

INSPECTION REPORT

NEWBURGH PRIMARY SCHOOL

Warwick

LEA area: Warwickshire

Unique reference number: 125561

Head teacher: Mr E P S May

Lead inspector: Mr D Marshall

Dates of inspection: 11th – 13th July 2005

Inspection number: 267385

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	146
School address:	Kipling Avenue Warwick Warwickshire
Postcode:	CV34 6LD
Telephone number:	01926 775453
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr F Pocock
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Newburgh Primary School is on the outskirts of Warwick. The school serves a wide area but the overwhelming majority of the pupils are drawn from the surrounding large estate. There are 146 pupils on roll at present but the roll fluctuates; there are six classes and eight teachers, some of whom are part-time. Pupils' level of attainment is below average on entry to the school. The number of pupils claiming free school meals is currently around the national average. The number of pupils with special educational needs is again around the national average. There are three pupils with statements of specific need, which is above the national average. There is a high level of pupil mobility.

Attendance is above the national average. There have been no exclusions. The percentage of pupils from ethnic background is low and below the national average. Currently there are no pupils with English as an additional language or at an early stage of language acquisition.

The school received an Achievement Award in 2003 and FA Charter Status in 2004. The school is involved with the University of the First Age, and an Independent State School Partnership to raise standards in writing for the older pupils. A new head teacher was appointed from Easter of this year after the school had been without a permanent head teacher for almost two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Science Physical education Information and communication technology Music Foundation Stage
14141	Ernest Marshall	Lay inspector	
18703	Christine Canniff	Team inspector	English Art and design Design and technology Religious education
20404	John Evans	Team inspector	Mathematics History Geography Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Newburgh Primary School is a sound school that is improving. Its caring ethos results in the effective personal development of all pupils. Pupils achieve satisfactorily overall, and have begun to make good progress recently, but standards in many subjects are too low by the end of Year 6. The school is now well led and managed satisfactorily. The school is now providing satisfactory value for money.

The school's main strengths and weaknesses are:

- All pupils are included, made welcome and achieve well in their personal development.
- Pupils achieve satisfactorily academically. However, in some subjects, such as mathematics, standards are not high enough due to the inconsistent use of assessment information.
- Good provision in the Foundation Stage means children make a good start to their education.
- The head teacher provides good leadership.
- The governors do not monitor the school's provision sufficiently to provide effective support.
- The school has good links with parents and very good links with the local community.

Since the school was inspected in 1999 the rate of improvement has been satisfactory. In the last term the new head teacher has created a much greater sense of teamwork and staff are now working hard to correct the weaknesses identified at the time of the last inspection with a good deal of success, but this improvement was delayed for too long. A school improvement plan to cover all major aspects of the school, with good priorities, is in place. All staff now have job descriptions and a clear understanding of their roles and responsibilities. Information provided for parents is good. Assessment procedures have improved overall. However, the use of the information gained is not yet being used effectively and there is significant improvement still to be made. Pupils' spiritual development has improved and is now 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	D	C	E	C
Mathematics	D	C	D	B
Science	C	C	D	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is satisfactory throughout the school. Children start in the reception class with below average skills in all areas of learning. Although children are well taught, standards remain below average overall, but particularly in their language development. However, standards are average in children's physical and personal development. Pupils work hard in Years 1 and 2 and achieve well, and standards are average in English, mathematics and science by the end of Year 2. In Years 3 to 6 the achievement of pupils varies a great deal. By the end of this Year 6 unconfirmed results in the national tests show pupils' standards to be average for their age in English and science but below average in mathematics. These findings do not reflect the grades in the table above for 2004, as pupils' achievements have improved in English but worsened in mathematics. The good standards in science have been maintained. By the time they leave, pupils achieve above expected standards in some aspects of information and communication technology (ICT). Pupils with special educational needs achieve satisfactorily.

Provision for pupils' spiritual, moral, social and cultural development is good. Pupils are enthusiastic, have positive attitudes and enjoy coming to school. Their behaviour is good and they form very good relationships, help each other well and enjoy each other's success. There are

limited, but improving, opportunities for pupils to appreciate their place in today's multi-cultural society. Pupils' attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Although most lessons observed during the inspection were good, **the quality of teaching and learning is satisfactory overall** because of significant variations across the school. In the Foundation Stage, the teaching is good and helps children to settle into school well so that they make good progress in their learning and develop good learning habits. In Years 1 and 2 the quality of teaching is never less than satisfactory, and is good where the management of behaviour and the encouragement to learn given to pupils are consistent. In Years 3 to 6, teaching is satisfactory overall. Teachers use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all. Teachers know their pupils well. Assessment information about what pupils know, understand and can do in English and science is detailed, but not always used well to make the work relevant to pupils' needs and to build on their previous learning. In other subjects assessment procedures are now being applied, but it is still too soon to judge their effectiveness. The teaching and support of pupils with special educational needs are sound. There are sufficient support staff, teachers and resources to meet their needs and the detail in pupils' individual education plans is satisfactory. Overall the school provides a satisfactory, well-balanced curriculum, with a good level of extra-curricular and additional activities. However, literacy and numeracy skills are not consistently used in other subjects. Partnerships with parents are good and very good with the local community. Parents are kept well informed of their children's progress. The school provides effective care for all of its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The new head teacher provides good leadership that promotes an ethos that supports and welcomes all pupils and has made the school popular in the community. He has already established a clear school improvement plan that enables the management to be satisfactory. The staff now work as a team who share a vision for future improvement. Their willingness to take on new responsibilities demonstrates a good level of commitment to enhancing achievement. This has been successful for pupils' personal development. However, there has not yet been time for other changes to have been effective in raising standards in their subjects. From a poor position that led to the school's deficit budget, governance is now satisfactory. Although the governors have begun to organise their work better, make a sound contribution to school improvement and ensure the school meets all statutory requirements, they still take few opportunities to monitor the school's performance or the outcomes of decisions they have made.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have an increasingly high regard for the school and feel a part of the school's current development. The pupils enjoy school and recognise that they are well supported.

IMPROVEMENTS NEEDED

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

1. Raise the level of pupils' achievement by –
 - a) Building on the recent improvements in the quality of and use of assessment and recording procedures to monitor pupils' attainment better in most subjects and to inform the planning of what pupils will be learning.
 - b) Setting targets for improvement for all pupils that are individual, precise and measurable.
2. Improve the monitoring role of the governing body so that governors understand the school's priorities better and act as a critical friend and challenge the work of the head and staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good in the Foundation Stage and satisfactory throughout the rest of the school. Standards are below average in mathematics, and average in English and science in Year 6.

Main strengths and weaknesses

- The good teaching and learning ensure that children in the Foundation Stage achieve well.
- Good provision means that progress in reading, writing, science and mathematics is good in Years 1 and 2.
- Achievement in English, mathematics and science in Years 3 to 6 varies a great deal. Most pupils progress satisfactorily but many could often do better.
- Standards in some aspects of ICT are above average by the time pupils leave the school.

Commentary

1. The provision for children in the reception year is good. Good teaching and curriculum planning give the school the capacity to continue its current effective standard of provision. All children make good progress from a below average starting point. Their attainment is average in physical development and personal development by the time they enter Year 1. Although they achieve well, they attain below average standards in the goals set for them in the other areas of learning. Reception children with special educational needs are identified quickly and made good progress in the lessons observed.

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

Standards in:	School results	National results
Reading	16.9 (15.9)	15.8 (15.7)
Writing	15.4 (13.6)	14.6 (14.6)
Mathematics	17.2 (16.0)	16.2 (16.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

2. Results of tests in English, mathematics and science taken by seven year olds in 2004 showed significant improvement on those achieved in 2003. Children enter the school with prior attainment generally below average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved over the past three years above the national trend of improvement. Compared to all schools, pupils' attainment in 2004 was above average in reading, writing and mathematics. The number of pupils reaching the higher levels in reading, writing and mathematics was also above average. Unconfirmed results for 2005 show that standards have been maintained at this good level.

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

Standards in:	School results	National results
English	25.3 (27.0)	26.9 (26.8)
Mathematics	26.1 (27.4)	27.0 (26.8)
Science	28.2 (28.7)	28.6 (28.6)

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

3. Compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2004 made good progress overall. Compared with national results, the numbers achieving expected levels for their age was well below average in English and below average in mathematics and in science. By comparison with similar schools in 2004 the relative progress made by pupils between the ages of seven and eleven – known as the value added measure – was above the national average. Pupils' work is improving in English and this year's test results are set to rise because many of the Year 6 pupils are currently working at average levels in English and science. However, there has been a fall in standards in mathematics.
4. Standards in English by the end of Year 2 are broadly average. Standards in reading are at the expected levels. Pupils' writing in Year 2 shows a satisfactory grasp of grammar, punctuation and spelling. However, use of their writing skills is only satisfactory, because pupils do not have enough opportunities to use their skills in other subjects or to write at length and this slows pupils' progress. The majority of pupils achieve the expected level in Year 2 but too few are achieving the higher levels. By the end of Year 6, pupils achieve standards that are broadly average. Standards are beginning to rise again following a fall in national test results in 2004. The improving standards in Year 6 are an outcome of the emphasis the school has placed on the development of pupils' writing skills and the good teaching in this year group. In addition there are now good procedures in place to address boys' underachievement that are beginning to have a positive impact. Standards in speaking and listening rise from below average on entry to the school to average by the time pupils leave. Most pupils speak clearly and with growing confidence. Standards overall are now higher at the end of Years 2 and 6 than those reported at the last inspection.
5. In mathematics, by the end of Year 2, a majority of pupils reaches the expected level. Progress has improved and overall, by the end of Year 2, pupils do well when compared with pupils in schools of similar type and show suitable knowledge of addition and subtraction and work out some simple problems. Most also understand shapes and measures at a suitable level, and know how to classify objects and show information in simple block graphs. Pupils' ability to apply mathematics, solve problems and choose which method to use when answering a mathematical question is less developed. The current cohort of Year 6 pupils made unsatisfactory progress from the point at which they entered Year 3. Attainment overall is below average and pupils do less well than those in similar schools. Standards have fallen over the last two years. Most pupils who exceeded the expected levels by the end of Year 2 continued to do well and went on to exceed the expected standard by the end of Year 6. However, many pupils of average and below average ability made poor progress and a significant proportion of these pupils failed to reach the targets set for them. The weaknesses in mathematics are to be found in a wide range of different aspects relating to number, shape, data handling and problem solving. This results from shortcomings in the school's procedures for assessment and planning.
6. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. Standards throughout the school are now average and there is a rising trend of improvement as pupils consolidate their skills well by the end of Year 6. Unconfirmed results of this year's national tests in Year 6 show an above average level of attainment when compared with pupils in similar schools.
7. Standards in the word-processing and modelling aspects of ICT are above those expected of pupils in Year 6. Throughout the school pupils make good progress and achieve well. The improved resources and scheme of work provide a clear learning structure that ensures the progression of skills.
8. The achievement of pupils with special educational needs is satisfactory. This reflects the sound quality of provision. Pupils' personal and social needs are met well and, as a result,

pupils progress well in these areas. Shortcomings in the school's developing assessment procedures mean that pupils' classroom learning is not always as accurately targeted as it should be and, as a result, pupils' progress in this aspect of their learning is no better than satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is above the national average for primary schools and is good. Punctuality is also good. Pupils' spiritual, moral, social and cultural development is good overall with strengths in their moral and social development.

Main strengths and weaknesses

- High expectations of behaviour and conduct have a positive effect on relationships and respect.
- Very good social and moral development leads to establishing very good relationships in school which help to ensure the school is a happy community.
- Very good attitudes and good behaviour in class contribute positively to learning and progress.
- Good attendance and punctuality show pupils' liking for school and their keenness to learn.
- Good personal development promotion by the school enables pupils to become more mature and independent.

Commentary

9. The school has given priority to raising standards of conduct and has ensured pupils are well aware of the expectations. Pupils have responded well and show good awareness of the difference between right and wrong and what will or will not be acceptable behaviour. They are expected to show respect for others and to work hard, and they do. Lessons are made interesting and so pupils concentrate and work co-operatively with others when asked. Pupils respond well, show an ability to work productively in pairs or groups and will take turns or share resources sensibly. They can concentrate on the given tasks and try to please. Pupils are happy to show their completed work and talk about it. The very good relationships can also be seen in the separate infants' and juniors' playground areas where pupils play well together and show respect for each other. There is no evidence of bullying or other harassment. When all pupils share the field area, the Year 6 pupils look after the younger ones well.
10. Pupils behave very well in class and can be trusted to work independently if required. Teachers set good examples of conduct and treat all pupils fairly and as individuals. In return, pupils show mutual respect for the adults in the classrooms and have confidence to ask for help if needed. The very good attitudes and behaviour shown enable staff to concentrate on teaching and spend little or no time on disciplinary matters. This helps pupils to make good progress.
11. Pupils enjoy coming to school. Attendance rates are above the national average for primary schools and still rising. There is no unauthorised absence recorded. Punctuality is good. Parents and carers are encouraged to ensure attendance remains high and the school is trying new ways to further improve the position.
12. Within the good overall provision for promoting pupils' personal development, the provision for their moral and social development is very good. Good spiritual development comes through music and art, both of which the pupils enjoy, and a programme of themed assemblies. Through history topics and a good range of relevant off-site visits and visiting speakers, pupils have gained a good awareness of their own culture. Their knowledge of other cultures and faiths together with the impact of living in a modern multi-cultural society is less well developed and is satisfactory.
13. Pupils are given additional tasks to enable them develop a sense of responsibility and awareness of the needs of others. Election to the school council is a good example of pupils

working as a team to improve the school for everyone. Pupils set up the equipment for assembly, keep the library clean and tidy, and carry out litter-picking around the school. Year 6 pupils look after children from the reception class and help them when changing their library books. Involvement in events for local and national charities gives them the opportunity to recognise the needs of the wider community and provides further encouragement for pupils to become more mature.

Attendance in the latest complete reporting year (%) 2003/04

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are sound throughout the school and so pupils achieve satisfactorily. The use of assessment information is unsatisfactory. There is good provision for pupils' support, care and guidance. The school has good links with other schools and very good links with the local community.

Teaching and learning

Teaching and learning are satisfactory throughout the school. Assessment is unsatisfactory overall.

Main strengths and weaknesses

- Teachers motivate and manage pupils well, promoting very good relationships and behaviour.
- Lesson planning is detailed and thorough, giving most lessons purpose and drive.
- Assessment procedures are detailed in English, mathematics and science, but the use of assessment information requires significant improvement.
- Teaching for pupils with special educational needs is good and this promotes good achievement.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	8	9	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.

14. Teaching observed on the inspection was good overall. However, one of the teachers observed was a very experienced supply teacher and not a member of the regular teaching staff. The impact of the very good teaching of the older pupils by the new head teacher is having a beneficial effect on how well all pupils are learning. The care and enthusiasm currently shown by teachers enable pupils to achieve well. All teachers and assistants have good knowledge of pupils and their families. This knowledge, however, is more commonly applied to pupils' personal development, and therefore is more effective in this area, than to their academic development.
15. The quality of teaching in the Foundation Stage reflects good subject knowledge and skilled management. The teacher and classroom assistants provide a broad, interesting curriculum

that engages children effectively. They draw on their knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are consistent and the attention to detail results in good progress overall and suitable challenge for all children, including the most able. Effective and well-organised classroom support helps to ensure that the least able children also progress satisfactorily and gain satisfaction from learning. As a result, all children are making sound progress.

16. The sound, and often good, teaching in Years 1 and 2 generally turns pupils' energy and enthusiasm to good account, to inspire progress in learning. Carefully targeted questioning and appreciation of the ideas they encounter motivate pupils and carry learning forward well. Teachers manage pupils well, insisting on and securing high standards of behaviour. In Years 3 to 6, teachers plan lessons carefully and make sure classroom assistants work effectively in all classes, valuably enhancing the quality of teaching and learning. However, the use of assessment information in some of these year groups is limited. Greater attention to individual pupils' needs as identified by the analysis of test results is required to make lessons more challenging to enhance learning. This better attention to individual needs would also provide the necessary improvement in the range of opportunities for pupils to use literacy, numeracy and ICT skills in other subjects, and make the work more practical and interesting so that pupils' high levels of interest and enthusiasm show in all subjects.
17. The teaching of pupils with special educational needs is satisfactory. Classroom assistants work effectively with individuals and groups of pupils, building pupils' personal confidence by means of encouragement, apt praise and recognition. They establish warm, constructive relationships characterised by trust and partnership in pursuing improvement. Weaknesses in the school's overall assessment procedures mean that the identification of and planning for pupils with special educational needs are not always as effective as they should be. This limits the precision of planning for some pupils with special educational needs and, consequently, their achievement.
18. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not, however, used consistently by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Most, but not all, teachers mark pupils' work carefully, giving each pupil clear advice on how to improve. These arrangements, when applied consistently, motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used satisfactorily to support pupils' progress throughout the school.

The curriculum

The quality of the curriculum is satisfactory. Opportunities for enrichment throughout the school are good. Accommodation and staffing are good, and resources are satisfactory.

Main strengths and weaknesses

- Curriculum planning does not relate fully to the needs of all pupils.
- The school makes good use of visits and visitors to widen and enrich pupils' learning experiences.
- Opportunities for pupils to take part in a varied programme of extra-curricular activities are good.
- Staffing and resources are well matched to the curriculum.

Commentary

19. The curriculum is broad and balanced and includes all the subjects of the National Curriculum and religious education. The recent introduction of a coherent programme of work for religious education and an effective programme for personal, social and health education ensures that the curriculum fully meets statutory requirements. The head teacher has clear priorities for improving the school's curriculum and has made a start by adapting it to ensure that there is sufficient time allocated to all subjects. However, curriculum planning does not fully reflect the key skills and knowledge that individuals and groups need to develop so that these key skills can be addressed systematically. This is because evaluation and assessment of pupils' learning are not precise enough. Teachers are beginning to take a more integrated approach to planning so that pupils use and develop their skills, such as literacy, in different subjects. However, the school has yet to take a more consistent approach so that the curriculum is covered in greater depth and pupils' learning given added interest and meaning.
20. The curriculum for pupils with special educational needs is satisfactory. Individual education plans provide satisfactory overall guidance in securing provision but reflect some of the weaknesses of the school's overall procedures for assessing, recording and planning. The targets set are sometimes too vague and general to guide provision effectively or to be checked accurately for effectiveness. The cycle of assessment linked to planning is generally unclear. This slows progress, though it is to some extent compensated for by the close personal attention that teachers and classroom assistants provide.
21. A wide-ranging programme of interesting visits and visitors gives good support to the curriculum. The school makes good use of outside expertise to enrich pupils' experiences and promote their personal development. These include visits to museums and places of historical and environmental interest, visits from theatre groups and musicians, and representatives of the community services, such as the police. These opportunities support the school's commitment to giving pupils experiences outside their normal daily lives in addition to enhancing pupils' learning. Pupils have good opportunities to work with local artists and these extend pupils' skills and provide new insights into different art forms and ways of working. Well-planned residential visits broaden pupils' experiences and provide very good opportunities for pupils to take part in a wide range of exciting and challenging outdoor activities. These visits make a significant contribution to pupils' spiritual, moral, social and cultural development.
22. The school offers pupils a good range of extra-curricular clubs that meet the interests and aptitudes of pupils of different ages, and further extend the skills they acquire in lessons. These include a school magazine club and gardening as well as good opportunities to take part in arts and sporting activities. The school takes part in events with other local schools, including competitive sports tournaments and musical performances. Pupils were very excited about their participation in the forthcoming Impact Arts Summer School.
23. The school building is spacious and there is ample space for pupils to carry out all activities of the curriculum appropriately. Colourful and informative displays throughout the school contribute to the pleasant learning environment. The new library is bright and cheerful and provides a stimulating learning environment, but due to the newness of this resource pupils have yet to become familiar with the library systems. There is a spacious field and very good opportunities for the pupils to practise a range of physical skills on the adventure climbing apparatus. The school is well staffed so that younger pupils work in classes, which contain a lower than average number of pupils. Teachers and teaching assistants work well together as a team. A dedicated team of support staff give pupils effective help and support by ensuring that all pupils have access to the curriculum.

Care, guidance and support

The school's procedures for safeguarding pupils' health safety and welfare are good. The support, advice and guidance provided are satisfactory. The school has good procedures for obtaining pupils' views and opinions and uses them effectively for school improvement.

Main strengths and weaknesses

- The systematic approach to health and safety issues ensures that pupils can work and play in a safe environment.
- Very good relationships between pupils and staff give pupils confidence to seek advice and guidance when needed.
- Well-planned induction into the reception class ensures pupils can settle in quickly and begin to make good progress.

Commentary

24. This is a caring school where every pupil matters and is treated fairly. Pupils identified as having special educational needs are given additional support by the school's own staff and by visiting specialists. This helps them to make progress and achieve well. The staff and governing body work together effectively to provide a good standard of safety and welfare. Inspection and reporting systems are well organised. Statutory testing of equipment is carried out and regular fire drills held and evaluated. Risk assessments are prepared for off and on-site activities. Pupils are well supervised throughout the school day and going home time is carefully controlled to ensure all younger pupils are met by a known parent or carer. Medicines are properly controlled and first aid arrangements are good. Safe practices are followed during lessons, especially where health and safety could be an issue, such as physical education, science and design and technology, and there are strict rules about safe access to the Internet. Statutory requirements in relation to child protection matters are met. Staff are aware of their roles and responsibilities.
25. The school has developed good trusting relationships between staff and pupils. This shows in the mutual respect seen in class and around the school and has given pupils the confidence to approach the staff for help and advice if they feel worried or concerned. Staff continually monitor pupils' academic progress and also observe their personal development characteristics as they progress through each year group. This accumulated knowledge enables the staff to give advice and support that is relevant to the pupils' needs and will enable them to make progress.
26. The main nursery that children come from is located on the school's site next to the reception class. This enables the reception teacher to pay regular visits throughout the year to the nursery and get to know the children well. Nursery children make several return visits during the summer term and join in the activities provided. Parents and children are given a half-day induction session and comprehensive information on what will be taught and how parents can help at home. The prospective pupils are informally assessed to determine any potential problems or special needs. All new children begin on the same day in the new autumn term and parents can stay if necessary. The regular contact ensures children can gain trust in the reception and develop the confidence to make good early progress.
27. The school actively seeks the views and opinions of pupils using questionnaires and class teachers' interviews with pupils' groups. The main purpose is to find out what pupils think about the nature and content of the teaching material provided, any difficulties presented and any suggestions on how it could be improved. In order to encourage pupils to gather and bring forward their own ideas for school improvement, the school has established the school council, a body of pupils representing all years from 2 to 6. This group draw ideas from their classmates or have ideas of their own to discuss with the head teacher. The council have discussed behaviour improvement, school and class rules, and ways of

improving the 'golden time' free periods, and are currently considering provision of cycle stands and ways to monitor playground activity. The council members feel they are having an impact on school improvement and that their efforts are appreciated, and inspection evidence supports this view.

Partnership with parents, other schools and the community

The school's links with parents are good and make positive contributions to learning. The school has established very good links with the community and uses them effectively to support learning. Links with other schools and colleges are satisfactory overall.

Main strengths and weaknesses

- Very good links with the community are used well to illustrate and enhance the curriculum.
- The good level of parental involvement in school encourages parents to take an active interest in their children's education.
- Effective arrangements for pupils' transfer to secondary education ensure continuity of progress.
- Provision of extended services in the form of 'drop-in' sessions for parents has improved but its effectiveness has yet to be assessed.

Commentary

28. The new head teacher has worked hard to promote the school within the community. There are now a significant number of local businesses and organisations who are offering support through donations of toys and prizes for fund-raising activities organised by the parent/teacher group or by offering hospitality for off-site visits from pupils of all age groups. To develop the school as a focal point within the community, the school encourages use of the school premises by local groups. Six organisations and groups now attend regularly to use both indoor and outdoor facilities and the nursery remains well established. The new 'drop-in' sessions provided by the local area health service are becoming more widely known and the school is optimistic that the take-up will increase.
29. The off-site visits to local organisations are extended by visits to other sites of interest. The local farm, country parks, and historical sites are popular and used well to illustrate pupils' topic work and provide a stimulus to learning.
30. The head teacher and staff positively encourage parents to come into school to see their children's work and discuss any problems or concerns they may have. The head teacher is present in the playground at the beginning and end of the school day to meet parents and respond to their concerns. Consultation evenings are arranged for all parents in the autumn and spring terms and parents are invited to submit written comments following issue of pupils' annual reports in the summer term. Parents of children with special educational needs are invited to reviews of their children's educational plans and targets. Parents have responded well and there are some 18 regular helpers in school and many more support the parent /teacher association events and activities. The number of parents on the committee has trebled. Parent governors play a significant role both in school and in the community.
31. The school's links with other schools are used well to support staff development and make a positive contribution to learning. The school is now leading on the formation of a partner link with the local university. The school's links with the local secondary school are used effectively to improve the transfer arrangements for the Year 6 leavers. Secondary school staff visit to teach modern foreign languages and pupils have many opportunities to establish good relationships. Year 7 staff visit in the summer term to meet the leavers and transition work in English and mathematics is introduced to ensure pupils' work is continuous between the two schools. Pupils are given two full days in the secondary school as part of the induction programme and these provide opportunities to meet new classmates and share

sample lessons and activities. The well-planned programme ensures pupils are well prepared for the next phase of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Governance is satisfactory. The leadership of the head teacher is good. The leadership of other key staff is satisfactory. Management is satisfactory.

Main strengths and weaknesses

- The good leadership of the head teacher is promoting rapid improvement in key areas.
- There is increasingly effective teamwork and a strong commitment to inclusion.
- The leadership in the Foundation Stage is good.
- Financial management has been poor and has led to a serious overspend.
- The governing body does not do enough to challenge and support senior staff.

Commentary

32. The recently appointed head teacher has already brought about significant improvement. This is seen, for example, in the much improved quality of teaching and learning and in the varied, developing links that are being forged between the school and the community. The head teacher's clear vision for the school is innovative, inspired by high aspirations and informed by secure educational knowledge. Strategic planning now focuses clearly on achievement. It reflects carefully ordered priorities and is thoughtfully designed and practical. In his overall approach to leadership and in the high quality of his own teaching, the head teacher provides a strong model for staff and pupils. This contributes to the school's warm, purposeful ethos and pupils' sense of feeling valued and secure. It is further reflected in the very good quality of relationships at all levels, in pupils' readiness to co-operate and support one another and in their very good behaviour.
33. Effective team work is becoming established as a key feature of the school. Teaching and non-teaching staff now work very constructively together. This improves the quality of teaching and learning and sets an example of co-operation that promotes in pupils very good attitudes to learning. All staff share a strong commitment to inclusion but this is not always as effectively put into practice as it should be. Teaching assistants working with pupils having special educational needs make a valuable contribution to their inclusion. However, the school's systems for identifying and planning for pupils' individual needs lack precision and detail. This means that some pupils, across the ability range, are not given work that challenges them at the right level and, therefore, do not progress as well as they should.
34. Leadership in the Foundation Stage is good and promotes good achievement. The management of special educational needs is satisfactory. The recently appointed special educational needs co-ordinator has initiated helpful development, for example to improve identification procedures, but this has not yet improved the quality of provision. The role of subject leaders is beginning to be developed but is not yet fully established or effective in driving up standards. For example, while the monitoring of teaching and learning carried out by the head teacher is informative and is leading to improved quality, subject leaders have little opportunity to monitor and are thus not sufficiently well informed about standards and the quality of provision in their subject. The head teacher and other senior staff have analysed carefully the results of national testing and optional tests and used this to identify areas of strength and weakness in standards. This has been helpful in informing the school's overall planning for improvement. However, the information that the school gathers about the attainment and progress of individual pupils is general and infrequent rather than short-term and specific. As a result, subject planning is too general and does not mirror the profile of pupils' actual needs. This slows progress for many pupils, in particular in mathematics.
35. The school governors are now carrying out their duties effectively and ensure that the school meets all statutory requirements. Governors now keep in close touch with the day-to-day

work of the school by means of visits and frequent informal contact. They have a sound grasp of the school's overall strengths and weaknesses. Governors are strongly supportive of the school but have not done enough in the past to challenge senior managers, for example on the practicality of improvement planning and tracking arrangements for the monitoring of decisions made. Also the governing body has not been as involved as it should be in formulating the school's plans for improvement and monitoring their implementation, and its role in overseeing the school's expenditure has been poor. This has meant that the school has not managed its finances satisfactorily in the past and this has led to a very significant deficit in the annual budget. The new head teacher, in partnership with governors and the local education authority, has put together a good plan to repay this deficit which will not be a barrier to improving standards and the overall educational provision.

36. Financial expenditure is now being monitored and managed effectively. The school administrative staff, in particular the bursar, work very closely with all staff, and are recognised by the parents as a real asset to the school, and successfully ensure that the school now gets the best value it can in goods and services purchased to support the pupils. As a result of the recent changes the overall value for money now provided by the school is satisfactory.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	388247
Total expenditure	447316
Expenditure per pupil	3085

Balances (£)	
Balance from previous year	- 7000
Balance carried forward to the next	- 66069

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

37. Most children begin school with below average knowledge and skills for their age. Attainment is particularly low in language skills and children's knowledge and understanding of the world. All children, including those with special educational needs, make good progress in the reception year. Staff plan a good variety of directed and free choice activities according to the children's needs. Good links are made between all areas of learning so that children are constantly practising the wide range of skills they need to develop academically and socially. Leadership and management of the Foundation Stage are good. There is a clear view of what the Foundation Stage should be, with good support and teamwork of an experienced, knowledgeable and enthusiastic staff. The provision for children's learning is good overall.
38. Children achieve well but most will not reach the goals expected in the areas of learning by the time they enter Year 1. However, children do particularly well to reach the expected standards in physical development and personal and social development at the end of the reception year because the provision is good. Staff in the reception class plan together very well and there is good continuity in what children are taught. There is a rigorous approach to monitoring children's progress on a regular basis. The strong dedicated leadership ensures that all staff members are well supported and work as an effective team. The use of the well-resourced, outdoor area is well planned and effective. However, the area is small and prevents children gaining the immediate experience that would be of greatest benefit to them. The co-ordinator, head teacher and governors have plans in place to remedy the situation by enlarging the available space and providing further resources that should be effected as soon as possible.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve well because of good teaching and high expectations set by the staff.
- Good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

Commentary

39. Teaching in this area of learning is good and children are happy and enjoy coming to school, and find it easy to conform to the high standards of behaviour set by the staff. All children, including those with learning difficulties, achieve well and make good progress, and most attain the goals set for them. The adults set clear boundaries for children's behaviour and a good example of care for others. Children try hard to get a reward in the Kindness Jar for being polite, listening to instructions and being cheerful and polite. This is well established in the children's minds. As a result they are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities, but many are slow to learn to work together. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. During the inspection children were purposefully engaged and showed consideration and respect for property and each other.

40. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Good teaching successfully establishes trusting relationships. Children are taught to be responsible and caring. Their play and responses are supported and extended sensitively through good questioning. The way they all took part in 'dressing' Barnaby Bear with the teacher on the interactive whiteboard showed how pleased they were with each other's success, and how willing they were to have a go themselves.

Communication, language and literacy

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

Main strengths and weaknesses

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.

Commentary

41. Children achieve well, and make good gains in learning because they are taught well, but most will not attain average levels for their age by the time they reach Year 1 due to the below average level of attainment of many on entry to the school. The staff show that they value children's efforts at communicating. Constant encouragement to develop talk at every step of learning ensures that all children achieve well. The well-planned curriculum provides interest, stimulation and challenge. The literacy lessons, which are modified to suit the very young children, effectively promote the development of early reading, writing and spelling skills. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the different play areas, such as the shop.
42. Most children in the class are gaining sound control in developing early writing skills. They draw and paint with increasing control and most children write their own names unaided. Good progress is made when adults work with small groups or on a one-to-one basis to give children individual attention, for example when working in their 'diaries' or writing and painting the story of Barnaby Bear. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home to share with adults, which has a positive impact on how quickly and well the children learn to read. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide very good opportunities for children to use numbers in a range of contexts.
- Children show considerable interest in number activities.

Commentary

43. Children are taught very well, learn and achieve well but will not attain the early learning goals by the start of Year 1. The available resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Staff plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. Children are encouraged to apply what they know to practical problems, for example counting the number of children at registration.

44. In a very good lesson, the variety of activities meant that children practised numbers in many ways. For example children used language well such as 'bigger than' and 'smaller than' as they rolled dough into different shapes, which they weighed to see which was the heaviest and lightest. They counted the number of pieces of dough as they placed them carefully into the weighing buckets. More able children estimated the number of pieces of dough they thought they would need to make each bucket balance. Good use was made of whiteboards to write down numbers and this further strengthened learning. A strength in the teaching is the way in which teachers and support staff use every opportunity to reinforce mathematical understanding and language through stories, rhymes, songs, games and imaginative play.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

Commentary

45. Most children start school with well below average knowledge and understanding of the world. They achieve well because both teaching and learning are good. A few will attain the expected goals, although not as many as in most schools by the time they reach Year 1. Teachers plan activities that engage and sustain children's interest. Activities are well led and children are fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. The very good support that they receive from the teaching assistant ensures that children know and understood the choices that they make.

46. Children are given many opportunities to play with a range of small world toys and building bricks. Skills in ICT are reinforced as children use prepared programs on the classroom computers. Children learn well because they thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles, to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the very good provision overall.
- There are sound outdoor play facilities that are used well but which need further expansion.

Commentary

47. Children achieve well due to the good teaching and are on course to attain average levels in this area. Most children have good opportunities to develop their skills in the outdoor play areas. Children are confident and well co-ordinated in their use of outdoor equipment. The available outdoor resources are effectively used. Children move imaginatively, demonstrating developing body control and awareness of space. In the main school hall, the classes have regular opportunities for movement with music and use the available floor apparatus for climbing and jumping skills.
48. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The children love to act out stories and, when playing outside, they choose games that suit the space and the context. Children all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Teaching is very good, providing many opportunities for children to develop their creative skills.

Commentary

49. Achievement is good. Children can use a range of materials to produce attractive and interesting creative work, although most will not attain the goals for their age by the time they join Year 1. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. Children have a very good repertoire of songs, which they sing enthusiastically.
50. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. The huge collages, including themselves and 'Elmer the elephant', show how well colours are explored. The designing and making of shoes, inspired by the story of the 'Elves and the Shoemaker', were clearly enjoyed by them all. Self-portraits and 'independent creative work' as well as the many stimulating wall displays are very attractive and well finished.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are improving.
- Pupils' attitudes to lessons are good and they behave very well.
- Systems to check on pupils' progress are not developed enough to identify the specific needs of pupils and there are shortcomings in marking to help pupils improve.
- Pupils have limited opportunities to make wider use of their writing skills to support work in other subjects.

Commentary

51. By the end of Year 6, pupils attain standards that are average. Standards are beginning to rise again following a fall in 2004. The better achievement and improving standards in Year 6 are an outcome of the emphasis the school has placed on the development of pupils' writing skills, the careful work of the co-ordinator and the good teaching in this year group. In addition there are now purposeful steps in place to address boys' underachievement that are beginning to have a positive impact. Standards by the end of Year 2 are average. Standards in reading are at the expected levels, but below average in writing. The majority of pupils attain the expected level but too few reach the higher levels. Standards overall are now higher at the end of Years 2 and 6 than those reported at the last inspection.
52. The school has identified where improvements are needed, with the development of pupils' writing skills being a particular area of focus. This is beginning to have a positive impact on teaching and learning, which are satisfactory overall and sometimes good. Planning for literacy lessons places good emphasis on using reading material as a model for writing, so that pupils have a clear idea of how to structure their work. This approach helps to ensure a suitable emphasis on understanding reading material and addresses the need for pupils to read for meaning. There is good evidence that this is beginning to have a positive impact on standards and more Year 6 pupils are achieving the expected level and beyond in both reading and writing. The teaching of key skills of spelling and sentence construction is satisfactory and pupils' writing in Year 2 shows a satisfactory grasp of grammar, punctuation and spelling. However, pupils' use of their writing skills is only satisfactory, because they do not have enough opportunities to apply their skills in other subjects of the curriculum or to write at length and this slows pupils' progress.
53. Lessons have a clear focus, which is shared with pupils, but in many lessons this is not precise enough to ensure that pupils know what they are to learn, how they will achieve this and how much work they are to complete in the lesson. In Year 5/6 class lesson the teacher's probing questions and well-led discussions helped pupils to understand the text and writing devices used by the author. The teacher constantly reminded pupils of what they already know and how to use this knowledge in their work. The text was well chosen and pupils' interest was reflected in the sustained effort that they made at writing in a similar style. The opportunity for peer and pupil self-assessment of their writing helped pupils to understand what progress they had made towards achieving the teachers' expectations and identify their own targets for improvement. Where teaching assistants support lower attaining pupils and those with special educational needs they give good support by checking that pupils understand the tasks and giving guidance as needed
54. Most pupils have good attitudes to their learning. They have satisfactory speaking and listening skills. They listen and participate well in lessons because teachers use resources that engage pupils' interest. Pupils are interested in the views and opinions of others and in most lessons there are opportunities for them to share their ideas. However, some teachers tend only to involve fully volunteers and too readily accept brief, unstructured answers. Pupils have positive attitudes to reading and are motivated by the new library and resources, particularly as there is now a wider range of reading books to appeal to boys and they are given time to browse. Younger pupils take home their reading books but do not always take the opportunity to read them. Reading records do not shed enough light on how well pupils are doing or the next steps pupils need to take.
55. Improving leadership and management, with the support of colleagues, have brought about important changes to the English curriculum and, in some year groups, rising standards. The national and annual test results are analysed by the co-ordinator in order to identify areas for improvement. As a result, whole school issues such as pupils' handwriting and presentation, identified as weaknesses in the last inspection report, have improved. There is still some way to go to establish a consistent approach in the way that teachers use information gained from assessment of pupils' progress to identify different groups of pupils. This is not specific or rigorous enough to identify weaknesses in pupils' performance to ensure work is well

matched to individual needs, particularly for pupils with special educational needs pupils and more able pupils. The quality of marking is variable and does not always provide guidance on how pupils can improve, or on what they need to do to improve.

Language and literacy across the curriculum

56. There is not enough focus on developing key literacy skills in other areas of the curriculum. As a result, there is inconsistency throughout the school, although Year 6's use of their language and literacy skills is satisfactory. Throughout the school pupils are given satisfactory opportunities to talk about different topics in other subjects and to use new vocabulary. However, there are insufficient opportunities for pupils to practise their writing skills in other subjects, particularly in Years 1 and 2. In subjects such as religious education, history and geography, there is very little evidence of these pupils recording their work in writing and consolidating their learning. Pupils make satisfactory use of ICT to redraft their writing.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2, pupils achieve well compared with pupils in similar schools.
- The achievement of many junior pupils is unsatisfactory.
- Planning does not ensure that all pupils progress as well as they should.
- The school's procedures for assessing pupils' attainments in mathematics are unsatisfactory.

Commentary

57. Many pupils enter the school with below average standards in the skills relating to mathematics. By the end of Year 2, a majority of pupils reach the expected level. Much of this progress is achieved in the reception class, where progress is good, while progress through Years 1 and 2 is satisfactory. Overall, infant pupils do well compared with pupils in schools of similar type. Pupils' ability to apply mathematics, solve problems and choose which method to use when answering a mathematical question is less developed and secure. This is because teachers depend too much on commercially available workbooks in which the calculations are already set out, minimising the demand on pupils to explore mathematics, determine and set out their own solutions to problems and think for themselves.
58. Overall, the current cohort of Year 6 pupils made unsatisfactory progress from the point at which they entered the juniors. Attainment overall is below average and junior pupils do less well than those in similar schools. Standards have fallen over the last two years. Most pupils who exceeded the expected levels by the end of their time in the infants continued to do well through the juniors and went on to exceed the expected standard by the end of Year 6. However, many pupils of average and below average ability made unsatisfactory progress and a significant proportion of these pupils failed to reach the targets set for them. The school's analysis of these results, instigated by the new head teacher, shows that the weaknesses in mathematics are to be found in a wide range of different aspects relating to number, shape, data handling and problem solving. This results from shortcomings in the school's procedures for assessment and planning.
59. The quality of teaching and learning seen during the inspection was satisfactory overall, but with some common good features. Teachers manage pupils well, praising thoughtfully, showing consideration for pupils and valuing their contributions. Relationships are good and pupils show very good attitudes to learning. Pupils with special educational needs share in the sound progress that pupils make during these sessions. This reflects the valuable

support that classroom assistants provide. Questioning is sometimes well pitched and suitably challenging but often does too little to encourage pupils to investigate mathematical ideas, explain their reasoning or think independently. The school's planning arrangements for mathematics show what is to be covered but do not do enough to ensure that learning is pitched to challenge individual pupils at the right level and sequenced to optimise improvement. This slows progress for many pupils, especially in the junior classes.

60. The assessment procedures in mathematics enable teachers to identify areas of general strength or weakness but do too little to identify the features of pupils' individual performance in the different aspects of the subject. As a result, teachers lack the information they require to plan work that challenges each pupil at the right level and to organise teaching groups to best effect. This slows progress for many pupils. The weaknesses in the school's procedures also mean that teachers' assessments of the levels pupils reach are not always accurate and well founded.
61. The leadership and management of mathematics are satisfactory due to the implementation of new procedures in the last term. The co-ordinator, as deputy head, had to act as head teacher for almost two years and, therefore, had little time to oversee the subject. With time now at his disposal staff already share a commitment to raising standards in mathematics. There is systematic analysis of overall data and some useful monitoring of teaching and learning that is now beginning to bear fruit in improving provision. However, the long-term weaknesses in assessment and planning prevent teachers from achieving the improved progress that they seek.

Numeracy across the curriculum

62. Teachers provide some opportunities for pupils to apply their numeracy skills constructively in other subjects, for example within investigations in science and when working with chronology in history. Satisfactory use is made of ICT in mathematics; for example, a good lesson was seen in which pupils working with control technology increased their understanding of turning movement and angles. Generally, however, links with other subjects remain underdeveloped.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school as a result of good teaching.
- Leadership and management of the subject are good and have focused on important work to bring about improvement.
- Teachers' planning ensures good promotion of pupils' investigative skills and effective links with other subjects.

Commentary

63. There has been sound improvement in the provision for science since the last inspection. Standards are average by the end of Year 2 which shows the good progress they make from reception year where their knowledge and understanding of the world are below average. Pupils in Year 6 are currently in line to reach the national expectations, and are above average when compared with pupils in similar schools. After a period where science was not always given equal focus as English and mathematics, this indicates that pupils are now making good progress. The school identified this area for development and revision blocks of work were effectively planned, particularly for the Year 6 pupils, in order to raise standards.

64. Throughout the school, teaching is good, so that pupils learn well. Planning is thorough and identifies clearly where opportunities arise to promote investigation skills. Pupils in Year 2 showed a very understanding of how to conduct a fair test when using ramps and cars to explore forces. The teacher's good planning also ensured that well-matched work was provided for groups of pupils with differing ability, enabling all pupils, including those with special educational needs, to make good progress. The teacher in Year 6 was also very careful to use correct scientific terminology when conducting a very good lesson separating colours using chromatograms.
65. In the last inspection it was noted that the school did not provide sufficient opportunities for pupils to record their work effectively. The school has focused on this area and work seen in pupils' books demonstrates an increase in investigative work. Where this has been particularly successful teachers have developed pupils' skills well by setting different expectations on the detail and depth of response required depending upon different pupils' ability. This was particularly evident in a very good lesson on papers and their transparent/opaque/translucent properties in Year 3 where the head teacher had prepared envelopes with many different challenges for all abilities. Pupils then had to write up their results in a variety of ways that made all of them think hard.
66. Leadership and management of the subject are good. The current subject leader has gained a clear understanding of the strengths and areas for development as a result of detailed monitoring and the effective strategy used by the new head teacher of providing time for her to review provision in the subject. There is now a well-informed action plan which has correctly identified the main priorities for development because the subject leader has effectively used the information from monitoring pupils' work, planning, teacher assessments, lessons and talking to pupils. One main area which is currently being developed is the use of a simpler form of assessment to track pupils' progress and set clear targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is good leadership of the subject.
- The school has improved resources; there is now good quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving.

Commentary

67. Pupils' attainment is generally in line with expectations for their age at the end of Year 2 and at the end of Year 6. There are some aspects, such as word processing that are above expectations and all pupils make good progress and achieve well. The school makes good provision for pupils with special educational needs and they too make good progress. All aspects of the subject are covered and the subject continues to develop well. This is an improvement on the position at the time of the last inspection.
68. Word processing is used confidently and competently. Pupils use the computer's tools to create, amend and improve their work. A good example of this was seen in a Year 5/6 lesson where pupils were presenting a persuasive argument on their 'life-changing inventions'. The use of the multimedia software was improving well. This was in some part due to the input of six Year 9 students from the local secondary school who have been coming in regularly to work alongside Year 5/6 pupils in a good cross-school link. The level of expertise of the Year 5/6 pupils was also evident in the after-school newspaper club where they were producing text and graphics of an above average standard. The way that

Year 2 moved from the very good use of the programmable toy Roamer, onto LOGO in the computer suite in consecutive lessons was significant. This showed the increased confidence and knowledge that teachers have and how well resources are now being used to advance pupils' learning.

69. Teachers have a good knowledge and understanding of the subject and teach it well. There is a good computer suite that is used well. Teachers usually begin their ICT lesson in classrooms and then the class moves to the computer suite for pupils to do their tasks. This is a thoughtful way to proceed as it means pupils concentrate well in the classroom, and the pace and flow of the rest of the lessons in the suite are not interrupted. Pupils are keen and enthusiastic learners and use computers sensibly and with developing skill. The more able pupils help their less confident classmates and this develops a sense of responsibility.
70. Leadership and management are good. The subject co-ordinator has a clear understanding of how to improve standards further. He monitors teaching and pupils' work and assesses strengths and weaknesses. A good scheme links with the whole-school curriculum to support planning and teaching, and there is a suitable policy for Internet use and learning. Whole-school assessment and recording procedures are now being developed. The teachers observed used day-to-day assessment against the learning intentions in lessons and this informed the planning for the next lesson well.

Information and communication technology across the curriculum

71. Teachers are now making sound use of ICT to support pupils' learning in other subjects, and this is improving as the newly planned curriculum is implemented. In literacy, word-processing skills are used to present writing for different purposes and audiences, creating leaflets, advertisements and newspaper articles. Pupils create databases, spreadsheets and graphs to support learning in science. They use a range of software to explore artistic styles and artists. They are becoming adept at importing information from the Internet to support their work in geography and history, although this is still developing.

HUMANITIES

72. Too few lessons were seen to allow an overall judgement on the quality of teaching and learning in the humanities. Infant and junior pupils gain satisfactory experience of **history** and **geography**. By the end of Year 2, pupils show suitable understanding of some differences between life now and at specific times in the past, such as that of the Great Fire of London. They speak with interest about the lives of significant people such as Samuel Pepys and Florence Nightingale. The most able pupils use dates accurately and show originality in answering historical questions. In geography, pupils recall local studies and visits that they have made, for example to London and Weston-super-Mare, where they carried out map-work and studied a sea-side environment. Year 6 pupils show sound progress in their knowledge and understanding of history and geography. Their insights into, for example, the lives of children in Victorian times are thoughtful and well informed. Pupils appreciate the impact on social conditions of key figures such as Dr Barnardo and Lord Shaftesbury. In an excellent lesson taught by the head teacher, imaginative planning and skilled presentation combined with richness of learning opportunity to provide great enjoyment in learning and outstanding progress in pupils' understanding of symbols used in Tudor paintings.
73. Well-organised, relevant visits, for example to the Black Country Museum and the Severn Valley Railway, are a very valuable addition to the classroom curriculum because they increase pupils' insight and understanding, motivate pupils effectively and make learning more enjoyable and memorable. This was reflected in the enthusiasm with which pupils spoke of their visits, the understanding they gained and the detail they recalled. Year 6 pupils describe their studies of rivers clearly, using and explaining technical vocabulary such as 'meander' and tributary' accurately. They show a sound understanding of and concern for environmental issues such as climate change. In conversation, infants and junior pupils were very well behaved and very enthusiastic about the topics they had covered. The

management of history and geography is satisfactory. However, assessment procedures are underdeveloped in both subjects and this limits the progress that some pupils can achieve.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes and are interested in learning about different religions.
- The subject leader has made a good start in finding out about priorities in the subject.

Commentary

74. Since the last inspection standards appear to have deteriorated in Years 2 and 6. This was due to lack of continuity in pupils' learning, brought about by teachers following different schemes of work. However, the recently appointed subject leader and the new head teacher have now addressed this issue and established a two-year plan, which covers the themes outlined in the local guidance. From talking with Year 2 pupils it is evident that pupils cover the syllabus fully but have difficulty in recalling what they have discussed in lessons about Christianity and other faiths. Work covered in Years 1 and 2 centres around discussion and teachers do not plan opportunities for pupils to use their writing skills to consolidate what they are learning. Year 6 pupils' recall of work covered on Christianity, Sikhism and Islam is improving. Pupils are now developing factual knowledge about different aspects of these religions.

75. The lesson observed provided pupils with a good opportunity to consider peoples' differing views about death. Pupils were interested in learning about Christian and Hindu attitudes to death and compared this to what they had learned about the Aztecs in history. During the discussion sessions pupils listened carefully, but only a minority fully entered into the discussion. The research task gave pupils the opportunity to use their literacy skills and took account of pupils' different needs. Pupils were given texts that were accessible in relation to their ability. The task was clearly explained and pupils worked hard. Most found the relevant information, although did not find it easy to interpret or record using their own words.

76. The leadership and management of religious education are satisfactory, and improving. Action has been taken to ensure pupils have access to an appropriate curriculum. The subject leader is enthusiastic and very keen to improve the provision in religious education. Due to other school priorities and her maternity leave, she has not yet had the opportunity to look at the subject in detail and pinpoint exactly what needs to be done to enable pupils to achieve well and to raise standards. There is a satisfactory range of resources to extend pupils' experience and knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons were observed in **art and design** and only one in **design and technology** so no overall judgement can be made about the quality provision in these subjects. The art and design curriculum gives pupils experience of working with a satisfactory range of materials, including opportunities for pupils to create three-dimensional artwork. The curriculum is enriched by opportunities for pupils to work with local artists and through visits to art galleries and this broadens pupils' experience and understanding of different styles. Artwork on display indicates that pupils learn from the styles and techniques of well-known artists. Pupils make infrequent use of their sketchbooks to practise techniques and explore ideas to extend their skills and inform their work.

78. Planning for design and technology indicates that pupils have opportunities to develop a satisfactory range of skills to design and make their own products. The work produced by

Year 2 pupils indicates a suitable emphasis on the development of skills related to the project. For example, these pupils learn how to make nets for cuboids in order to build the bodywork for their buggy, and Year 6 pupils practise various ways of creating joints for building shelters. In the lesson observed, the teacher made good links to pupils' scientific knowledge when discussing the different techniques used to make sounds and how these can be changed. This helped them to understand how to make a panpipe.

MUSIC

79. Too few lessons were seen in music to make firm judgements on overall teaching and provision in the subject. However, analysis of planning, pupils' work and discussions indicate that a good range of opportunities is in place. Planning for the development of pupils' skills is good. Pupils have good opportunities to sing and play instruments through performance and composing, and to listen to a wide range of music, including live performances from musicians. The recent introduction of composing software in ICT is a significant improvement.
80. Pupils extend their skills by joining an after-school club or learning a musical instrument. Take-up of these opportunities is very good. The school orchestra, led by a peripatetic teacher, is particularly impressive. Pupils regularly take part in musical performances in school and in the local community. Leadership and management of the subjects are good. The subject leader is enthusiastic and knows the subject well. She monitors the subjects through scrutiny of planning and discussions with teachers.

PHYSICAL EDUCATION

81. Insufficient lessons were seen during the inspection to make a judgement on standards and teaching in physical education. However, it is clear from teachers' planning that the programme of study for the subject is covered well in all classes. The large and small apparatus is of good quality and readily available. The hall is spacious and the outside areas are attractive.
82. Pupils' progress is monitored carefully and the co-ordinator's analysis shows pupils do well in games and gymnastics. Swimming is focused on throughout the school as each class from reception to Year 6 has a term swimming each year; the results confirm that only three pupils in the current Year 6 have yet to achieve 25 metres swimming unaided. Extra-curricular activities, run by different members of staff, are very popular and help to raise standards in netball, athletics, tennis, football and cross-country. The girls' football team are currently the county champions. There is further good support from outside agencies and clubs, such as the Coventry Crusaders in basketball. The school takes part in local competitions. The co-ordinator is very dedicated to the subject. His subject file is detailed and shows he is leading and managing the subject well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. The school places great emphasis on personal, social and health education. Positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. The school strives hard to prevent any child feeling alone or vulnerable throughout the day. There is a very good system of how a pupil's request or wish is taken through the school council, to the head and on to the governing body for consideration.
84. The class discussions, known as Circle Time, in a Year 2 class seen during the inspection were typical of the care and thought being applied to this aspect of pupils' learning. The theme was concerned with bullying. This was applied especially to what pupils would do if they were being bullied. Staff generated a very supportive atmosphere and successfully enabled the more nervous pupils to speak when it came to their turn.

85. The school is careful to make pupils realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities and to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Pupils are also enabled to develop a healthy, safer life style and understand the school rules about health and safety, basic emergency aid procedures and where to get help.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
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	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the head teacher	3
The leadership of other key staff	4
The effectiveness of management	4

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