

INSPECTION REPORT

TELFORD INFANT SCHOOL

Lillington, Leamington Spa

LEA area: Warwickshire

Unique reference number: 125562

Headteacher: Mrs A Foster

Lead inspector: L A Furness

Dates of inspection: 11th - 13th July 2005

Inspection number: 268030

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:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	255
School address:	Kelvin Road Lillington Leamington Spa Warwickshire
Postcode:	CV32 7TE
Telephone number:	(01926) 425 544
Fax number:	(01926) 313 835
Appropriate authority:	The governing body
Name of chair of governors:	Rev Tim Boyns
Date of previous inspection:	4 th May 1999

CHARACTERISTICS OF THE SCHOOL

With 255 children on roll (136 boys and 119 girls), Telford Infants is a large three-form entry school with nine single-age classes catering for children aged four to seven. Although the majority of children have a White British background, there are ten different ethnic backgrounds represented in the school. There are three children who are at an early stage of English language acquisition. The school serves a mixed area in relation to the social and economic backgrounds of the children, although the proportion claiming free school meals (6.2 per cent) is below the national average. The percentage of children having special educational needs (22.1 per cent) is above the national average and there are no children with a statement of special educational need. Most of the children's special educational needs are to do with moderate learning difficulties but also include speech and communication difficulties and social, emotional and behavioural difficulties. Assessment information indicates that the majority of children start school in Reception with levels of attainment that mainly match those expected for their age. In 2003, the school attained Healthy Schools' status and the local education authority's Race Equality Award. This award has been attained again in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	Mathematics Information and communication technology
19431	J D Holmes	Lay inspector	
27677	D Davenport	Team inspector	Foundation Stage English Geography History
12908	D Halford	Team inspector	Special educational needs English as an additional language Science Religious education
30781	W Richardson	Team inspector	Art and design Design and technology Music Physical education

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	15 - 25
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a sound education for its children. Their achievement is satisfactory overall but in the creative subjects, achievement is good. Children have very good attitudes towards learning and behave very well. Teaching and learning are satisfactory, with good features. Leadership and management are satisfactory and the school provides sound value for money.

The school's main strengths and weaknesses are:

- The creative curriculum and history are given high priority, resulting in standards that are above those expected for the children's age and their achievement is good.
- Children receive a good start to their education in the Foundation Stage, making good progress in all aspects of their learning.
- Tracking and target-setting systems have not been sufficiently rigorous, resulting in the underachievement of more able children, in reading, writing, mathematics and science.
- Teachers do not have sufficiently high expectations of what children are able to do or of how they should record and present their work.
- Insufficient time in Year 1 is given to developing the children's literacy and numeracy skills.
- Children greatly enjoy school; they behave very well and the provision for their personal development, including spiritual, moral, social and cultural development, is very good.
- In information and communication technology (ICT), children's achievement is hindered by the limited range of resources.
- Children's care, welfare and health and safety are very good.
- Children who have special educational needs or those children who are at an early stage of English language acquisition make good progress and achieve well because of the good targeted support that they receive.

The school was previously inspected in 1999 and since then, the key issues identified have been satisfactorily rectified. The format of the school improvement plan has improved, teachers' planning now includes assessment opportunities and teacher appraisal is securely in place. The number of children attaining at the expected level is similar to that of the previous inspection but the number of children attaining the higher levels has declined. However, data from 2005 indicates that this is improving and therefore improvement is satisfactory overall.

STANDARDS ACHIEVED

Achievement overall is satisfactory although, over time, there is evidence of unsatisfactory achievement, particularly of more able children. This is because rigorous tracking and target-setting systems have not been in place, and teachers have not received sufficient information about what children are capable of achieving. In 2004, Year 2 children's performance in the National Curriculum tests was below the national average in reading and matched the national average in writing and mathematics. In comparison with children in similar schools their performance was well below average in reading and writing and below average in mathematics. In science, children's performance matched the national average for attainment at the expected level but was below the national average for Level 3 attainment.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	C	C	D	E
writing	C	C	C	E
mathematics	C	C	C	D

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

Similar schools are those with similar percentages of pupils eligible for free school meals.

In response to these results, the school put into place a number of strategies which are beginning to have an impact on attainment and resulted in an improvement in the overall performance of children in reading, mathematics and science in 2005. The number of children attaining the higher levels has also increased in these subjects. In writing, performance is similar to that of the previous year. When children start school in Reception, they display personal and academic skills that are mainly matching those expected for their age. Good progress and achievement in the Reception classes leads to the majority exceeding the goals expected in all the six areas of learning recommended for children of this age. Children with special educational needs or those children who are at an early stage of English language acquisition make good progress and achieve well.

Children have very good attitudes to work and behave very well. **Their personal development, including their spiritual, moral, social and cultural development, is very good.** Attendance is good and the majority of children attend school on time.

QUALITY OF EDUCATION

The overall quality of education is satisfactory. Teaching and learning are satisfactory overall. There are some weaknesses in the teaching of more able children in reading, writing, mathematics and science throughout the school, which is a result of teachers not having sufficient information about children's prior attainment. The curriculum is satisfactory overall, but not enough time is given to developing the children's literacy and numeracy skills in Year 1. Planning is effective for children with special educational needs and also for those children who are at an early stage of English language acquisition. Teachers are successful in engaging children's interest in all lessons, resulting in children who are eager to learn, confident to express ideas and who work hard in most lessons. Teachers do not have high enough expectations of what children can do and this is most evident in children's written work. Very good attention is paid to children's care, welfare and safety and there are good links with parents. The links with the community and other schools are good. The school values all children and makes good provision to seek and act upon their views. Financial constraints mean that resources are mainly satisfactory overall, apart from in ICT, where limited resources negatively affect children's achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Although the headteacher has been very successful in her promotion of an enjoyable and interesting creative curriculum, the standards that children attain in reading, writing, mathematics and science are not high enough. This is because management systems, particularly those of taking action as a result of monitoring assessment data, have not been sufficiently rigorous. These systems are improving but as yet they have not had the time to impact sufficiently on standards. Governance is satisfactory and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive opinions of the school. They have no significant concerns. Children are very satisfied with the school. They know that their views are highly valued and taken into account in all decision making. They say the school does its very best to ensure they feel safe and happy.

IMPROVEMENTS NEEDED

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

- Complete the work on developing tracking and target-setting systems and use the information effectively to improve the achievement of all pupils, but particularly the more able.
- Raise teachers' expectations of what children are able to do, including the quality of their recorded work.

- Ensure the curriculum in Year 1 gives adequate time for the development of the children's literacy and numeracy skills.
- Improve resources for information and communication technology.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The children's achievement is satisfactory overall, but good in Reception. Standards mainly match those expected for their age but are above by the end of Reception.

Main strengths and weaknesses

- Children in the Reception make good progress and achievement is good
- More able children do not achieve as well as they should in reading, writing, mathematics, and science.
- In Year 1, insufficient time is given to literacy and numeracy and this affects the children's achievement.
- Good standards of work are seen in the creative subjects and in history.
- Limited ICT resources negatively affect children's achievement.
- Children with special educational needs or those who are at an early stage of English language acquisition make good progress and achieve well.

Commentary

1. The majority of children start school in Reception with levels of attainment in personal, social and emotional development, communication, language and literacy and mathematical development that match those expected for their age. Progress and achievement are good because of the good, and sometimes very good, teaching they receive. As a result, most children are on course to exceed the goals expected for children of this age in all six areas of learning by the end of the Reception Year.
2. In the Year 2 National Curriculum tests in 2004, children's performance was below the national average in reading and matched the average in writing and mathematics. In comparison with children in similar schools, their performance was well below average in reading and writing and below average in mathematics. This performance was due to too few children attaining the higher levels in these subjects. In science also, children's performance matched the national average for attainment at Level 2 but was below the national average for attainment at the higher level (Level 3). Considering children's attainment at both the start and end of Reception this performance was not good enough and it is evident that there is underachievement by children particularly the more able. Since 2001, there has been a declining trend in reading, writing and mathematics. Although in writing in 2003, standards did improve to similar to those in 2001, they declined again in 2004.

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

Standards in:	School results	National results
reading	15.3 (15.6)	15.8 (15.7)
writing	14.4 (15.0)	14.6 (14.6)
mathematics	16.5 (16.6)	16.2 (16.3)

There were 86 pupils in the year group. Figures in brackets are for the previous year.

3. The school, recognising these concerns, put into place strategies, for example improving the reading environment and having a daily quiet reading time. These strategies are starting to

have an effect. Children currently in Year 2 are attaining standards that match those expected in reading, writing, mathematics and science and the number of children attaining the higher levels has increased in all subjects apart from in writing. Children's achievement is satisfactory. In Year 1, however curriculum organisation does not allow sufficient time for the learning of literacy and numeracy skills and this is still having a negative impact on the children's achievement. In speaking and listening, standards are mainly above those expected and achievement is good. Children speak clearly and articulately, eager to answer questions, using specific vocabulary well. Good emphasis is placed on the development of speaking and listening skills through all subjects of the National Curriculum. Although in the past there has been a slight difference between the attainment of boys and girls, with girls attaining higher than boys in reading and writing, no differences were noted during the inspection.

4. In history, art and design, design and technology, music and physical education, standards are above those expected. High priority is given to these subjects and the school has tried hard to make learning enjoyable and fun in these aspects of the children's education through making meaningful links in learning. Consequently, children are well motivated, learn well and achievement is good.
5. In religious education, geography and ICT, standards mainly match those expected for the children's age and achievement is satisfactory. In ICT, children's achievement is restricted by the limited ICT resources available. The use of literacy and numeracy skills in other subjects is satisfactory.
6. Good provision is made for children with special educational needs and for those children at the early stages of English language acquisition. They receive good support and as a result, they achieve well in relation to their prior attainment.

Pupils' attitudes, values and other personal qualities

Children's attitudes, values and other personal qualities are very good as is their spiritual, moral, social and cultural development. Behaviour is very good and attendance is good.

Main strengths and weaknesses

- Children have very positive attitudes towards school and they fully enjoy their work.
- Relationships are very good throughout the school.
- Inclusion is good, ensuring the positive attitudes of children with special educational needs or those children who are an early stage of English language acquisition.
- Children's personal development is extremely well nurtured through the school's very good provision for spiritual, moral, social and cultural development.

Commentary

7. Children really enjoy school and they have very good attitudes towards learning. They work very well together and have a very good level of trust in the adults in the school. Children say that they can go to any member of staff with concerns or worries. They know they will be listened to and issues will be dealt with effectively. Relationships between staff and children are very good. The behaviour in class and around the school is very good, with children getting on well together. No oppressive behaviour was observed during the inspection and there have been no exclusions in the recent past. Children with special educational needs or those children who are an early stage of English language acquisition are valued and fully included in the life of the school. They share the same positive attitudes to the school as their peers, responding well to the additional support, making good progress and achieving well.
8. Children are given very good opportunities to develop their spiritual, moral, social and cultural awareness in many areas of the curriculum. The school warmly welcomes visitors and the staff and children are very friendly and courteous towards them. The behaviour policy is

central to developing very good personal qualities and the expectation of very good behaviour permeates throughout the school. Children are rewarded at 'Well Done' assemblies, and with certificates which are posted home to children who have done well and tried hard.

9. Children know what is right and wrong and they have a secure sense of fairness. They participate in many fund-raising activities and have raised money for a school in Sierra Leone. The money was to allow the Sierra Leone school to produce a collage which, together with one being made in school, will be taken to the Commonwealth Games. The collage that is being made has had contributions from all of the children so it is special and valued by all of them. The children are enthusiastic about the school council, seeing this as a good opportunity to be involved in the school's work. Councillors are elected by their peers and take their responsibilities very seriously. They are proud of their efforts to raise money to provide additional resources for playtimes. Other responsibilities include small tasks such as taking the registers to the office, clearing away at the end of class activities and wheeling the lunch trolleys to the kitchen. Again, these responsibilities are important to the children and help to promote very good social and moral development.
10. Cultural and spiritual development is very good. The school studies different religions and has had visits from people from other faiths, which provide the children not only with opportunities to study religions but to meet people from those faiths and celebrate their festivals. The use of visual and performing arts and the use of special praise to make children feel special has a great impact on the spiritual development of the pupils, giving them very good self-confidence and self-worth.

Attendance

11. Attendance is above the national average and is good. The punctuality of the majority of children is also good, although a minority of children are late on a regular basis. The level of unauthorised absence is well above the national average, due to the school operating a very strict policy on authorisation of holidays, particularly during May. The school has good procedures in place to promote attendance and monitor patterns in pupils' absences. Registers are taken promptly and efficiently and lessons start on time.

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.7
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, although satisfactory overall is consistently good in the Foundation Stage. The curriculum is satisfactory but opportunities for enrichment are very good. The pastoral care of children is very good and the school has a good partnership with parents, the local community and other schools and colleges.

Teaching and learning

Teaching and learning are satisfactory with good teaching seen in all year groups. Although overall assessment is satisfactory, the use of assessment data to inform learning is insufficiently rigorous.

Main strengths and weaknesses

- The teaching of music is excellent.
- Teachers have not had sufficient information about children's prior attainment.
- Good teaching in the Foundation Stage ensures that children achieve well.

- Teachers have good questioning skills.
- Children work very well together.
- Teachers do not have high enough expectations of what children are capable of achieving or of children's written work.
- Interactive whiteboards are used effectively by teachers.
- Children with special educational needs or those who are at the early stages of English language acquisition make good progress because of good teaching.

Commentary

12. The table below that shows over a half of teaching was good or better, with no unsatisfactory teaching seen. This represents an improvement since the last inspection. The majority of good and better teaching was seen in the Foundation Stage although there was good teaching seen in each year group of the school. Excellent teaching was observed in a music lesson taught by a specialist teacher where the teacher's very good subject knowledge and expertise were having a significant impact on the children's standards and achievement. Although good teaching was observed, assessment data indicates that over time, teaching is not always sufficiently focused on building on the knowledge and skills that children have already and consequently children do not achieve as well as they should. The use of assessment information is unsatisfactory. This is because teachers have not been given sufficient information about children's prior attainment. Overall, however, the quality of teaching and learning is satisfactory.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	2	9	10	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. In the Reception classes, planning has clear learning objectives and teachers plan interesting activities that ensure children make effective progress. Teaching support assistants contribute significantly to the quality of learning for all children and, together with teachers, make an effective team. All teaching is at least good for children in the Foundation Stage. Children's achievement is recorded meticulously and good use is made of national guidance to ensure that all six areas of learning are taught and assessed thoroughly.
14. In Years 1 and 2, teachers have good subject knowledge which they use to plan interesting activities and to ask effective questions, particularly during the opening session of lessons. In mathematics, Year 1 children eagerly demonstrated their understanding of solving simple number problems as the teacher carefully guided them to think about the strategies they needed to achieve correct answers. In English in Year 2, the teacher's good questioning skills ensured that all children knew how to write a letter of application. Relationships are very good and the children's self-esteem is high, due to the value that staff give to their contributions. Children's collaboration skills are very good and these were seen at their best in ICT lessons when children willingly helped any of their friends who were finding learning difficult. Interactive whiteboards are used effectively by teachers to ensure children's involvement and interest in learning activities.
15. Most children, when asked, said that they enjoy their work very much and that lessons are interesting and sometimes exciting. However, although children are very eager, the activities planned do not always suitably challenge the range of attainment within the class and often the same task is given to all children regardless of ability. This was seen in both English and mathematics lessons where it was quite evident that more able children could have achieved more. In Year 1, teachers do not have sufficiently high expectations of what children are able to achieve and activities are not planned in such a way to ensure that learning is maximised. Children's presentation skills are unsatisfactory because some teachers do not have high

enough expectations of what children are able to do. Written marking, although satisfactory, does not clearly identify good features of work and what children need to do next to improve. Adults insist on high standards of behaviour, and ensure that children are actively engaged in learning.

16. The quality of teaching for children with special educational needs or those who are at the early stages of English language acquisition is good. Children who find learning difficult are supported well and included alongside their peers in many lessons. In lessons, activities and tasks are usually well matched to individual children's needs, with many making good progress towards the targets identified in their good individual educational plans.

The curriculum

Curricular provision, accommodation and resources for learning are all satisfactory. Opportunities to enrich the curriculum are very good.

Main strengths and weaknesses

- The Foundation Stage curriculum is well planned, and provides a good basis for learning.
- Children enjoy the very good range of enrichment opportunities provided to support their learning.
- The creative curriculum effectively links learning across most subjects, but insufficient time is spent on teaching the skills of literacy and numeracy, particularly in Year 1.
- Curricular planning is not always matched well enough to the needs of all the children.
- The limited resources available for ICT has a negative impact on children's achievement.
- The curriculum for children's personal development is very good.
- The provision for children with special educational needs and for those at an early stage of English language acquisition is good.
- Good quality attractive displays create a stimulating learning environment.

Commentary

17. The innovative curriculum provided for children in the Foundation Stage is good. The three-day block teaching of literacy, numeracy and creative skills and the effective linking of other areas of learning through a wide range of enjoyable practical activities are working well. As a result, children's achievement is good and they are well prepared for work in Year 1. The outdoor area is used imaginatively to support learning throughout the day.
18. The breadth of curricular opportunities throughout the rest of the school is satisfactory. National guidelines are used satisfactorily to support curricular planning but teachers do not make sufficient use of assessment information to plan work that meets the needs of all children. Also teachers' planning and curriculum organisation, particularly in the Year 1 classes, do not allow sufficient time for teaching the basic skills of literacy and numeracy. This issue has been identified as a concern and is being reviewed and evaluated. However, a good creative curriculum has been developed, which is promoted well through special themed weeks such as 'All about India', and effectively links learning to other areas of the curriculum. This, in turn, promotes fun and enjoyment in learning. Although there are satisfactory opportunities provided for the children to consolidate their literacy and numeracy skills in other subjects, opportunities for children to develop their ICT skills are limited because of the few resources available to them. As a result, children do not achieve as well as they should.
19. The programme for children's personal, social, health and citizenship education, including sex and relationships education, is very good. A very good range of visits, visitors and learning opportunities effectively promote this area of learning. These include very good opportunities for children to learn French and to take part in sporting, musical, performing arts and creative activities both during and outside the normal school day. In addition, children have very good opportunities to work with authors, artists, dancers and musicians. These activities effectively

- enhance the curriculum and make a positive contribution to the children's personal development and to their overall progress and achievement.
20. Although the school gives the appropriate attention to promoting equality of opportunity, it is not totally successful in achieving this. This is because the work planned for different groups of children, especially the more able, does not ensure that they are working to the best of their capability. However, provision for children with special educational needs or for those at an early stage of English language acquisition is good. Statutory requirements are met and the children have individual education plans with clear, measurable targets that are reviewed regularly. The good support given to these children ensures that they make good progress towards their targets as they move through the school.
 21. There is an adequate number of suitably qualified teachers to teach the whole curriculum, with excellent input from a visiting specialist music teacher. Support staff are well deployed and make a significant contribution to children's achievement. Accommodation is good. Indoors it is bright, clean and well maintained and very effectively enhanced by good displays of children's work, which celebrate their achievement and create a stimulating learning environment. Outdoor accommodation is spacious and used well to develop children's physical skills. Financial constraints result in resources that are mainly satisfactory.

Care, guidance and support

The procedures for ensuring the welfare, health and safety of children are very good overall. However, the support, advice and guidance given to children as a result of monitoring are unsatisfactory. Children are effectively involved in the life of the school and contribute well to decisions.

Main strengths and weaknesses

- The pastoral care for children is very good and is a strong feature of the school's work.
- The monitoring of children's academic progress is unsatisfactory because assessment information is not used sufficiently well to target improvement and raise standards.
- Very good procedures are in place for when children first start at school.
- The school council plays an important part in helping children to contribute to school life.

Commentary

22. The headteacher and her staff have the best interests of all children at heart. Each child in school is well cared for and child protection procedures are effective. The headteacher, governors, staff and caretaker work together well to ensure that the school buildings are safe and that children are secure. As a result, children develop very effective and trusting relationships with the adults that care for them. Parents speak warmly of the school and appreciate the quality of care their children receive.
23. Children are well supported in their personal development through the range of opportunities open to them in creative subjects and extra-curricular activities. The children's behaviour is very good as a result of the clear boundaries set for them. The school is trialing a system to monitor children's academic development and to check that they are making sufficient progress. This system is good but in the past, the use of assessment information has not been rigorous enough and, as yet, the new system is not impacting on the achievements of children, particularly the more able who are not being sufficiently challenged. Children with special educational needs or those who are at an early stage of English language acquisition are well supported. Good contact with a variety of outside agencies means that the school is well placed to access the skills and information needed to support this group of children.
24. The induction procedures for children in Reception are very good, with home visits and close co-operation with the onsite playschool being important factors. The staged intake of children over a number of weeks is successful in that children have time to adjust to their new routines

and it allows staff to rapidly establish trusting relationships. The school helps children to become very confident youngsters by the time they leave school. This is a result of a very good programme of personal, social and health education and a strong emphasis on children taking responsibilities, for example taking registers and taking care of the drink trolleys.

25. Children are encouraged to think for themselves and to give their views through the forum of a school council. The school council has elected representatives from each class and the children take their responsibilities seriously, minuting their meetings and reporting on outcomes to their class. The council has been involved in the planning for the gazebo for quiet reading and more toys for improving playtimes. Children are very proud of their achievements.

Partnership with parents, other schools and the community

The parents have good opinions of the school and provide good support. The school has good links with other schools, colleges and the local community.

Main strengths and weaknesses

- Parental satisfaction with the school is good.
- There are good arrangements for the transfer of children to the junior school.
- Good links are made with other schools, colleges and the local community.
- Parents of children with special educational needs or those children who are at an early stage of English language acquisition are kept well informed of their children's progress.

Commentary

26. There is a good partnership with parents, and the majority of parents are pleased with the education their children receive. The school prospectus and annual report to parents fully meet the requirements and are very helpful and informative. Regular information is provided through newsletters, and the 'open door' policy of the headteacher and staff being readily available to speak to parents is appreciated, particularly by parents of the Reception-age children. An annual questionnaire seeking parental views is sent out and responses show good support for the school. The parents and friends' association is very supportive and a number of parents help in the school. They have received training about how to support effectively in class in areas such as reading. Parents are invited to attend the 'Well Done' assemblies twice termly and also the end of year assembly, which includes all staff and governors.
27. The annual report to parents about their children's progress is satisfactory although targets for improvement are not sharp enough. The parents have good opportunities to talk to teachers about progress through regular consultation meetings. Workshops are also provided to help parents find out more about the curriculum and ways that children learn.
28. Good links exist with the receiving junior school, which help to promote a smooth transition and minimise disruption to the children's education. The physical education subject leaders from both schools work closely together, with teachers from the junior school spending time in the infant classes. An induction day is appropriately organised when all the Year 2 children visit the juniors to familiarise themselves with the school. Children from Year 2 also participate in a variety of events at the Junior school, including an assembly. The staff ensure that information about the children is shared both with the class teachers and the special educational needs co-ordinator. The Year 6 children come to the infant school to monitor the sponsored skip.
29. The school also has good links with the community and with other schools and educational establishments. The school has many visits and visitors, with Year 1 having an annual visit to the church and Years 1 and 2 attending a harvest festival. A playgroup is on site, which shares some of the school's facilities, and this also helps with transition. Work experience

places are provided for students from the local secondary school and colleges and in addition, the school provides placements for initial teacher training. There are visits from musicians, artists and dancers and the links with the local and the wider community have a good impact on the children's education and their learning.

30. Parents of children with special educational needs and those of children who are at the early stages of English language acquisition are consulted about their children's individual learning programmes and are kept fully informed of their progress. Parents and members of other agencies are actively involved in the establishment of children's individual education plans, where these apply, and they support the school well.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are satisfactory. Leadership and management by the headteacher, key staff and governors are all satisfactory.

Main strengths and weaknesses

- The leadership of the school is successful in promoting the creative curriculum of the school, where standards and achievement are good.
- Management systems in the past have not focused sharply enough on the evaluation and use of performance data to improve standards, particularly for more able children.
- Governors know the strengths and weaknesses of the school: they exert a growing influence over the school and provide good support for the senior management team.
- Support staff are deployed well to help make teachers' work more effective for children who have special educational needs or who are at an early stage of English language acquisition.
- Finances are managed efficiently in challenging circumstances.

Commentary

31. The leadership of the school is satisfactory, overall. The headteacher has the confidence of staff and governors and is well supported by them. She has been very keen to promote and maintain a creative and interesting curriculum which effectively develops children as interested and confident learners. In this there has been considerable success as standards are above those expected for the children's age in the creative subjects, and throughout the school children have very positive attitudes towards their learning. The emphasis on creativity has been particularly effective in the Foundation Stage where children are making good progress and achieving well. However, in Years 1 and 2, and especially in Year 1, insufficient attention is given to the development of children's literacy and numeracy skills and a significant number of children, particularly the more able, do not make as much progress in their learning as they should.
32. Management of the school is also satisfactory. Again, in some areas, it is achieving a good measure of success. This can be seen, for example, amongst the teaching assistants who offer good support for the children who find learning difficult or those children who are at an early stage of English language acquisition, and this helps them to make good progress in their learning. All teachers and teaching assistants have performance management targets to promote an improvement in the standards that children attain. However, the monitoring and evaluation systems, in particular those of rigorously analysing data and taking action as a result, are not embedded in the school's work. The leadership has recognised these weaknesses and this year a good system has been trialed which is to be implemented throughout the school in September.
33. Governance of the school, whilst remaining satisfactory, shows an improvement on the position reported when the school was last inspected. The governing body is helping to shape the direction of the school and has a growing understanding of the strengths and weaknesses

of the school and the aids and barriers to learning. The governors ensure that statutory responsibilities are met.

34. The leadership and management of special educational needs are good. A well-planned budget is used to ensure that these children achieve well. There is a good match of staff to the needs of the children, and outside agencies are used well to help children who require more specialist support. The school plans well for the amount of time they are given, so that these children benefit as much as possible.
35. The school's finances are managed prudently and well, although the overall budget is precariously balanced. The school is in close discussion with the local education authority over the possibility of establishing a deficit budget. The school's income is low and this leads to the school working within very stringent budgetary constraints. As a result of this, the school has significant difficulties in providing adequate resources for some subjects, for example in ICT, and is especially challenged as it seeks to meet new national workload reforms. In the light of the budget afforded to the school and its overall performance in managing and using the resources available to it, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	560,071
Total expenditure	551,478
Expenditure per pupil	2,100

Balances (£)	
Balance from previous year	-11,621
Balance carried forward to the next year	-3,028

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good. Most children start school with levels of attainment that match those expected for their age. They make good progress and achieve well because of the good, and sometimes very good, teaching they receive. As a result, most children are on course to exceed the goals expected in all six areas of learning by the end of the Reception Year. Children with special educational needs also achieve well because of the good support they receive.

Children come to school from a large number of pre-school settings but the very good induction procedures and information to parents ensure that the children settle quickly into school routines. All staff work well together and have a very clear understanding of how young children learn. They establish good relationships with the children, who are very well cared for in a safe and secure learning environment. The quality of teaching is good overall and the well-organised and stimulating classroom environment contributes positively to children's learning, as do the visits and visitors that enhance the curriculum. Work is well matched to the children's ability; their progress is regularly assessed and carefully recorded. This information is used well to plan the next stages of learning and parents are kept well informed about their children's progress. Accommodation and resources are good and the outdoor area is used well to support learning throughout the day, although there are few wheeled toys to help develop the children's physical skills. Leadership and management of the Foundation Stage are good and there has been good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching promotes very good attitudes to school and to learning.
- Children work and play happily together and behave very well.
- Clear routines and very good relationships ensure the children feel safe, secure and confident to try all activities.

Commentary

36. The children are happy to come to school and the friendly, welcoming atmosphere ensures that they settle quickly into school routines. Staff know the children well and build up very good relationships with them so that they know they are safe, secure and valued. Children work and play happily both individually and with each other and this develops good personal skills as they take turns, share resources and handle equipment with care. Good opportunities are provided across all areas of learning to develop the children's confidence and independence as they organise their own snack time, work independently during "choice" activities and tidy up at the end of lessons. Teaching is good, the children enjoy learning and they behave very well. Children show very good attitudes to their work by listening attentively to the teacher and to each other, following instructions carefully and concentrating on tasks. This, together with the adults' good use of praise and the Star of the Day awards to boost the children's confidence and self-esteem, has a positive impact on their learning and the children achieve well. Most are on course to exceed the expected goals by the end of their Reception Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities are provided to develop children's speaking and listening skills.
- Children enjoy learning through the practical activities provided for them and resources are good.
- Teaching and learning are good and children achieve well.

Commentary

37. The children are developing good speaking and listening skills through the many opportunities provided for them to talk about their work and personal experiences. Adults' effective questioning involves all children in discussions, as seen in the work about sea creatures. Children clearly enjoy the many dressing-up and role-play activities provided which effectively develop their spoken and imaginative language. They enjoy listening to stories and show a good understanding of the main points and characters. Labels are used well to familiarise children with print and there are well-equipped writing areas where all children are encouraged to make marks and write. Children's reading skills are effectively developed through the individual and shared reading sessions and language games. Through structured phonic work, most children have a secure understanding of letter sounds and some key words and they incorporate these well into their writing activities as they record their personal news and topic work. Letter formation is secure and most children are beginning to write simple sentences, making appropriate attempts at spelling unfamiliar words. Children achieve well and most are on course to exceed the expected goals as they move into Year 1 because of good quality teaching.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and mathematics is effectively integrated into many activities.
- The teaching assistant effectively supports the children's learning.
- Children enjoy the practical activities provided for them.

Commentary

38. Teaching is good, with a good range of practical activities planned to cover all aspects of this area of learning. As a result, children achieve well and most are likely to exceed the goals expected by the end of the Reception Year. The majority of children recognise order and count numbers to 10, with a significant number working to 20 and beyond. Mathematical activities are integrated well into classroom games and educational play and children find learning interesting and fun. Activities are effectively linked to the current topic about the sea and this was seen particularly well through a role-play activity, where the children "dived" for a given number of objects, adding them together and recording them as number sentences to 20. Through the good range of resources and creative activities available, the children successfully learn about patterns in numbers, and their work in shape, time and measure effectively develops their mathematical language. Work is well matched to the children's needs and effective questioning and good support by the teaching assistant contribute positively to the children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good with a well-planned range of practical activities that engage the children's interest.
- Resources, visits and visitors to the school effectively enhance the children's learning.
- Children have very good attitudes to their learning and achieve well.

Commentary

39. Well-planned, interesting activities successfully widen the children's knowledge and understanding of the world around them. The children talk enthusiastically about their recent visit to the Sea Life Centre and, as in their other work, they are recording what they learned in many interesting and different formats, effectively linking all other areas of learning. Through their gardening activities in the outdoor area, the children know that plants need light and water to grow and they notice the changes to the natural environment on seasonal walks. The children show good mouse control when using a computer program to draw pictures, with the more able adding a simple text, as seen in the work about "Little Red Riding Hood". The children enjoy using talking books and the digital camera which they use competently and with care. They learn about the customs and beliefs of others as they compare a Christian and a Sikh wedding as part of the school's themed week about India, and a good range of visits and visitors further enrich the curriculum. Teaching is good; the children have very good attitudes to their work and, as a result, they achieve well. Most will exceed the expected goals by the end of the Reception Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Most children manipulate tools and equipment well.
- The outdoor area is used well to develop the children's physical skills.

Commentary

40. Well-planned physical activities promote enjoyment in learning and help the children develop good control and co-ordination skills. The children use a variety of cutting and sticking equipment, paintbrushes, pencils and small construction kits which effectively develop their manipulative skills. The outdoor area is used well on a daily basis to allow freedom of movement and the children develop good control and co-ordination skills through the good range of ball games and small apparatus and as they climb and balance on the large equipment available. However, because of storage constraints, children do not have access to wheeled toys. Teaching is good, children achieve well and the majority will exceed the goals expected by the end of the Reception Year.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good; children enjoy creative activities and as a result they achieve well.
- A good range of very well-planned activities is effectively linked to other areas of learning.
- The learning environment is very effectively enhanced by the children's artwork.

Commentary

41. Very good teaching and planning ensure that the children have many opportunities to draw, paint and make pictures and models from a variety of media, enabling them to explore a range of textures, forms and colours. The children develop good observational skills as they use sketchbooks to draw and paint a range of vegetables and flowers. Work is very well linked to other subjects as children paint a large underwater scene, make collage displays of a Christian and a Sikh wedding and design character puppets and large illustrations for their literacy work about "The Adventures of Fidgety Fish". The children's artwork is used very effectively to create a stimulating learning environment which celebrates children's achievement across all areas of learning. Children enter wholeheartedly into dressing up and role-play activities, as seen in the areas set up as 'Treasure Island' and a 'pirate ship'. Adults join in these activities to effectively develop the children's creative talents and their speaking and listening skills. Children enjoy their musical activities, joining in songs and rhymes enthusiastically and composing their own music, using a variety of symbols. Teaching is very good; children achieve well and most have exceeded the expected goals in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Although standards match those expected for their age, not enough children are attaining the higher levels in English.
- Insufficient time is given to developing the children's literacy skills and this affects their achievement.
- Children have very good attitudes to their learning and behave very well.
- Provision for children with special educational needs or those at an early stage of English language acquisition is good.
- Children develop good speaking and listening skills through the many varied activities provided for them.
- Literacy is linked well to other subjects but ICT is not used well enough to support learning because of the limited resources available.
- Although assessment procedures are satisfactory, systems to track children's progress and set targets are not rigorous enough.
- Teachers' expectations of what children can do or how they should present their work are not high enough.

Commentary

42. Children currently in Year 2 are attaining standards that match those expected for their age in reading and writing, and standards in speaking and listening are above those expected. The number of children attaining the higher level has increased in reading in 2005. Although children have good opportunities to write in different styles and for a range of purposes, assessment information is not used well enough to plan work that meets the needs of all the children, particularly the more able and, as a result, children are not attaining the levels of which they are capable. In addition, curriculum organisation, especially in the Year 1 classes, does not allow sufficient time for the learning of literacy skills and this also has a negative impact on the children's achievement. Overall achievement is satisfactory. However, children with special educational needs and those at an early stage of English acquisition make good progress and achieve well because of the good targeted support they receive.
43. The quality of teaching is satisfactory overall, with some good teaching seen. Teachers' effective questioning, as in a Year 2 lesson on letter-writing, and the good support from well-briefed teaching assistants ensure that all children are very involved in all parts of lessons. Children show very good attitudes to their work and they listen carefully to their teachers and to each other. They particularly enjoy the drama activities that effectively develop their creative talents and their speaking and listening skills. They are eager to answer questions and clearly articulate their thoughts and opinions. However, teachers' expectations of what the children can do are not always high enough. Although most children have a secure knowledge of basic grammar, spelling and punctuation rules, they do not always apply the skills learned in handwriting lessons to their everyday work, and presentation is unsatisfactory. The school has identified these weaknesses and is developing strategies to improve all aspects of writing in order to raise children's achievement.
44. Leadership and management are satisfactory. The subject leader has worked hard to raise the profile of reading and foster the children's interest and enjoyment in books. This has been done through the purchase of new books, the improvement of the reading environment and the introduction of a daily quiet reading time, which the children really enjoy. All this is now beginning to impact on reading standards which are improving. However, the rigorous analysis of data and tracking of children's progress are not embedded in school practice and this has resulted in the underachievement of children, particularly the more able, in reading and writing. There are also inconsistencies in teachers' written marking and children are not always clear about how to improve their work. However, strategies have been developed to improve assessment systems and to review the curriculum in Year 1 in order to raise children's achievement. Resources overall are satisfactory.

Language and literacy across the curriculum

45. Children use their speaking, listening and writing skills well across the curriculum and reading skills are used satisfactorily to research information. Literacy lessons are linked well to subjects such as history and geography as, for example, children's writing shows good empathy with the different people affected by the Great Fire of London. In science, the children record their findings in different written formats, but in all subjects the presentation of work is unsatisfactory. Although the children use word-processing skills to present their story-writing, ICT is not used well enough to support teaching and learning because of the limited resources available.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- More able children have improved their performance in the 2005 end-of-key-stage assessments but there is evidence of underachievement over time.
- Not enough time is given to developing the children's numeracy skills in Year 1.
- Children with special educational needs or those at an early stage of English language acquisition are effectively supported in their learning.
- Teachers place good emphasis on the development of children's mental mathematics skills.
- Limited ICT resources affect teachers' use of this resource.
- Expectations of recorded work and of what children are able to do are not sufficiently high.
- Target-setting and tracking systems are embryonic.

Commentary

46. The majority of children currently in Year 2 are attaining standards that match those expected for their age. Over time there is evidence that more able children have not consistently achieved as well as they should. The school is aware of this and has responded by putting into place strategies to improve this achievement. This has resulted in approximately one-third of children attaining the higher level (Level 3) which represents an improvement in performance since 2004. Achievement overall is satisfactory. Children with special education needs and those who are at an early stage of English language acquisition make good progress, because of the good targeted support that they receive. Their achievement is good. This shows good improvement since the last inspection.
47. Teaching and learning are satisfactory. In all lessons, there is good emphasis on developing children's mental mathematics skills. Children greatly enjoy these sessions especially when teachers are able to use interactive whiteboards to illustrate teaching points. Other strategies such as 'talking partners' are also used well to promote children's listening skills as well as allowing children to share their ideas with their friends. In the majority of classes teachers use ICT satisfactorily to promote children's understanding of mathematics. For example, Year 2 children enjoy using a program to sort sets of numbers. However, more able children find the activity lacking in challenge as they quickly sort correctly multiples of 2, 10 and 100. Although teachers use ICT whenever they can, limited resources restrict the use of ICT as an aid to learning. Teachers mark work conscientiously and comments are supportive but there is little evidence of comments moving on children's thinking. Not all teachers have sufficiently high expectations of what children can do and the amount of daily time that Year 1 children spend on numeracy activities is insufficient. Expectations of presentation are not high enough and work is often carelessly presented.
48. Leadership and management are satisfactory. The subject leader is enthusiastic and has had the opportunity to check planning, pupils' work and teachers teaching. However, monitoring and evaluation strategies, although satisfactory, are not sufficiently focused on raising standards and the action plan does not clearly identify strategies aimed at improving pupils' achievement. As yet there is no whole-school system that ensures that progress is maximised and teachers are not clear about the progress that pupils should make to ensure that their achievement is good enough. A good system is in the process of being trialed in Year 1 but as yet this has not been adopted by all classes.

Mathematics across the curriculum

49. The use of numeracy skills across the curriculum is satisfactory. Children have satisfactory opportunities to use their measuring skills in design and technology as, for example, Year 1 children use their skills to design and make a chair. In science, Year 2 children use Venn diagrams to sort and classify different materials and in geography they also use their tallying skills to collate information from a traffic survey.

SCIENCE

Science was sampled

50. Because of the timetabling arrangements, it was not possible to observe any science lessons and so an overall judgement on provision and teaching and learning is not possible. However, in discussions, children show a very good level of interest in this subject and speak with enthusiasm about the work they have done. Children encounter a wide range of science work during their time in school. They record their work systematically and present their results accurately, although not always as neatly and precisely as they should.
51. The standards attained by the majority of children in Year 2 are broadly in line with those expected for their age. This represents satisfactory achievement on the part of most children, but the more able children are not challenged effectively enough. Whilst the 2005 end of key stage results show a pleasing improvement in the number of Year 2 children gaining the higher level in science, the review of children's work shows that there is insufficient opportunity for enough of them to reach these standards. For example, there is little evidence recorded in children's books of them having planned, undertaken and recorded a 'fair test'. There is also limited evidence of ICT being used as a resource to aid learning.
52. Children speak with confidence and enthusiasm about their science tasks, demonstrating an appropriate understanding of the work completed. This was particularly the case where children discussed a school science week, where they had undertaken a wide range of investigative work of good quality. Although children's work is marked conscientiously, teachers do not consistently identify possibilities for improvement. However, there is evidence of broad coverage of topics, with meaningful links to other subjects that further develop children's understanding. For example, the use of Venn diagrams to classify categories of fruit allowed children to develop their numeracy skills as well as learning to group different fruits on the basis of their characteristics.
53. Leadership and management are satisfactory overall. The subject leader has worked positively to improve the school's provision in science since taking over the role in 2004. New assessment and tracking procedures, introduced to the current Year 1 group at the start of this school year, have yet to impact fully into the provision for Year 2 children. There have been termly opportunities for the subject leader to observe teaching and learning in other classes, through which she has gained an overview of provision and the standards attained. She has a clear perception of the strengths and weaknesses and has good plans for future development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Limited ICT resources are negatively affecting children's achievement.
- There is good use of interactive whiteboards.
- Teachers try hard to integrate ICT into other National Curriculum subjects.
- Assessment and record keeping systems are in need of development.

Commentary

54. By Year 2, the majority of children are attaining standards that mainly match those expected for their age. There is limited evidence of higher attainment. Although teachers make the best use of available resources and try hard to integrate ICT into all subjects of the National Curriculum, limited resources make this difficult. The situation is improving, with the introduction of interactive whiteboards but as yet not all classes have this resource. When teachers are able to use the interactive whiteboards they are used effectively to illustrate teaching points and to engage children's interest. Children enthusiastically use the resource to extend their learning, for example, in mathematics when children explored different number patterns Achievement and progress are satisfactory overall.
55. Teaching and learning are satisfactory. Teachers have good subject knowledge which they use well to plan interesting activities. All teachers show evidence of ICT in their planning, which shows good improvement from the previous inspection. However, few computers in classrooms and a very small ICT suite mean that it is difficult for teachers to teach ICT skills in a progressive way. Also, teachers are challenged to ensure that all children have an appropriate time on the computer practising their skills. Good links with the junior school mean that towards the end of this school year, Year 2 children have had the opportunity to use its computer suite to learn about control technology and how to use 'function machines' to sort numbers. Children were very interested in their work during their time in the suite and greatly enjoyed using the computers. More able children very willingly helped their friends to 'log on' and, when experiencing difficulties with the programs, they helped as far as they were able.
56. No judgement is made on leadership and management as the subject leader was absent from the school during the inspection. National guidance is used to ensure continuity in learning throughout the school and the school tries hard to link the teaching of ICT skills to other subjects of the National Curriculum. A weakness of ICT is assessment and record-keeping as the existing system is cumbersome and does not easily enable teachers to access what children already know and what they need to do next. The teachers who are 'caretaking' this subject during the subject leader's absence have good ideas for an 'at-a-glance' record sheet which is to be introduced in September. The computer club is good and effectively supports children who are experiencing difficulties in this subject.

Information and communication technology across the curriculum

57. Despite the difficulties with resourcing, ICT is used satisfactorily across the curriculum. By Year 2, children have used a variety of programs to support their work in other subjects. For example, children have used a painting package to produce pictures of the 'Great Fire of London' used the Internet and CD-ROMs to find out information about the fire and used a word processing package to write letters to the mayor, asking if they could be firemen.

HUMANITIES

Geography and history were sampled. Religious education was inspected in full.

Geography and History

58. In both geography and history, one lesson was seen. Evidence from these lessons, together with a scrutiny of teachers' planning and discussions with the children, shows that an appropriate range of topics is covered in both subjects throughout the year and visits and visitors to the school effectively enrich the curriculum. This, together with the good links to other subjects such as literacy, art, music and dance, makes a very positive contribution to the children's spiritual, moral, social and cultural development. However, there are too few opportunities for the children to research information because of the limited resources for ICT. Due to the school's financial constraints, other resources to support learning are also unsatisfactory. Although assessment systems are satisfactory, the information gathered is not used well enough to track the children's progress through the school and teachers' written marking does not inform the children about how to improve their work. Leadership and management in both subjects are satisfactory.

59. Children in Year 2 attain the standards expected for their age in **geography** and achievement is satisfactory. They are developing simple mapping skills satisfactorily as they use grid references to locate features on plans of the school and the locality and use maps of the wider world in their study of Africa, India and 'Barnaby Bear's' travels. The school is successfully developing its links with a school in Sierra Leone and the children have a secure understanding of the differences and similarities between everyday life there and in Leamington Spa. The innovative use of the curriculum promotes enjoyment in learning and effectively develops cross-curricular links between geography and the creative arts. However, opportunities for the children to apply their independent writing skills are limited, and the teachers' low expectations of what the children can do are reflected in the untidy handwriting and presentation of their recorded work. Children use their numeracy skills satisfactorily as they make tally charts to record information during a local traffic survey.
60. In **history**, children in Year 2 attain standards above those expected for their age and achievement is good. They really enjoy the subject and talk enthusiastically about their work, showing a good knowledge and understanding of all the topics covered. Through the use of timelines, they are developing a good understanding of chronology of each period studied and accurately sequence events during the Great Fire of London. As in geography, history is linked effectively to the creative subjects and good emphasis is placed on the development of speaking and listening skills through drama and role-play activities. More opportunities are provided for the children to record their work in a range of different formats but again, unsatisfactory handwriting and presentation show the children's lack of pride in their work.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Children have very good attitudes towards this subject.
- There are good links made with other subjects and a very good contribution to the children's personal development.
- The subject leader has insufficient opportunities to develop a comprehensive overview of provision across the whole school.
- Procedures to track children's progress need further development.

Commentary

61. As in the previous inspection, standards match the requirements of the locally-agreed syllabus. However, there is limited evidence of higher attainment available. Children are very interested in religious education and recall well the activities they have undertaken. Spiritual, moral, social and cultural development is promoted well, as children speak knowledgeably about a wide range of cultures and beliefs, clearly respecting those people who hold different beliefs from their own. Visits effectively support children's learning, for example, a visit to a local Gurdwara supported the children's understanding of the Hindu religion. Overall, the subject contributes very effectively to aspects of the children's personal development, teaching them to care for and respect others.
62. Teaching and learning overall are satisfactory. However, in one lesson observed, the quality of teaching and learning was good. The teacher's good subject knowledge enabled her to plan and organise a lesson which engaged the children's interest and allowed them to find out more about Christianity. A wide range of church music was used which held the children's attention effectively. They listened intently and were very willing to express their feelings in response to the music. They made a display in the form of a chart of their favourite music, using their developing numeracy skills well. Teachers do not have high enough expectations

of children's written work which is often untidy and carelessly presented. Teachers' marking, although supportive, does not identify how pupils might improve their work.

63. Leadership and management are satisfactory. The subject leader has a good grasp of provision in her year group but has not had the opportunity to monitor and evaluate provision throughout the school, therefore she does not have a clear picture of how to raise standards effectively. The tracking of children's progress is not rigorous enough. Resources are satisfactory overall and there has been satisfactory improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

64. In these subjects, there was sufficient evidence to judge that standards are above the level expected for the children's age and achievement is good. It is clear that the good subject knowledge of the teachers and the positive impact of specialist teachers, visitors and visits are influencing these good standards and the varied and interesting creative curriculum that is taught. Leadership of the art and design curriculum is good and in the other three subjects it is satisfactory. Management is satisfactory overall as the systems for checking children's progress over time are underdeveloped.
65. In **art and design**, effective high quality displays throughout the school celebrate children's learning. Good opportunities are provided to use a wide range of media, and children's use of colour and attention to detail are actively encouraged. There are good opportunities for children to admire beauty and evaluate fine technique in considering the work of famous artists as in the natural sculptures of Andy Goldsworthy. As a result, spiritual and cultural development is promoted very well. There are effective links between art and design and other areas of the curriculum, for example geography and mathematics in the Year 1 African 'turning pictures'. The use of visiting artists, visits to galleries and 'Gallery Days' are a particular strength and are a result of good leadership by the subject leader. However, the systems for assessing and tracking children's progress are underdeveloped.
66. In **design and technology**, teachers are carefully planning from national guidelines to ensure that all aspects of this subject are taught and learning is continuous throughout the school. Evidence of children's work is displayed effectively around school, including robots made by Year 2 children which demonstrate good attention to detail, and the wishing chairs constructed by Year 1 children. The use of electrical circuits, including switches and bulbs to make the robots light up, made effective links with children's learning in science. Evidence shows that children carefully considered the best design to use before choosing which robot and chair to construct.
67. In **music**, two lessons were sampled. As a result of excellent teaching by the visiting specialist, children learn how to sing correctly, with clear diction, tone and varying volume. Their good achievement over time results in Year 2 children singing from memory and actively enjoying their music, including rounds sustaining 3- or 4-part harmonies. This is because the teacher's enthusiasm and expertise also places appropriate emphasis on conveying the content and emotion of songs. The use of 'Singing Sherlock', using children to listen to and evaluate the performance of their peers, is an innovative and effective way of raising standards in singing. There are a very good opportunities for children to extend their learning through activities such as the recorder club and the school choir. Parents are also given the opportunity to hear children perform during the year; as a result, children's accomplishments are celebrated. Learning in other subjects is promoted well through links with music. For example, history provided an effective stimulus for Year 2 children to link music and dance together. These children proudly performed a dance depicting the 'Great Fire of London', using their own composed music to effectively depict the houses burning during the fire.

68. Discussion with staff and pupils indicate that the **physical education** curriculum is broad and balanced. As a result of good links with the junior school and the sharing of expertise, staff are improving their subject knowledge. There are good extra-curricular activities available, for example the skipping club that successfully provides opportunities for pupils to develop their fitness and physical skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

69. This aspect of the children's education is very effectively promoted throughout all subjects. The school has a very positive ethos and provides a wide range of activities for children to increase their confidence and self-esteem. Children are effectively taught to collaborate, to listen to each other and to share ideas through strategies such as 'talking partners'. Education about sex and relationships and about the uses and misuses of drugs is appropriately provided for children of this young age. An awareness of the need for healthy lifestyles is being developed successfully in a range of subjects such as science and physical education, and children speak enthusiastically about the health week that was held quite recently. Fundraising for numerous charities heightens the children's awareness of the needs of others. The school council and responsibilities such as taking the register to the office and the small tasks children carry out on a day-to-day basis around the school help them to develop into mature seven-year-olds. Visits and visitors increase effectively the children's knowledge and understanding of the role they themselves might play in helping to create a positive and supportive local community. The subject leader provides good leadership and management in this subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
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	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
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	5
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	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).