sensitively and thoroughly with the consent of parents and the support of professionals from outside agencies. The staff welcome visitors to the school whose knowledge contributes to pupils' understanding of how society works. Opportunities are organised for reflection and to give pupils opportunities for voicing their opinions and concerns. The headteacher and staff listen to pupils and respond to their opinions. Pupils are beginning to learn about how a fair society works. Through Zoneparc they are becoming confident as leaders and helpers working and playing harmoniously and supporting the least confident through play. They learn about planning a healthy diet as part of a healthy lifestyle, a topic that is covered well in the curriculum.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2
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).