

INSPECTION REPORT

WOLSTON ST MARGARET'S C OF E PRIMARY SCHOOL

Wolston

LEA area: Warwickshire

Unique reference number: 125676

Headteacher: Mrs N Harwood

Lead inspector: Mr Brian Holmes

Dates of inspection: 13th - 15th June 2005

Inspection number: 268288

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	180
School address:	Brookside Main Street Wolston Coventry Warwickshire
Postcode:	CV8 3HH
Telephone number:	(024) 765 42212
Fax number:	(024) 765 40183
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Lodge
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Wolston St Margaret's is a small village primary school, with approximately 180 pupils on roll. It is in the village of Wolston, near Coventry. Most pupils are from a white, British background and there are very few whose first language is not English. The percentage of pupils who are eligible for free school meals is below the national average but, overall, the socio-economic status of the pupils is in line with what would be expected in most schools. The attainment of most pupils when they enter the school is at the expected levels, although there is a wide range of ability. The proportion of pupils with special educational needs, including those with statements is above the national average. There are 48 pupils on the register, with 22 at the school action plus stage. Most of these pupils have specific learning needs or social, emotional and behavioural needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15215	Brian Holmes	Lead inspector	English Information and communication technology (ICT) History Geography Physical education
13786	Susan Walsh	Lay inspector	
7418	Kath Rollisson	Team inspector	Foundation Stage Art and design Design and technology Religious education Citizenship
23319	Vince Leary	Team inspector	Mathematics Science Special educational needs English as an additional language Music

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 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 11
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11 - 16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16 - 17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS AND COURSES IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wolston St Margaret's C of E Primary School provides an **unsatisfactory** standard of education and currently provides **unsatisfactory** value for money. This is because of unsatisfactory achievement in the Foundation Stage and in the infant classes. The school is beginning to improve under the very good leadership of the recently appointed headteacher, but there has not been enough time yet for her measures to have a significant impact on standards of attainment and achievement in the Foundation Stage and the infant classes. In the middle and upper junior classes the school does well to help pupils make up lost ground and at age eleven, pupils attain standards in English, mathematics, science and religious education which are above the expectations for their age. However, their achievement is satisfactory overall because of slower progress and lower achievement in other parts of the school. The headteacher is focused on raising attainment and is empowering staff to follow her example. There is a strong emphasis on the care and personal development of all pupils. The school is well regarded both by pupils and by their parents.

The school's main strengths and weaknesses are:

- Standards of attainment are above national expectations in English, mathematics, science and religious education by the age of eleven.
- Children's achievement in the Foundation Stage is unsatisfactory.
- Standards of attainment in writing, mathematics, science and ICT are below expectations for pupils at age seven and achievement is unsatisfactory in these areas.
- Pupils' attitudes, behaviour and personal development are good.
- The leadership and management of the headteacher are very good, but not all subject co-ordinators monitor standards of teaching and attainment in their subjects.
- There is very good provision for pupils' support, welfare and guidance and good links with parents and the local community.
- There is unsatisfactory provision for ICT.
- Learning resources in English, mathematics and ICT are unsatisfactory.

This school has serious weaknesses in achievement at the end of the Foundation Stage and at the end of Year 2.

Since the previous inspection, there has been an unsatisfactory improvement in the school's effectiveness. The issues raised in 1999 have not been addressed satisfactorily. There are still shortages in learning resources in core subject areas and co-ordinators' monitoring of their subjects has not raised standards of attainment. Pupils' attainment has improved in Year 6, but this is offset by a decline in standards and achievement in the Foundation Stage and infant classes. In other areas of the school there has been satisfactory improvement and, in the care and guidance given to pupils, improvement has been good. Under the leadership of the current headteacher, there is a good capacity to build on achievements and improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	D	B	B
mathematics	B	B	B	A
science	B	A	E	E

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

Pupils' achievement is **satisfactory** by age eleven. Attainment on entry to the school is at the expected levels. Children make a good start in the nursery class but unsatisfactory teaching, learning and provision in the Reception class mean that their overall achievement is unsatisfactory in a number of the areas of learning, where they are unlikely to reach the nationally agreed standards by the end of the Reception year. By the age of seven, standards of attainment are below national expectations in writing, mathematics, ICT and science and their achievement in these areas is unsatisfactory. In the junior classes, particularly in the middle and upper junior years, progress is good because of good teaching and standards are above expectations in English, mathematics, science and religious education by the age of eleven. Pupils with special educational needs make good progress and achieve well, while those pupils who are gifted and talented make satisfactory progress and achieve in line with their capabilities. Higher-attaining pupils achieve well in the middle and upper junior classes, but their achievement in the infant classes is not as good as it should be, particularly in mathematics, science and ICT.

Pupils' personal development is good. A strength of this is their social development, which is very good. Pupils have positive attitudes to learning and their behaviour is good, with no exclusions last year. Provision for pupils to become independent and take responsibility for their learning is sound. Attendance and punctuality are both satisfactory, with good procedures for promoting both.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. The quality of teaching and learning is **satisfactory** with good and very good teaching in the middle and upper junior classes. All teachers have high expectations of pupils' behaviour and good use is made of teaching assistants to support pupils' learning. In the middle and upper junior classes pupils are given good opportunities to work on their own and with other pupils. Assessment is used well in these classes to help pupils understand how to improve their work. However, teaching in the Foundation Stage, particularly in the Reception class, is unsatisfactory and slows pupils' achievements down because of low expectations of what children can achieve. Higher-attaining children in this class and in the infant classes are not challenged as well as they might be.

The school provides a satisfactorily curriculum. It enriches pupils' experiences with a good range of extra activities in sports, arts and personal development. There is good provision for pupils' personal, social and health education and for citizenship, and good provision for pupils with special educational needs. Accommodation and learning resources are satisfactory but there are some shortages of learning resources in core subject areas. Provision for ICT is unsatisfactory. Provision for pupils' care, welfare and health and safety is good and the guidance and support offered to pupils is very good. There is a good partnership with parents and the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall, with very good leadership from the recently appointed headteacher. The headteacher provides a very good role-model to other staff and to pupils, and leads the school with an aim that all pupils should achieve their best. She is empowering other staff to focus on raising standards of attainment. Governors fulfil their responsibilities satisfactorily and have a good understanding of the school's strengths and areas for development. There are good plans for the further improvement of the school. Not all subject co-ordinators are sufficiently involved in monitoring teaching and learning in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are very positive. Parents are pleased with all aspects of the school's provision. Pupils know that they have to work hard and that the teachers will help them.

IMPROVEMENTS NEEDED

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

- raise levels of achievement in the Foundation Stage through improving expectations of what children can do in the Reception class, and making activities more purposeful;
- improve standards of attainment in writing, mathematics, science and ICT by the age of seven, particularly for those pupils who are higher attaining;
- improve the quality of hardware and software in ICT and its use by all pupils in their subjects;
- improve the levels of learning resources in English and mathematics, particularly in relation to reading and a structured scheme of work; and
- provide more opportunities for subject co-ordinators to monitor teaching and learning in their subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are above national expectations at the age of eleven in English, mathematics, science and above the expectations set out in the locally agreed syllabus in religious education. However, achievement is satisfactory overall because in the Reception class pupils make unsatisfactory progress, resulting in some children not achieving the early learning goals. In the infant classes, pupils make satisfactory progress but do not sufficiently make up lost ground and standards are below expected levels at age seven in writing, mathematics, science and ICT. Pupils' achievement in these subjects is, therefore, unsatisfactory at age seven.

Main strengths and weaknesses

- Standards are above expectations in English, mathematics, science and religious education at the age of 11.
- Pupils achieve well in the middle and upper junior years.
- Standards of attainment and achievement are below expectations in writing, mathematics, science and ICT by the age of seven.
- Children's achievement and progress in the Reception class are unsatisfactory.
- Pupils with special educational needs make good progress throughout the school.

Commentary

1. Since the previous inspection, the results in national tests for eleven-year-olds have improved satisfactorily, whilst results for seven year olds have declined, which represents unsatisfactory improvement. At the time of the previous inspection, pupils aged seven were achieving standards in line with the national average in reading, writing, mathematics and science. There were no pupils aged eleven at that time. Standards of attainment for the oldest pupils in the school were judged to be in line with those expected nationally in English, mathematics and science. The tables below show that the results of the 2004 tests for Year 2 were below the national average in writing and well below the average in reading and mathematics. In comparison to the results of schools with pupils from a similar background, performance was well below the average in reading and writing and very low in mathematics. In science, based on teachers' assessments, pupils' performance was well below average. The findings of the inspection are that standards of attainment in the current Year 2 are below expectations in writing, mathematics, science and information and communication technology, with higher-attaining pupils in particular achieving unsatisfactorily in these areas.
2. In the 2004 Year 6 tests, the results were above the national average in English and mathematics but well below average in science. Compared to the results in other schools where prior attainment was similar, pupils' performance was above average in English, well above average in mathematics and well below average in science. Compared to the results of schools with pupils from a similar background, performance was below average in English, in line with the average in mathematics and well below average in science. There is evidence from the inspection that the current Year 6 pupils are achieving much higher in science than the 2004 group because of the good quality of teaching and learning they are provided with. The findings of the inspection are that standards of attainment in the current Year 6 are above expectations in all three subjects, and pupils achieve well.

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

Standards in:	School results	National results
reading	14.7 (14.3)	15.8 (15.7)
writing	13.6 (11.9)	14.6 (14.6)
mathematics	14.7 (14.2)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	27.8 (26.5)	26.9 (26.8)
mathematics	28.3 (28.0)	27.0 (26.8)
science	27.5 (30.4)	28.6 (28.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

3. The attainment of children on entry to school is in line with what is expected. Most children make satisfactory progress in the nursery class, including those who have special educational needs, and are well supported by dedicated learning assistants. Progress and achievement in the Reception class are unsatisfactory. Most children are unlikely to reach the expected standard for the important area of communication, language and literacy by the time they are due to enter Year 1. Similarly, unsatisfactory provision for the development of children's knowledge and understanding of the world and for creative development causes children to underachieve in these areas. In personal, social and emotional development and in numeracy and physical development, children are likely to meet the expected levels by the end of Reception. In these areas, because teaching and provision are sound, children make satisfactory progress.
4. By the age of seven, pupils' standards of attainment are still below the expected levels in writing, mathematics, science and ICT. Achievement in these subjects is unsatisfactory, particularly for higher-attaining pupils. In reading, speaking and listening, attainment is in line with what is expected and, in religious education, pupils' attainment in Year 2 is above the locally agreed expectations. Pupils also achieve well in personal, social, health education and citizenship. Pupils are making satisfactory progress through a satisfactory quality of teaching to make up for ground lost in the Reception class. In mathematics and science, higher-attaining pupils are not sufficiently challenged for them to attain the higher levels. Few pupils in the current Year 2 are on course to achieve the higher levels in reading, writing, mathematics or science. In English in the current Year 2, there is a significant difference between the attainment of boys and that of girls. Boys exclusively make up the lower-ability group in the class, whilst most of the higher-attaining pupils are girls.
5. Pupils achieve well in the junior classes, making steady progress in the lower juniors, which accelerates when they are in Years 4, 5 and 6 owing to good and very good teaching. In Year 6, standards of attainment are above national expectations in English, mathematics and science and above the locally agreed expectations for religious education. In ICT, attainment is in line with national expectations, and improving, but not yet as good as it is in English, mathematics and science. Pupils in the junior classes also achieve well in personal, social, health education and citizenship.
6. In other subjects, pupils are given satisfactory opportunities to develop their skills in literacy but their use of numeracy and ICT is unsatisfactory. Pupils develop a sound knowledge of specialist terminology in different subjects, such as mathematics and science. They are given opportunities to apply their literacy skills, particularly in history, geography and science. Although the National Numeracy Strategy has been implemented well in mathematics lessons, numeracy has not been planned systematically in other subjects. Mathematics tends to be

taught in isolation and teachers do not always seek ways of putting it in context. There has been unsatisfactory development of the use of ICT through other subjects since the previous inspection, when this was identified as in need of improvement. Pupils in the junior classes have opportunities to use ICT to support their learning in other subjects. However, these opportunities are very limited in the infant classes and there is also insufficient use of ICT to raise standards of attainment in English and mathematics.

7. Planning to meet the needs of potentially higher-attaining pupils varies across the school, and is more effective in the middle and upper junior classes. There is clear evidence that, in Year 6, a significant proportion of pupils, both boys and girls, are on course to attain the higher levels in English, mathematics and science - sufficient for the school to meet the challenging targets it has set. Pupils with special educational needs make good progress throughout the school and their achievement is good. The school is aware of these pupils' strengths and weaknesses through its assessment and testing procedures in English and mathematics. Teachers plan appropriate work for pupils with special educational needs, especially in English and mathematics.
8. The recently appointed headteacher has made it a priority to raise standards of attainment across the school. She has so far focused on developing the work of subject co-ordinators so that they can give better attention to ways of raising standards. For example, they are beginning to use assessment data to target individual pupils and groups of pupils to raise their achievement. These strategies have only recently been introduced and have not, therefore, had a chance to impact on standards of attainment.

Pupils' attitudes, values and other personal qualities

Pupil's attendance and punctuality are satisfactory. Attitudes and behaviour are good and there have been no exclusions from school. Pupils' personal development is good, their social development is very good, their spiritual and moral development is good and their cultural development is satisfactory.

Main strengths and weaknesses

- There are much improved systems for promoting good attendance and punctuality.
- Pupils show good attitudes, especially in Years 5 and 6.
- Relationships between pupils and staff are very good.
- Provision for spiritual, moral and social education is rapidly improving.
- There are insufficient opportunities for pupils to learn about cultural diversity.

Commentary

9. Although most parents are conscientious about sending their children to school, attendance rates have been satisfactory rather than good. This was because the monitoring of attendance was not rigorous enough. Rapid improvements to procedures for monitoring attendance, including a more careful analysis of attendance records, have been introduced by the recently appointed headteacher and procedures for monitoring attendance are now good. Attendance rates have also been affected by too many pupils taking holidays in term time. The intermittent attendance of Traveller children also depresses attendance rates. Punctuality has only been satisfactory and procedures to monitor punctuality are also now more rigorous. The school day starts at different times for older and younger pupils and this has adversely affected punctuality. However, steps have now been taken to establish a common start time, which will help parents organise themselves more effectively.

Authorised absences	
School data	4.8
National data	5.1

Unauthorised absences	
School data	0.2
National data	0.4

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

10. Pupils' attitudes to learning and to school are good. Nursery children are fully absorbed in their work and Reception children are attentive and enthusiastic, even when lessons are not challenging. Some pupils in Year 1 become restless when the lesson does not move on quickly enough. When teaching is lively and engaging, pupils listen well. Pupils in Years 5 and 6 are particularly keen and enthusiastic and their very good attitudes make a significant contribution to their good standards of achievement. Relationships between pupils are good and relationships between pupils and staff are very good. Staff provide pupils with very good role-models for relationships.
11. Pupils with special educational needs have good attitudes to school and are generally confident and show enthusiasm for learning. Most are attentive and follow instructions well. During the week of the inspection, there were many opportunities in lessons for these pupils to work independently or in groups. This resulted in pupils with special educational needs experiencing success and helped to raise their self-esteem.
12. Pupils behave well in class and around school. There is a calm orderly atmosphere. Behaviour is good during assemblies. Behaviour at playtimes is satisfactory and most pupils play sensibly. There have been no exclusions from school. Parents and pupils report little bullying and pupils are confident that staff effectively resolve any fallings out. Racial incidents including name-calling are very rare. The new headteacher has improved procedures regarding bullying and racism.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	169	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – Caribbean	1	0	0
Information not obtained	0	0	0

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

13. Pupils' spiritual, moral, social and cultural development is good and rapidly improving under the leadership of the new headteacher. Spiritual development is good. Assemblies and lessons help pupils develop an understanding of the beliefs of others. The practice of exploring the words of hymns makes a good contribution to spiritual development. In lessons, pupils are willing to talk about themselves and others listen sensibly. Respect is actively encouraged and pupils develop tolerance and understanding. The school provides a daily act of collective worship. The headteacher has introduced increased opportunities to celebrate success and opportunities to learn to deal with disappointment. These are appreciated by pupils, parents and staff and are contributing to high levels of self-esteem and improved confidence.
14. Moral development is good. Pupils clearly understand the difference between right and wrong. They are keen to collect for charity and help others less fortunate than themselves. They show good initiative. For example, boys in Year 5 organised a bring and buy sale to raise money for a school in Nigeria.
15. Pupils' social development is very good. By the time they reach Year 6, they work very well in groups. In citizenship lessons, they comment about social groups, making mature and perceptive comments about cliques. The school council is developing pupils' sense of social responsibility. The mentor scheme has been extended and is working well. Older pupils welcome this opportunity to support younger pupils and this fosters a sense of responsibility.

Many of the pupils have very active social lives outside school. The school's link with a school in Nigeria promotes spiritual, moral, social and cultural understanding well.

16. Opportunities for cultural development are satisfactory. The school makes good use of the local community to develop opportunities for pupils to understand and appreciate the history of their own culture. The 'Awe and Wonder' week has included opportunities for cultural development but the school recognises that there should be more opportunities for pupils to appreciate cultural diversity.
17. Pupils' attitudes and behaviour and rates of attendance are very similar to those described in the previous report. Procedures to monitor attendance have improved substantially, particularly since the arrival of the recently appointed headteacher. Provision to promote pupils' personal development is rapidly improving.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory. The quality of teaching and learning is satisfactory. Teaching and learning are supported by a satisfactorily broad and balanced curriculum, with good opportunities for pupils to take part in additional activities outside the normal curriculum. There is good provision for pupils' personal, social and health education and citizenship. Learning resources in some areas of the curriculum are unsatisfactory. There is good provision for pupils with special educational needs. Very good levels of support and guidance and the good quality of pupils' personal development help to produce a good environment for learning. The school has good partnerships with its parents and with the local community.

Teaching and learning

The quality of teaching and learning is satisfactory. The teaching and learning in the middle and upper junior classes is good with some very good teaching. There are satisfactory arrangements for assessment.

Main strengths and weaknesses

- The good and very good teaching in the middle and upper junior classes has a positive effect on pupils' learning, achievement and progress.
- Teaching and learning in the Foundation Stage are unsatisfactory.
- The needs of higher-attaining pupils are not well planned for in the infant classes.
- Teachers have high expectations of pupils' behaviour.
- Teaching assistants are used well to support pupils' learning and to work with targeted pupils.
- Pupils in the middle and upper junior classes work very well on their own and in partnership with other pupils.
- Assessment is thorough and used well in the middle and upper junior classes: pupils in these classes have a good understanding of how to improve their work.

Commentary

18. Since the previous inspection, the quality of teaching and learning has been maintained at a satisfactory level, although there are more variations across the school now. The quality of teaching is **satisfactory** overall, with good and very good teaching in and the middle and upper junior classes. The quality of teaching in the Foundation Stage is unsatisfactory, based upon an analysis of children's work and their achievement over time. In the infant classes, teaching is satisfactory. Parents and pupils are very positive about the teaching staff. Pupils know that they are expected to work hard and that the staff will help them to make their work better. The table below indicates the quality of teaching in lessons seen during the inspection.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (25%)	9 (28%)	15 (47%)	0 (0%)	0 (0%)	0 (0%)

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

19. In the Foundation Stage, there is a clear difference between the quality of teaching and learning in the nursery class and in the Reception class. Teaching in the nursery is satisfactory, with many good features. Most children make satisfactory or good progress, including those who have special educational needs, and are well supported by dedicated learning assistants. Teaching, learning and progress in the Reception class are unsatisfactory. The analysis of work demonstrated clearly that, over time, tasks and activities are insufficiently challenging and often lack purpose. This limits achievement, particularly in communication, language and literacy, creative development and knowledge and understanding of the world. Consequently, teaching, learning and progress in the Foundation Stage are unsatisfactory overall.
20. There are some common strengths of teaching that underpin the quality of pupils' learning in both the infant and junior classes. All teachers have high expectations of pupils' behaviour and good use is made of teaching assistants to support pupils' learning. In the middle and upper junior classes, pupils are given good opportunities to work on their own and with other pupils. Assessment is used well in these classes to help pupils understand how to improve their work. Most pupils demonstrate good attitudes to learning and behave well. They work hard in all classes and work well on their own or in partnership with other pupils. Some teaching and learning in the middle and upper juniors is very good, For example, in an English lesson in the Year 4/5 class, activities were extremely well matched to the needs of different abilities and the teacher had high expectations. The teacher stimulated the pupils' interest with an interesting range of resources and made very clear to pupils what was expected of them, 'modelling' the main writing task on an overhead projector. Very good knowledge of the subject was applied well to challenge pupils and increase their understanding. As a result, pupils were highly motivated and worked very well together in pairs and small groups and achieved extremely well. Where teaching is satisfactory, the pace of learning slows and activities are too teacher-led, giving insufficient opportunities for pupils to learn for themselves. There are also times when pupils are too passive in their learning and not engaged in the lessons.
21. All pupils are involved well in most classes, and teachers and all other staff fully promote equality of opportunity. However, in the Reception class, and in mathematics and science in the Year 2 class, the needs of higher-ability pupils are not always well met. This is not the case in the middle and upper junior classes, where regular assessment of the progress made by higher-attaining and gifted and talented pupils and effective targeting of their learning, means provision is well matched to their needs. Pupils with special educational needs learn well because of good teaching. Teachers work with the co-ordinator to prepare individual plans for pupils where needed and pupils are thoroughly involved in this process. These plans are kept at hand so that teachers can monitor pupils' progress. Most support is given within the classroom so that pupils feel included in the class' everyday learning. This support is good and helps pupils to achieve well. Where pupils have physical or emotional problems, assistants provide close, caring support.
22. Assessment procedures are satisfactory and are being used increasingly effectively to improve learning. Pupils are regularly assessed in writing and mathematics, with learning targets being set as a result, enabling staff to identify target groups of pupils to focus on more closely. In other subjects, assessment procedures are satisfactory and focused on assessing pupils' progress against the main expectations in each unit of work, based on the National Curriculum level descriptions. The marking of day-to-day work is thorough and indicates to pupils what they need to do next to improve their work, guiding them towards the achievement

of their targets. In the middle and upper junior classes, assessment is used well to show pupils what they must do to improve their work.

23. Homework is used satisfactorily. It is effective in promoting the development of English and mathematics and in supporting the further development of pupils' learning in all classes. Homework is used well in the middle and upper junior classes.

The curriculum

The curriculum is **satisfactory**, and there are some good features, particularly the opportunities provided for learning outside the school day. However, it does not always meet the needs of higher-attaining pupils in the infant classes.

Main strengths and weaknesses

- The needs of the highest-attaining pupils are not yet being met in all lessons and classes.
- Numeracy and ICT are not being developed adequately in other subjects.
- There is a good programme of personal, social, health education and citizenship.
- The curriculum is enriched well by the use of visitors and good links with the community.
- The school provides well for pupils with special educational needs.
- Resources are unsatisfactory in English, mathematics and information and communication technology.

Commentary

24. The school has maintained all the features of the curriculum that were identified as good at the time of the previous inspection. This ensures that for most pupils, the school continues to meet its aim of providing a broadly-based and challenging curriculum. There is an appropriate emphasis on the main subjects of English, mathematics and science and, as a result, pupils' achievement in these subjects is improving by age eleven. However, despite revised planning, which now ensures teachers plan for three levels of difficulty, tasks planned and set for the most capable pupils are not always sufficiently demanding in the infant classes. This aspect has not improved sufficiently since the previous inspection.
25. The school has begun to improve the curriculum further by encouraging pupils to develop their thinking skills through good quality questioning. However, this approach is at an early stage of development. A few teachers provide good opportunities to promote literacy, numeracy and ICT through other subjects. For example, in science, in both the Year 4/5 and Year 5/ 6 classes, teachers encourage pupils to discuss their ideas, predictions and conclusions during their investigations. This is an important element in the improving standards in both science and literacy. However, this is not done consistently throughout the school, and so pupils miss vital opportunities to develop their basic skills in context. For example, pupils do not develop computer skills enough by producing graphs in mathematics or science.
26. The school enriches the curriculum well with many, varied opportunities. Whenever possible, pupils visit a place of interest to bring alive each topic in geography, history and other subjects, and this puts learning in context. For instance, pupils in Year 2 visited Coombe Abbey Country Park to support their work in science. This experience made a significant contribution to their learning and personal development. Pupils receive skilled training from local coaches in a variety of sports. These include football, tag rugby, cricket and netball. Pupils have opportunities to take part in competitions, often with pupils from other schools, and enjoy some success in inter-school matches, notably in cross-country running and netball. Residential experiences give the older pupils an opportunity to take part in adventurous activities.

27. Provision for personal, social, health education and citizenship is good. The school provides good opportunities for pupils to learn respect for the values and attitudes of other pupils and adults and to develop their own self-worth and confidence.
28. Parents value the variety of activities offered, because they believe they produce interested children who want to learn. The range of extra-curricular clubs has been extended to include a recorder club and a choir, which participates in music festivals. In addition, theatre groups and other outside speakers are used effectively to enhance the curriculum with their expertise. The local community plays an important part in the life of the school, making a valuable contribution to the school's good programme for personal, social, health and citizenship education. The school provides good opportunities for pupils to learn respect for the values and attitudes of other pupils and adults and to develop their own self-worth and confidence.
29. The curriculum provides well for pupils with special educational needs. Systems for identifying children with particular needs early in the Foundation Stage are efficient and effective and are quickly translated into appropriate intervention. Partnership and dialogue between the assistant and teachers are established at the outset. The mechanisms for feedback to the specialist teacher, assistant and class teachers are effective, and the quality of the records is good. The special educational needs co-ordinator has set in place robust procedures for regular monitoring and reviews that are carried out meticulously. Parents are properly involved, and the special educational needs co-ordinator is well informed about each pupil's achievements. There is satisfactory provision for pupils who are gifted and talented. For example, the mathematics club targets gifted mathematicians in Year 2, gifted Year 3 pupils are studying Shakespeare and, in Year 6, pupils are working with a local secondary school on science topics. For talented pupils there is provision in art and design, music and sport through clubs, involvement in festivals and links with secondary schools respectively.
30. The accommodation has been extended and the outdoor areas have been imaginatively developed to support aspects of the curriculum. However, there remain significant limitations in both the accommodation and in learning resources, which hamper learning. The current ICT suite, with its dated hardware, is situated in a corridor, thereby restricting its capacity to become an important facility for learning. Resources are unsatisfactory for English, mathematics, science and the ICT suite. There is a lack of good quality textbooks and equipment and software for the ICT suite. This was a key issue from the previous inspection. However, the school has a well-considered action plan to address the inadequacies in accommodation and resources.

Care, guidance and support

There are good procedures to ensure pupils' care, welfare, health and safety. The provision of support advice and guidance is very good. The involvement of pupils in the school's work is good.

Main strengths and weaknesses

- Pupils are happy and secure and enjoy coming to school.
- Rapid improvements have been made to procedures to ensure pupils' health and safety.
- Personal support for pupils, including very vulnerable pupils, is very good.
- The school council is providing an effective forum where pupils can express their views.

Commentary

31. Procedures for child protection are good. The policy has been updated to take account of locally agreed procedures and all staff have recently undertaken school-based child protection training. Procedures for ensuring health and safety have been recently improved. Staff are now more aware that health and safety is everyone's responsibility. Governors' involvement in monitoring the implementation of the health and safety policy has improved and regular health and safety audits are being established.

32. Provision for support, advice and guidance is very good. Arrangements for the induction of new pupils are good and include home visits. Pupils settle into school quickly. Relationships between pupils and staff are very good and this helps pupils to feel happy and secure. They are aware that they can talk to an adult if they have any problems. Staff know pupils very well and any academic or personal difficulties are soon picked up. Personal support is very good. The most vulnerable pupils receive extra support and they are carefully monitored. Pupils with special educational needs know they are very well cared for, and this has a positive impact on their learning. Parents appreciate the good support that is offered to pupils with special educational needs. The support for traveller pupils has improved, all staff having recently received training, and support is now good.
33. Pupils' views are valued and respected. The organisation of the school council has been altered. Class councils are now held and, after discussion of the issues in class, the class representatives take those views to the school council. This provides a more democratic and representative forum where pupils express their opinions. There is also a suggestion box for pupils. The school carefully considers pupils' views and, where possible, there is a positive response to their suggestions, such as the provision of a 'friendship bench' in the playground.
34. Improvement has been good since the previous inspection. Provision for care, support and guidance has improved. Health and safety and child protection procedures have been improved and updated and personal support for pupils has improved from good to very good. The school council now provides a more effective forum for pupils to air their views.

Partnership with parents, other schools and the community

Links with parents and with the community are good. Links with other schools are satisfactory.

Main strengths and weaknesses

- Parents are very pleased with the school.
- Parents receive good information about the work of the school and about their children's progress.
- Pupils make a good contribution to the local community.

Commentary

35. Parents are very supportive of the school and of their children's education. There is a full complement of parent governors and a small but very active 'Friends' association. Parents report that they find the school open and approachable and questions or problems are dealt with effectively. Relationships with Traveller parents have improved and they now feel confident to come into school to attend celebration events.
36. Parents receive good information about the work of the school and about their children's progress. Progress reports are of good quality and parents especially appreciate the warm personal letter that is included in reports and sums up each child's academic and personal development. The school is viewed as very approachable and informal drop-in sessions were held where parents could meet the new headteacher. The governors' annual report contains all the information that is required by law and, although the current prospectus is of good quality, the new user- friendly A-Z of school information, compiled by the headteacher further improves the quality of information for parents. Newsletters have always been regular but the headteacher has increased their frequency. As well as informing parents about the life of the school, they contain a very useful diary of events. Some parents would like more information about the curriculum. There are effective links with parents of pupils with special educational needs, with regular liaison. Parents see their children's plans both formally and informally and they are involved in discussions about their children's progress and the setting of their future targets.

37. Links with the community are good. There are close links with the local church, which is regularly used for school services. Links with the Parish Council Committee are developing and pupils have had the opportunity to contribute to the parish plan. Good use is made of the local environment to add interest and relevance to the teaching of history and geography. Many pupils are very actively involved in the local community outside school. They have contributed to the local environment through village spring-cleaning day and are hoping to open the school garden to the public during an 'open gardens' event.
38. Links with a local selective school have improved opportunities for pupils who are gifted and talented in mathematics and science. The school has made good use of links with other schools and the wider educational community to improve provision for physical education and there are more opportunities for competition with other schools. However, the curricular links with the secondary school, where the majority of pupils continue their education, are limited. The school is involved with other local primary schools but recognises the need to develop closer links in order to raise expectations and to gain a better understanding of national standards.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides very good leadership. The leadership of key staff and the effectiveness of management are both satisfactory. Governors fulfil their role in leading and managing the school satisfactorily.

Main strengths and weaknesses

- The headteacher's very good leadership is providing a very good role model to other staff.
- The governors have a good understanding of the strengths and weaknesses of the school.
- There are good plans for the further improvement of the school.
- Subject co-ordinators are not playing an effective part in raising standards and achievement.

Commentary

39. The headteacher provides very good leadership, which is highly regarded by staff, governors, parents and pupils. She has been at the school since January 2005 and has already had a major impact in some areas of the school's work. She provides a very good role-model for the pupils and all staff. She also has a clear vision of how the school should develop and improve. In putting this vision into practice, she is creating an effective team of teaching and non-teaching staff to work with her. Examples of the headteacher's influence on the school are a focus on improving reading across the school, the monitoring of planning, teaching and learning, including work scrutiny by the whole staff, and the introduction of rigorous systems of assessment, leading to targeted improvements in pupils' performance. As a result, a clear educational philosophy is developing that values high academic standards, pupils' personal development and their all-round achievements.
40. These aims and values are increasingly reflected in the school's work. The commitment to ensuring that pupils feel valued and develop as individuals contributes well to pupils' standards of attainment and achievements. There are very good relationships at all levels throughout the school. Staff are committed to providing pupils with equality of access to all the opportunities the school has to offer. The result of this is that pupils make satisfactory progress and achieve satisfactorily, although the rate of progress and achievement varies across the school.
41. The headteacher leads the curriculum extremely well and the delegation of managerial responsibilities is good. She works closely and effectively with the deputy headteacher and assistant headteacher on the key aspects of the school's work. She is directly involved as special educational needs co-ordinator. In this role, she manages and organises the provision to a good standard, which results in the provision of a good quality of education for pupils with

special educational needs. The headteacher is also the assessment co-ordinator and has taken a direct lead in the leadership and management of ICT, with the production of a clear written policy for the development of ICT at all levels in the school. This high level of involvement has made the headteacher well aware of the strengths and weaknesses in the work of the subject co-ordinators. Her leadership of monitoring teaching and learning is providing a basis for the organisation of the performance management process. It is leading to more effective data-analysis, tracking of pupils' progress and the setting of appropriately challenging targets for improvement. At present, these measures are producing a satisfactory level of evaluation but it is too early to judge their impact on standards of attainment. However, the school improvement plan reflects the outcome of monitoring and accurately identifies the priorities the school needs to address. Staff are enjoying improved opportunities for professional development since the appointment of the new headteacher.

42. The leadership and management of the subject co-ordinators are satisfactory. Opportunities to monitor teaching and learning have been limited in the past but the subject leaders' role has been redefined to focus more clearly on raising standards of attainment. The leadership and management of science remains unsatisfactory, but is now good in religious education and personal, social, health education and citizenship and satisfactory in English, mathematics and ICT. However, leadership and management in the Foundation Stage curriculum remain unsatisfactory. Planning for the nursery and Reception classes is adequate and improving but is not having enough impact on children's achievements.
43. Statutory requirements are fully met, and the governing body performs its role satisfactorily. Governors share the headteacher's vision for the school and carry out their responsibilities in a variety of ways, through the committee system, by liaising with subject co-ordinators and through visits to the school to observe lessons and check planning. They have a clear view of the strengths and areas for improvement and are sufficiently involved in the school's development, holding the school to account for its performance. Statutory requirements are fully met.
44. Financial planning and management are sound. The school budget is managed satisfactorily, with efficient systems to make sure that the finances are carefully controlled and expenditure regularly reviewed. The school has gone through a period of financial difficulty in which deficits have had to be managed. Day-to-day administration and systems of financial control are both efficient and effective, with the school administrator working very closely with the headteacher. The principles of best value are applied effectively.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	408,238
Total expenditure	447,875
Expenditure per pupil	2,366

Balances (£)	
Balance from previous year	2,796
Balance carried forward to the next year	39,637D

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

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

The school has not maintained the sound quality of provision found at the time of the last inspection. Therefore, there has been an unsatisfactory rate of improvement in the quality of provision in Foundation Stage. Provision in the nursery is satisfactory but it is unsatisfactory for the Foundation Stage overall. This is because the work in the Reception class does not adequately build upon progress made in the nursery. As a result, many children do not reach the standard expected in many of the main areas of learning by the time they enter Year 1. Leadership and management of the Foundation Stage curriculum are unsatisfactory. Planning is adequate and improving but is not having enough impact on children's achievements. Satisfactory assessments of what children know, understand and can do are undertaken and targets set, but they are not systematic and lack precision. Information is not used well to help children to improve and expectations are too low.

The attainment of children on entry to school is in line with what is normally expected for children at that age. An effective induction programme helps nursery children to settle in well and form positive attitudes to school. Teaching in the nursery is satisfactory with many good features. Most children, including those who have special educational needs, make good progress and are well supported by dedicated learning assistants. The small number of children in the nursery sometimes restricts opportunities for co-operative and larger group work and hence for the development of social skills. Teaching and progress in the Reception class are unsatisfactory. Tasks and activities are insufficiently challenging and often lack purpose. Reading and writing skills are below what is expected. Children are unlikely to reach the expected standard for the important area of communication, language and literacy by the time they enter Year 1. Similarly, unsatisfactory provision for the development of children's knowledge and understanding of the world and for creative development causes children to underachieve in these areas. In personal, social and emotional development and in numeracy and physical development, pupils are likely to meet the expected levels by the end of Reception. In these areas, because teaching and provision are sound, children make satisfactory progress. Assessment procedures are satisfactory and are used to plan for children's learning on a day-to-day basis. Overall, teaching and progress in the Foundation Stage are unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The good induction programme helps children to settle well in the nursery.
- The support of learning assistants is good, particularly for those children who have special educational needs.
- There are insufficient opportunities for children in the Reception class to develop independence and a sense of responsibility.
- The small number of children in the nursery restricts opportunities for social development.
- Attitudes and behaviour are good.

Commentary

45. Teaching, learning, progress and achievement are satisfactory in this area of learning. In the nursery, every opportunity is taken to ensure that children feel safe, happy and secure and develop a sense of trust. The satisfactory and sometimes good provision helps to develop self-esteem and confidence and to ensure that children achieve well, have good attitudes to learning and enjoy school. The small number of children, however, restricts opportunities for

interactive large group activities and for the development of social skills. In both the nursery and the Reception classes, during whole-class activities, children maintain attention, concentrate and sit quietly when appropriate. In the Reception class, children form good relationships with adults and their peers. Behaviour and attitudes are good and children work harmoniously together when given the opportunity. Most children apply themselves to tasks and are engaged, but they have insufficient opportunities for independent learning or to develop a sense of responsibility for their own actions. Good teaching and support for those children who have special educational needs help them to form positive relationships and, with encouragement, adapt their behaviour to different events, social situations and changes in routine. Most children are likely to meet the expected goals for this area of learning by the end of Reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children in the nursery and Reception classes sustain attentive listening and respond well with relevant questions and comments.
- The teaching of language and communication skills is good in the nursery.
- The absence of a thorough and systematic approach to the teaching of reading and writing in the Reception class results in unsatisfactory standards in the development of these skills.

Commentary

46. Teaching, learning, progress and achievement in this important area of learning are unsatisfactory. Despite the good start in the nursery, children will not meet the expected goals for this area of learning by the end of the Reception class. Nursery children respond with enjoyment to stories, songs and rhymes. Their teaching is good and sometimes very good. All staff are knowledgeable about extending children's communication and language skills and definite times are set for the development of specific speaking and listening skills in small groups. In one very good lesson, children became absorbed in the story of 'Rapunzel', when the adult used small models of the characters, and laminated cards to bring the story to life. Children recognised the 'z' in Rapunzel and enjoyed correcting the position of large templates of the letter. They became familiar with new vocabulary such as 'sideways' and 'upside down'. Children with special educational needs were fully involved and made very good progress. In the Reception class, the work of the nursery is not sufficiently extended. Children sometimes complete the same activities and tasks as those being undertaken by nursery children and tasks lack challenge. Some progress is made when staff intervene and extend activities, but this is not sufficiently structured or consistent to extend learning over time. The absence of a direct and systematic approach to the teaching of reading and writing skills prevents children from making the progress they should in these areas. Independent writing is underdeveloped. There is an over reliance on worksheets with too much 'colouring in' and repetition of what children already know.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The development of counting and number recognition is good in the nursery.
- Children in Reception can combine numbers to 10.
- Opportunities are missed to challenge children further.

Commentary

47. Teaching, learning, progress and achievement are satisfactory throughout the Foundation Stage and children are likely to reach the expected levels by the time they enter Year 1. Nursery children enjoy a good range of activities. Staff are skilled in identifying the next step in children's learning and plan well to help them make progress. Children enjoy making the correct number of jumps when they roll a large dice and can write numerals to 10. In the Reception class, teaching is satisfactory. The provision of appropriate resources helps children to make sound progress and develop good attitudes to mathematics. Children are able to combine two sets of numbers up to ten in simple sums and know how to add on up to five more. Sometimes whole-class sessions are too long and insufficiently challenging for all children. This prevents the staff from identifying precisely what individual children are able to do and extending their mathematical skills further. Sometimes marking does not help children to improve their work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Some unsupervised activities are too repetitive and do not sufficiently extend learning for older and higher-attaining children.
- Some provision enables nursery children to make good progress.

Commentary

48. Teaching, learning and achievement are unsatisfactory because expectations are too low. Some activities in the Foundation Stage are satisfactory but the provision for Reception is unsatisfactory. Reception children often repeat the work done in the nursery and do not make the progress they should. As a result, these children are unlikely to meet the learning goals for this area by the end of their Reception year. Nursery children make satisfactory progress because of the contributions from nursery staff. They build with wooden blocks, wearing hard hats. They learn to ask questions about how things happen as they plant seeds in the wild garden and observe the change from tadpole to frog in the vivarium. They construct with card, boxes and tape as they select materials to build a dragon's castle and make an enchanted wood in the outdoor play area. The facilities and resources in the unit are used by both classes. Older children and those with above average ability become bored and make unsatisfactory progress. Provision for ICT is unsatisfactory, with limited access to ICT resources and facilities. During the inspection, only one computer was working.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are sound opportunities for children to develop physical skills through well-planned lessons.

Commentary

49. Teaching for this area of learning is satisfactory and children are likely to reach the expected levels by the end of the Reception class. The wide range of large and small equipment for outdoor play provides sufficient opportunities for children in the nursery and Reception classes to develop physical skills and imaginative ideas. They display increasing control, co-ordination, confidence and imagination during physical activity, both indoors and outdoors,

and make satisfactory progress. Children work productively with adult support and develop a good range of skills during lessons in the hall. They show an awareness of the use of space and with encouragement learn to move from one piece of apparatus to another in different ways. Activities enable children to handle tools, such as pencils, paint, glue, brushes and scissors, with growing confidence and control.

CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

Main strengths and weaknesses

- Provision is good for nursery children.
- Work with Reception children is insufficiently challenging.

Commentary

50. The quality of teaching and learning in this area of learning is unsatisfactory overall. It is satisfactory in the nursery and unsatisfactory in the Reception class. Nursery children explore colour, texture, shape, form and space in two and three dimensions. Staff recognise the importance of children creating their own ideas and developing imagination. Children enjoy accompanying recorded music using untuned percussion instruments. Imaginative ideas are expressed and communicated in the outdoor play area. During the inspection, opportunities for imaginative role-play inside the Foundation Stage unit were restricted. Children in the Reception class make unsatisfactory progress because teaching fails to provide the necessary challenge to extend learning. Reception children are involved in the same activities as nursery children and too little is expected of them. As a result they underachieve. It is unlikely that they will meet the expected targets by the time they are due to enter Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 4, 5 and 6 and attain standards above expectations by the age of 11.
- Pupils attain standards below the expected levels by Year 2 and their achievement in writing is unsatisfactory.
- Pupils make good progress in the middle and upper junior classes because of good and very good teaching.
- Assessment procedures are used well in the middle and upper junior classes to identify targets for pupils to work towards.
- Learning resources, particularly for reading, are unsatisfactory.

Commentary

51. Standards of attainment are above expectations at the age of eleven, but below expected levels at the age of seven. This represents satisfactory progress overall since the previous inspection, when standards were in line with the average at age eleven. Standards have improved for pupils in Year 6, but declined for pupils in Year 2. Pupils with special educational needs make good progress and achieve well. However, higher-attaining and gifted and talented pupils make only satisfactory progress and this varies between Year 2 and Year 6 because of the different rates of achievement in those year groups. Inspection findings are similar to the results of the 2004 tests at age eleven, when pupils' attainment in English was

above average compared to the performance of pupils in all other schools and also when compared to pupils' own prior learning. The current standards in Year 2 represent a slight improvement from the results of the 2004 tests, when reading was well below the average when compared to all schools and writing below the average. In the present Year 2, there is a marked difference between the attainment of boys and girls. The lower-ability group is made up almost entirely of boys, whilst most of the higher-attaining pupils are girls.

52. At the age of seven, pupils' speaking and listening skills are in line with expectations, whilst at eleven they are above expectations. Pupils progress and achieve well in this aspect of the subject. Teachers plan speaking and listening opportunities into lessons but, in Year 2, opportunities for pupils to give extended responses to questions are limited. In Year 6, pupils engage well with 'talk' partners to discuss ideas for writing. Their mature attitudes encourage each other to give considered responses, including extended vocabulary to describe specific types of text.
53. Standards of attainment in reading are in line with expectations at seven, and improving, from the results in the 2004 national tests. They are above expectations at age eleven. Most pupils in Year 2 read accurately and apply different strategies to work out unfamiliar words. Year 6 pupils read with accuracy, fluency and good expression. They show good understanding of texts they use in lessons and comment on and evaluate each other's work, using a wide range of ideas and understanding gained from their reading.
54. Standards of attainment in writing are below expectations at the age of seven and above expectations at the age of eleven. Pupils' progress in the infant classes is unsatisfactory because they do not make sufficient progress to catch up from their unsatisfactory achievement at the end of the Reception year in communication, language and literacy. There is good progress in writing in the middle and upper juniors to achieve standards above expectations. In Year 2, middle and higher-attaining pupils write correctly and use vocabulary, punctuation and appropriate structure to express and develop their ideas. However, there are very few pupils on course to gain the higher than expected level and achievement in writing is unsatisfactory. In Year 6, all levels of ability structure their writing purposefully and sustain their ideas with good and effective use of vocabulary, complex sentences and accurate punctuation. Higher-attaining pupils demonstrate a greater ability for creative and imaginative ideas sustained and developed with very good basic skills and organisation.
55. The quality of teaching and learning is satisfactory and ranged from satisfactory to very good. Most pupils show positive attitudes to their learning, concentrate well and enjoy their lessons. Teachers engage them well in the lessons, insist on high standards of behaviour and use teaching assistants well to support pupils' learning. In Years 1 and 2, teaching focuses mainly on basic skills of spelling, punctuation and sentence structure to help pupils to make up for slower progress in the Reception class. However, opportunities are missed to engage pupils in conversation to stimulate ideas for their independent writing. Learning in these classes is too much teacher-led and so pupils are not able to learn for themselves sufficiently or to work independently. The main characteristics of the good and very good teaching and learning in Years 4, 5 and 6 are:
 - good knowledge of the subject enables teachers to make lessons accessible and challenging for all pupils;
 - high expectations of pupils' learning and thorough planning to meet the needs of different abilities, including pupils with special educational needs and those who are higher attaining;
 - effective assessment procedures, which provide pupils with targets for their learning and show them what they need to do next to improve their work;
 - a clear focus on developing pupils' basic skills of grammar, spelling and punctuation as the basis for more extended, complex and challenging work for a range of reading and writing tasks; and

- good 'modelling' of tasks and use of stimulating resources so that pupils are clear about what is expected of them and are engaged in their tasks.

56. Leadership and management of the subject are satisfactory. The subject co-ordinator is focused on raising pupils' standards of attainment, and has become involved in work scrutinies and formal monitoring of pupils, leading to more structured assessments and the setting of improvement targets for pupils. Recent developments as a result of the monitoring of provision include the introduction of a more structured reading scheme in the junior classes and planned improvements to learning resources, which are currently at an unsatisfactory level.

Language and literacy across the curriculum

57. Provision for language and literacy across the curriculum is **satisfactory**. Pupils develop a sound knowledge of the terminology used in different subjects, for example, mathematics and science. They are given opportunities to apply their literacy skills, particularly in history, geography and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment at the end of Year 6 are above expectations and have improved since the previous inspection.
- Standards by the end of Year 2 are below expectations, particularly for higher-attaining pupils.
- Pupils' attitudes to learning are positive and they behave well.
- Learning resources are unsatisfactory.
- The development of mathematics through other subjects is unsatisfactory.

Commentary

58. In the 2004 national tests for 11-year-olds, pupils' attainment was above average in mathematics compared to all other schools, in line with the average when compared to the performance of pupils in schools with a similar intake, and well above average when compared to the result of pupils in schools where pupils' prior attainment was similar. Inspection findings show that, in the current Year 6, pupils are performing well to attain standards above the national expectations. All pupils, including those who are higher attaining and those who have special educational needs, make good progress. However, despite very good teaching and good standards overall in Year 4/5 and Year 5/6, pupils' achievement is satisfactory because of the lower standards and achievement in the infant classes.

59. In the 2004 national tests for seven year olds, pupils attain well below average when compared to all schools and very low in comparison to the performance of pupils in similar schools. During the inspection, standards of attainment for pupils at the age of seven were judged to be below the expected levels, which is an improvement, although the needs of higher-attaining pupils in Year 2 are not well met. Since the previous inspection, when standards were in line with the average at both seven and eleven, there has been a good improvement in the junior classes because of the good and very good teaching in the middle and upper juniors whilst in the infant classes, standards have declined. Therefore, improvement overall has been satisfactory since the previous inspection. It is good in the junior classes but unsatisfactory in the infant classes.

60. The quality of teaching and learning is satisfactory, although it varies across the school. In the infant classes, teachers plan straight from the National Numeracy Strategy with little adaptation for the needs of the pupil. Teachers in these classes rely too heavily on routine worksheets, which direct pupils' learning too much. In these situations, pupils steadily lose interest and so the pace of the lesson and their rate of learning slow down. Teachers are not skilful enough at providing different work to meet the needs of all pupils. This helps to explain why standards at the end of Year 2 are below the expected levels. Pupils with special educational needs are well supported in small groups but higher-attaining pupils do not regularly receive challenging work in most classes, except the middle and upper junior classes. Teaching in these two classes is more dynamic and sharply focused and teachers have good expectations of pupils. In one lesson, pupils rose well to the challenge of calculating the best routes to several space stations, using their knowledge of co-ordinates. The more-able pupils were able to plot one trip to visit all space stations. Teachers in these classes prepare lessons thoroughly and some start with a lively activity, which gets pupils going. For example, after a brisk practice of number 'tables', the teacher in the Year 5/6 class extended the scope of the work to calculating rapidly in positive and negative numbers. Consequently, all pupils were kept on their toes and enjoyed the mental challenge. However, whilst mental activities are taught, there is no clear expectation of what pupils should know by the end of each year or of how rapidly they should be able to calculate. Pupils are keen to learn because they have a good rapport with their teachers. Pupils know that their contributions are valued and that teachers want them to succeed. As a result, behaviour is good and pupils listen well in lessons.
61. The co-ordinator provides sound leadership. The subject benefits from an enthusiastic co-ordinator who is an effective mathematics teacher. She has identified ways of raising standards, especially in Years 1, 2 and 3, mainly by raising the expectations of teachers, more diagnostic marking and a thriving mathematics club for Year 2 pupils to promote better attitudes to mathematical learning. The co-ordinator has a regular programme of checking colleagues' planning and pupils' work, which gives her an overview of the subject. She has also organised information evenings for parents in relation to mathematics. Assessment procedures are satisfactory and improving. There is detailed analysis of test results to inform teachers' future planning and weekly target- setting and recent improvements in assessment are providing more regular information about pupils' performance and progress. However, her evaluations and data are used well in Years 4, 5 and 6, but are not yet having a sufficient impact on raising standards in Years 1, 2 and 3. The issue of providing more challenge for higher-attaining pupils is only just beginning to be resolved. Currently, the co-ordinator has few opportunities to evaluate teaching and learning. Learning resources are unsatisfactory, particularly the lack of books for a structured scheme of work.

Mathematics across the curriculum

62. The use of mathematics in other subjects is **unsatisfactory**. Although the National Numeracy Strategy has been implemented well in mathematical lessons, it has not systematically been planned in other subjects. Mathematical skills are used in science when data is presented in the form of graphs and bar charts. ICT is used effectively by lower-attaining pupils to improve their calculating skills. However, overall, mathematics tends to be taught in isolation and teachers do not always seek ways of putting it in context.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 are attaining above expectations and achieving well.
- Pupils attain below the expected level by the end of Year 2 and do not achieve as well as they might.

- Teaching is more effective in the middle and upper junior classes, matching work well to the abilities of all pupils and enabling pupils to improve their skills through scientific enquiry.
- In the infant and lower junior classes, assessment is not always used to match work to the abilities of all pupils and, there are too few opportunities for pupils to undertake investigations.
- Leadership and management of the subject are unsatisfactory.

Commentary

63. Pupils' overall achievement in science is satisfactory. It is good in Years 4, 5, and 6 but unsatisfactory for pupils by the end of Year 2. Overall, satisfactory progress has been made since the previous inspection because standards of attainment are now above expectations at the end of Year 6 but, in the infant classes, standards of attainment have declined.
64. In the 2004 national tests for 11-year-olds, pupils' performance was well below average in comparison with schools nationally, with schools who have similar pupils and compared to pupils' own prior learning. It was also well below average for higher-attaining pupils. Inspection findings show that standards for the current Year 6 group are better than last year and the indications are that they will attain standards above expectations for all ability groups. Their achievement is good, as it is in Years 4 and 5 as well. This is the result of consistently good teaching and the very positive attitudes displayed by the pupils. Since the previous inspection, standards in scientific enquiry have improved for pupils in the middle and upper junior classes.
65. In 2004, the results of teachers' assessments at age seven were well below the national averages, both for pupils attaining the expected level and for pupils gaining the higher level. Inspection findings show that pupils' attainment in science in Year 2 is below expectations. Pupils make satisfactory progress, considering the below average levels of knowledge and understanding most of them leave the Reception class with, but they do not fully make up the ground lost in the Reception class by the end of Year 2 and, therefore, their achievement is unsatisfactory.
66. Overall, teaching and learning are satisfactory, as it was at the previous inspection. In Years 1 and 2, teachers do not consistently give all pupils enough scope for independent learning. They expect pupils to complete worksheets rather than plan experiments for themselves. For example, during a potentially fascinating experiment with materials and their properties, most pupils in Year 1 knew what materials the objects were made of but they were given limited opportunities to experiment and to communicate their observations in different ways. This resulted in the higher-attaining pupils not making the progress they were capable of, as the teacher's expectations were not high enough. In the middle and upper junior classes, teaching is good and very good and results in much improved attainment and achievement by pupils of different abilities. As a result, by the end of Year 6, pupils undertake practical activities, with more opportunities for higher-attaining pupils to carry out their own systematic investigations. In a Year 5/6 lesson on exploring habitats, for example, pupils pondered on the types of habitats and what kind of organism would live there. Higher-attaining pupils were challenged to produce 'drawings' of their habitats to scale.
67. The leadership and management of the subject are currently unsatisfactory. The subject has not been rigorously monitored. There is no systematic monitoring of teaching and learning. As a result, good teaching practice is not shared efficiently throughout the school and areas of concern are not dealt with swiftly enough. There are satisfactory assessment procedures but teachers do not always use information from these to influence their planning. Resources in general and ICT resources for science in particular, are unsatisfactory. Consequently, the use of ICT in science is underdeveloped. The co-ordinator has recognised this as an area for development. The headteacher is aware that the co-ordinator requires more opportunities to carry out her leadership and management responsibilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement at age seven is unsatisfactory because of unsatisfactory curricular provision.
- The headteacher has very clear plans for the development of ICT and its role in raising standards of achievement.
- Resources for teaching and learning are unsatisfactory.
- There is unsatisfactory provision for ICT in most subjects.

Commentary

68. Pupils' standards in ICT are in line with the expected levels at age eleven and these pupils achieve satisfactorily. However, pupils in the infant classes reach standards below those expected at the age of seven and their progress is unsatisfactory. The progress of pupils with special educational needs and those who are higher attaining, matches that of other pupils across the school. Across the school, there is inconsistent progress in ICT, with the best provision in the middle and upper junior classes. In these classes, pupils' ICT entitlement is planned satisfactorily and teachers link the development and application of ICT skills to subject areas. In the infant classes, pupils' ICT experience is inconsistent and the evidence available shows that pupils' development of basic ICT skills is limited and below average. These findings represent an unsatisfactory improvement since the previous inspection, when pupils' attainment at both age seven and 11 was judged to be in line with the average. Although there is an adequate number of computers in the school, staff in the Foundation Stage and infant classes lack confidence in their use of ICT because the out-dated operating system does not allow up-to-date software to operate efficiently. In addition, lack of access to the ICT suite for the infant classes has limited the time pupils have to practise and develop their ICT skills and has also limited the breadth of curricular provision in these classes and the use of ICT in other subjects. The headteacher has developed a plan for the development of ICT to address these issues but, as yet, the plan has not had sufficient time to impact positively on pupils' standards and achievements.
69. The quality of teaching and learning seen during the inspection was satisfactory but the analysis of pupils' work illustrated the unsatisfactory achievement of pupils aged seven and a lack of opportunity for pupils in the infant classes to practise and develop basic skills in ICT. Their learning is unsatisfactory. They are given insufficient time and opportunity to practise and develop their basic computer skills. Evidence of pupils' work in Year 2 shows evidence only of simple word- processing and a lack of curricular breadth.
70. In the junior classes, teachers use the classroom computers to give whole-class demonstrations of tasks and skills. Pupils then work independently or in small groups or use the facilities of the ICT suite. Their learning is satisfactory. Teachers have satisfactory knowledge of the subject and apply it satisfactorily in their own use of ICT to support teaching. Pupils in Year 6 have produced presentations and published documents based on their own Internet research and taking account of their intended audience. They have used spreadsheets to analyse and present data, and work on control technology is planned. Most pupils in the junior classes show good attitudes to learning with computers. They work productively at the computers, either independently or in pairs, and show sustained interest and concentration in the activities they undertake. Two Year 6 pupils have taken a lead role in developing the school's web site.

71. The leadership and management of the subject are satisfactory. The subject co-ordinator has been trying to develop the use of ICT with little opportunity to monitor provision and with technical and resource problems providing barriers to development. Assessment procedures are satisfactory and focused on assessing pupils' progress against the main expectations in each unit of work, based on the National Curriculum level descriptions. The headteacher has brought a new vision to the development of ICT, which is beginning to have an impact. A new scheme of work has been introduced and each pupil now has an individual file on the school network, which is making the collection of evidence and the monitoring of progress more manageable. Resources are beginning to improve, the ICT suite is being refurbished, and the focus is now on improving the staff's expertise and confidence in the use of ICT resources and facilities.

Information and communication technology across the curriculum

72. The use of ICT across the curriculum is unsatisfactory. There has been an unsatisfactory development of the use of ICT through other subjects since the previous inspection, when this aspect of the subject was identified as in need of improvement. Pupils in the junior classes have opportunities to use ICT to support their learning in other subjects. During the inspection, examples were seen in science, geography and history. However, in the infant classes, these opportunities are very limited and there is also insufficient use of ICT overall to raise standards of attainment in English and mathematics.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The school provides an interesting and thought-provoking curriculum, which is relevant to pupils' lives and is reflected in their attitudes and behaviour.
- Pupils acquire positive attitudes to different world faiths.

Commentary

73. Standards in religious education across the school are higher than the expectations set out in the locally agreed syllabus. Pupils make good progress because of the good teaching and provision and achieve well both by age seven and age 11. The subject, which is highly relevant to them, permeates much of their lives in school and extends their thinking. This is a good improvement on the situation found at the previous inspection when standards of attainment were in line and teaching and progress were satisfactory. Pupils enjoy lessons and display a lively enthusiasm for the subject during group discussion, expressing thoughtful views about moral and religious issues. A positive Christian ethos exists in the school and there is a good awareness of the similarities and differences between different faiths. Pupils who have special educational needs participate fully in lessons and make good progress.
74. The quality of teaching and learning is good. In a good Year 2 lesson, pupils set up a Hindu altar complete with vessels and the burning of incense. The teacher introduced the topic sensitively and had a good command of the subject. Pupils enjoyed discussing the principles and practices of Hinduism and displayed a good understanding. This was not fully reflected in the individual written follow-up task, which was only satisfactory. Lessons observed during the inspection for pupils in Years 4, 5 and 6 were very good. In a Year 4/5 lesson, the teacher's knowledge and understanding of the subject, her introduction to the vocabulary associated with a belief in Sikhism and her empathetic handling of issues such as spiritual growth, resulted in very good levels of reflection and understanding for pupils. In a Year 5/6 lesson, which was very well planned and organised, the thinking and expression of ideas of several

gifted and talented pupils showed a maturity which was unusual for their age, particularly in discussions with partners and in groups. As a result of the very good input and feedback from the teacher, impressive attitudes to responsibility, respect and trust were not only expressed but also enacted in the behaviour of pupils towards their peers. Assessment procedures are sound and based on judging pupils' progress against the expectations of the locally agreed syllabus.

75. Activities and events are organised to raise the profile of the subject across the school. An 'awe and wonder day', during which children became involved in 'Godly play', has been very successful in developing an awareness of prayer, with particular reference to the Lord's Prayer and pupils' responses to it. Visits to Coventry Cathedral and the Priory Centre have also enriched the curriculum. The subject is well led and managed by an enthusiastic and experienced co-ordinator. ICT has been used for 'virtual' visits to mosques and temples. The very good religious content in whole-school assemblies, which explore spiritual, moral and social issues, ensures that religious education is embedded in the life and work of the school. There are strong links with the local church.

Geography and History

76. No lessons were observed during the inspection, so evidence was gained from an analysis of pupils' work and a discussion with the subject co-ordinator. From this limited evidence, the provision in both geography and history is **satisfactory**, which is similar to the findings of the previous inspection. There is satisfactory coverage of the programmes of study, with a satisfactory balance between increasing pupils' knowledge and understanding of people and places and developing their skills in geography, and of developing pupils' understanding of historical chronology and their ability to use historical sources.
77. In **geography**, Year 2 pupils show some understanding of the differences between physical and human features, but there is little evidence of them developing map skills. Pupils in Year 6 study different environments and make appropriate use of key geographical terms in their written work. In **history** in Year 2, pupils distinguish between the past and the present and learn about famous people and events from the past, including the Great Fire of London. By Year 6, most pupils show an increasing ability to work on their own in researching projects on The Tudors. In this work they demonstrate appropriate understanding of features of life in Tudor times, ranging from the wives of Henry VIII to everyday life for both rich and poor people.
78. The subject co-ordinator provides sound leadership and has identified appropriate priorities for development, based on developing clearer links between history and geography and literacy, numeracy and ICT. However, she is not adequately monitoring the quality of teaching and learning and is currently limited to informal scrutiny of displays and discussions with colleagues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and Design and technology

79. There was insufficient evidence to make a judgement about the provision and standards of pupils' work in **art and design** and in **design and technology**. Policies, plans and schemes of work suggest that the curriculum is appropriate. The co-ordinators feel that there is room to develop further in both subjects and are enthusiastic about doing so. Some classes have sketchbooks with detailed plans and drawings. Attractive work based on the work of the artist Seraut was displayed. Large collage and fabric work, suspended from the ceiling in the junior section of the school, depicts a lively portrayal of the meaning of specific lines in the Lord's Prayer. Pupils in Years 1 and 2 have designed and made puppets and constructed three-dimensional box-work models.

80. The following two subjects were not part of the main focus for the inspection and few lessons were seen. Therefore, it was not possible to make judgements about provision in these curriculum areas. In **music**, pupils experience a suitable programme of activities. Year 6 pupils speak enthusiastically about their music lessons. They enjoy listening to music and singing songs, and are particularly enthusiastic about their most recent learning, composing their own songs based on Tudor–style music.
81. The choir performs during the celebrations of major religious festivals, school productions and performances such as the summer musical festival. The choir also enters local competitions and has performed at Coventry Cathedral. Music makes a good contribution to pupils' social and cultural development by raising awareness of the songs and instruments of other cultures. During the inspection, a significant number of boys and girls performed a range of songs and hymns to a good standard. Some pupils benefit from the chance to learn to play guitar, brass and keyboards. Musicians visit the school to give the pupils opportunities to listen to accomplished performances. Instrumental resources are unsatisfactory. The range is narrow and there are insufficient percussion instruments.
82. There is a satisfactory curriculum for **physical education**. In the lesson seen, most pupils planned and demonstrated soundly a simple sequence of actions involving running, jumping and skipping. Space in the school hall is limited and so, only half a class at a time can participate in some activities. This aspect of teaching limits the progress pupils make. Pupils have good opportunities to work with specialist teachers from local high schools and professional sportsmen. In addition to physical education lessons and swimming, there is a wide range of activities to enrich the curriculum. These include football, tag rugby, cricket, country dancing, maypole dancing and netball. Pupils have opportunities to take part in competitions, often with pupils from other schools, and enjoy some success in inter-school competitions, notably in cross-country running and netball. Residential experiences give the older pupils an opportunity to take part in adventurous activities.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

Provision in personal, social and health education and citizenship is **good**.

83. The school provides good opportunities for pupils to learn respect for the values and attitudes of other pupils and adults and to develop their own self-worth and confidence. They are accustomed to discussing school rules and how they can be improved. Many pupils are articulate and listen to the views of others. Younger pupils understand well that they never speak when someone else is speaking, or make fun of another person's views. Older pupils discuss with conviction their ideas about respect, trust and making decisions and they displayed mature and responsible attitudes when considering the role of the school council. They feel it is important that members 'can be voices for other children, helping them to get their thoughts over' and to 'partake in sensible, civilised discussion'. The school council is an active and effective forum for debate and decision-making. A successful mentoring scheme also operates, giving older pupils opportunities to take on responsibility as they work with younger children in the Foundation Stage. One mentor said, 'It helps to know what younger children are thinking and what they like to do'.
84. The quality of teaching and learning observed during the inspection was good and as a result, pupils achieve well both in the infant classes and in the junior classes. In a Year 3/4 class, pupils planned the ingredients and arrangements for a picnic with the Reception class. Healthy eating and likely preferences were the focus of an animated discussion. The subject is well led and managed. The subject coordinator is knowledgeable and she has worked hard to develop the provision. She has a clear vision for the development of the subject area and has led the staff well in the introduction of personal, social, health education and citizenship throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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