

## **ERRATUM**

**Inspection report - COUNDON PRIMARY SCHOOL, Coundon, Coventry**  
**Inspection no. 66814, inspected 31<sup>st</sup> January - 3<sup>rd</sup> February 2000**

Please note that there is a typographical error on page 15, paragraph 22 in the section 'How well are pupils taught'. The first sentence should read:

*The quality of teaching is satisfactory overall, including 7% of teaching being very good and 90% sound but 10% unsatisfactory, which is similar to the judgement at the time of the last inspection.*

21<sup>st</sup> March 2000

# INSPECTION REPORT

## **COUNDON PRIMARY SCHOOL**

Coundon, Coventry

LEA area: Coventry

Unique reference number: 103680

Headteacher: Mr K Snow

Reporting inspector: Mrs W Knight  
12172

Dates of inspection: 31<sup>st</sup> January - 3<sup>rd</sup> February 2000

Inspection number: 66814

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Southbank Road Coundon Coventry West Midlands
Postcode:	CV6 1EY
Telephone number:	01203 592559
Fax number:	01203 590996
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Hooley
Date of previous inspection:	July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs W Knight	Registered inspector	Information technology	How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs J Moorhouse	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A Smits	Team inspector	Art Design and technology Special educational needs Equal opportunities	
Mrs J Cox	Team inspector	English English as an additional language History	
Mr A Blank	Team inspector	Mathematics Physical education	
Mr E B Gill	Team inspector	Geography Science	How good are the curricular and other opportunities offered to pupils?
Mrs P Richardson	Team inspector	Music Religious education Areas of learning for the under-fives	

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
 <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a large primary school, age range 3 - 11, with a roll of 480 and is oversubscribed in most year groups. It is located in a small close-knit community of mainly private terraced housing with an increasing number of rented homes. The school population is 90% white with 8% of pupils being of Indian or Pakistani origin and 2% being black. 46 pupils have English as an additional language, six being in the early stages of learning English. 21 pupils are supported through the Ethnic Minority Achievement Grant. 56 pupils are on the register of pupils with special educational needs and of these, two pupils have statements. Most of these pupils have learning difficulties. Children start in the nursery when they are three and join the reception class part time in the September before their fifth birthday. Attainment on entry is broadly average.

### **HOW GOOD THE SCHOOL IS**

This school is an industrious and improving one. The school is effective in providing pupils with a sound start to their education and in attaining standards which are generally satisfactory in English, mathematics, science and religious education. Many staff are hard working, and governors provide support. The pupils generally respond well to the opportunities provided. The teaching is sound overall although there are significant variations between year groups and subjects. The school is well led and managed, runs efficiently and provides sound value for money.

#### **What the school does well**

- It is making significant progress in its provision for mathematics.
- It provides good support for pupils with special educational needs, including integrating those with physical disabilities and pupils for whom English is an additional language.
- It has effective procedures for child protection and ensuring pupils' welfare.
- It effectively monitors and tracks pupils' personal, social and academic progress particularly in reading and mathematics.
- It has high levels of attendance.
- The headteacher and deputy head have a clear understanding of what needs to be improved in order to raise standards, and identify appropriate priorities for development.
- It has a curriculum enriched by extensive extra-curricular provision.
- It links well with the community to enhance the curriculum, particularly in information technology, design and technology and religious education.

#### **What could be improved**

- The significant variations in the quality of teaching between year groups and subjects.
- Unsatisfactory behaviour in some classes which has a negative effect on the progress and attainment of pupils.
- Relationships in less satisfactory lessons where there are instances of disrespect for teachers.
- The school has not gained the support of all parents and communications are not fully effective.
- Progress in learning in art and music

*The areas for improvement will form the basis of the governors' action plan.*

The strengths of the school outweigh the weaknesses.



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in July 1996, the school has made satisfactory improvement. The action taken in response to the key issues in the last report has been successful in overcoming or improving most of the weaknesses identified.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	E	E
Mathematics	C	B	D	E
Science	A	A	C	D

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that attainment in English and mathematics were well below average compared with national scores in 1999 and low compared with similar schools, while attainment in science was average, but below that of similar schools. However, standards over the last four years have been satisfactory and the trend in the school's average points for core subjects is broadly in line with national standards. There was a large proportion of pupils with special educational needs in the Year 6 group in 1999. Boys make much less progress than girls in Key Stage 2 - their attainment being below average in English and mathematics while girls are in line.

Inspection findings judge attainment to be in line with national averages in English, mathematics and science at both key stages. Standards in religious education and information technology are broadly satisfactory. Steady progress is made by pupils in design and technology, geography, history and physical education, but progress in art and music is unsatisfactory. In view of their attainment on entry to the school, pupils generally achieve the standards which might be expected.

The school achieved the targets set by the Local Education Authority for 1999 in English and mathematics and also reached its own internal ones.

Standards at the end of the under-fives phase are in line with those expected for the age of the children and are above expected levels in personal and social development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and most have positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour on the playground is satisfactory. When unsupervised some pupils misbehave. There is a small but significant amount of inappropriate behaviour in some classes.
Personal development and relationships	Pupils take initiative and accept responsibility. Relationships between pupils are generally good, but sometimes strained between some teachers and their classes.
Attendance	Very good.

Pupils generally respond satisfactorily to the school's provision, although not all behaviour is consistent.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is satisfactory in 90% of lessons, including 7% being very good, and the remaining 10% being unsatisfactory. There are significant variations between the quality of teaching in different groups and subjects with strengths in Years 5 and 6 and shortcomings in the teaching of art. Many lessons are well organised with a clear structure, lively introduction, focussed development of essential skills and understanding, and a useful recapitulation involving all pupils. Teachers in Years 2, 5 and 6 generally have high expectations of the pupils in their classes and groups. The teaching of English including literacy is never less than satisfactory and is good in over a half of lessons, and the teaching of mathematics including numeracy is nearly always satisfactory and often good. Teaching meets the needs of most pupils and is assisted by setting in English and mathematics and by good support for pupils with special educational needs and for whom English is an additional language. In the less than satisfactory lessons teachers' own confidence in information technology and art leads to planning activities which do not ensure pupils make enough progress.

Pupils make regular progress in increasing their knowledge, developing skills and deepening understanding across most subjects but, progress in Years 2, 5 and 6 is better. Most pupils concentrate although some fail to do so on occasions and are then unsure of what to do. Some pupils complete much work to set deadlines and persevere well. In literacy lessons pupils are often able to assist each other and help themselves by referring to dictionaries and thesauruses. But in less successful lessons some pupils opt out of work and waste time. Pupils throughout the school are generally noisy during lessons making concentration more difficult.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Well balanced and appropriately planned, but with some timetabling shortcomings.
Provision for pupils with special educational needs	Good, including integration of those with physical disabilities. Pupils have appropriate targets and are well supported to achieve them.
Provision for pupils with English as an additional language	Good. Pupils' needs are identified and good support is given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory opportunities, with strengths in provision for moral and social development. Few planned opportunities in art and music to appreciate different cultures.
How well the school cares for its pupils	The school takes good care of its pupils.

The school provides a satisfactory curriculum and supports pupils with special educational needs and those with English as a second language well. Good care is taken of pupils' welfare and safety. The school tries hard to work with parents, providing much information about pupils' progress and the work it is doing, but is not fully effective in providing precisely what parents want.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy head provide clear leadership with appropriate priorities. Co-ordinators with delegated responsibilities are effective in ensuring development.
How well the governors fulfil their responsibilities	Governors are interested and supportive of the staff and the school, but do not set their own targets for improvement. All statutory requirements are met.
The school's evaluation of its performance	The school is well aware of its strengths and weaknesses and has appropriate strategies for developing further.
The strategic use of resources	Resources, both monetary and human, are suitably allocated to the school's priorities for development.

The school has enough teachers and effective support staff who work well with the teachers. These staff members are instrumental in ensuring under-fives and pupils with special educational needs and for whom English is an additional language make progress. There are sufficient learning resources to meet the demands of the planned curriculum although much information technology equipment is currently unreliable creating situations where there are too few computers for a class. The accommodation has many shortcomings, with small classrooms that make practical work difficult to organise and there are problems with keeping the building in good decorative order. The school is managed effectively, runs smoothly and purchases resources and services efficiently.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Basic knowledge acquired and progress made in mathematics</li><li>• Provision for information technology</li><li>• Learning in science</li></ul>	<ul style="list-style-type: none"><li>• Provision for pupils with special educational needs</li><li>• Consistent application of the behaviour policy and effective handling of incidents of bullying</li><li>• Extra-curricular activities</li><li>• Information provided by the school and involvement of parents in its work</li></ul>

The inspectors agree with the parents about strengths in provision in mathematics, science and information technology. They also share their concerns about the consistent application of the behaviour policy and some handling of instances of alleged bullying. Although the school provides much written information for parents including extensive information on pupil progress, it is clearly not what parents want or expect and in this respect inspectors want the school to revise its procedures. The inspectors disagree with parents about the provision for pupils with special educational needs, judging the pupils concerned to be well supported and provision for them to be good. They are also impressed by the range and number of extra-curricular clubs offered to pupils and disagree with parents about a need for improvement.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 Children mostly reach the outcomes identified for under-fives by the time they are of statutory school age. Most children listen carefully, talk confidently, speak in full sentences and show that they understand what others say. They know print carries meaning and most can read a few words. They can trace over writing and many copy sentences. Children count, order numbers to at least five and match objects to numbers accurately through games and number rhymes and begin to identify simple shapes. They can use comparative words such as 'taller' and 'longer'. Children accurately label parts of the body and begin to understand changes in living things. They control a computer mouse to activate talking books and to consolidate their learning in mathematics. Children sing enthusiastically, explore colour, make models and develop imagination through role-play. Physically, children are gaining a sense of space and developing understanding of their own bodies. They control a ball with increasing confidence, evaluate performance and have improving manipulative skills.

2 In 1999 national tests in English for Key Stage 1 standards in reading and writing were above the national average but in line with similar schools, with boys performing slightly better than girls in reading. These test results show a considerable improvement on the previous year, particularly for higher attaining pupils. The attainment of the majority of the current Year 2 is in line with the national average but above it for the higher attaining pupils.

3 End of Key Stage 2 test results in 1999 indicated that standards were well below the national average, and very low when compared with schools of a similar kind. However, the group contained a large percentage of pupils with special educational needs and across 1996-9, pupils' performance is in line with the national average. Boys perform below the national average and girls' performance is average. Inspection findings judge the attainment of the majority of pupils in the current Year 6 to be in line with the national average but above average for the higher attaining pupils.

4 Attainment in speaking and listening at the end of both key stages is in line with national expectations. Most pupils listen carefully to their teachers although some pupils, including those who speak English as an additional language, have difficulty in expressing themselves and in selecting the correct vocabulary to use. By the time they are eleven, the higher attaining pupils are very confident in their contributions to class discussions and in one to one situations with adults.

5 Pupils' attainment in reading is in line with the national average at the end of both key stages. Most pupils in Key Stage 1 know how to tackle unfamiliar words and enjoy reading different forms of writing, and some pupils read with confidence, fluency and understanding. In Key Stage 2 pupils make satisfactory progress, but some lower attaining pupils are not confident readers, lacking the skills to locate information quickly and to infer and deduce, and all pupils' research skills are impeded by limited opportunities to use the library for research.

6 The previous inspection judged standards in writing to be below national expectations but pupils' attainment in writing is now in line with the national average at the end of both key stages. Pupils in both key stages produce a wide range of work, which includes fiction, poetry, information and instruction writing. Most pupils have neat handwriting and present their work well.

7 In national tests in mathematics the number of pupils in Year 2 who reached the expected level exceeded the national average and was in line with similar schools. Boys performed well above the national average whilst girls' performance reflected the national picture. In Key Stage 2 the number of pupils reaching the expected level was close to the national average but was below average for similar schools and the numbers achieving higher levels were below average. Boys' performance was significantly lower than the national average. Inspection findings judge the attainment of the current group of pupils to be in line with national expectations at both key stages. Pupils in Year 2 are able to add and subtract simple numbers mentally and have a developing understanding of place value of numbers. Pupils are also able to tell the time in whole and parts of the hour. In Year 6 most pupils have sound skills in number. They have satisfactory understanding of the four rules, including decimals and fractions.

8 Teachers' science assessments indicated that attainment by the end of Key Stage 1 in 1999 was well above the national average and above that of similar schools. Levels of attainment for more able pupils were very high in comparison with all and similar schools. National tests at the end of Key Stage 2 in 1999 show results were broadly in line with the national average but well below for similar schools. Inspection findings judge attainment at Key Stage 1 for the present group to be above average and for Key Stage 2 to be in line with the national average. While the previous Year 2 had many able pupils, the present Year 6 has fewer children with special educational needs. At Key Stage 1 pupils are able to say what makes a test fair, record their results accurately, name sources of light, and identify and test materials which will reflect light. At Key Stage 2 pupils can test, predict and present hypotheses, planning their own investigations thoroughly and justifying their findings.

9 Standards in information technology are broadly in line with expectations at both key stages, which is an improvement since the last inspection. There are shortcomings in understanding the use of control devices to move round prescribed tracks. In religious education attainment is in line with the expectations of the local agreed syllabus by the ages of seven and eleven.

10 The school met the targets of 69% of pupils attaining level 4 or above in national tests for English and 67% for mathematics set for 1999 by the local education authority, and the school set its own, based on tracking of pupils in the year group, which it exceeded. Trends in test scores are in line with the national ones.

11 Achievement is regular and steady through both key stages in design and technology, geography, history and physical education, but is unsatisfactory in art and music. Progress in geography has improved considerably since the last inspection. Learning in art is unsatisfactory due to a lack of systematic development of knowledge, understanding and skills. In music there is little difference in the skills of Year 1 and Year 3, no evidence of improvement in the quality of singing as pupils mature and no regular decision-making about refining their own music.

12 Pupils are generally achieving satisfactorily. The improvements in provision in literacy, numeracy and science is challenging higher attainers in those subjects, while careful tracking ensures lower attainers and pupils with special educational needs receive additional support including through sets and additional literacy classes. Pupils with special educational needs attain at levels in line with their abilities and make satisfactory progress towards targets set for them. Pupils for whom English is an additional language are well supported and make steady progress in developing their English so that they can participate fully in lessons. The relatively poorer achievement of boys in Key Stage 2 has been recognised by the school, but is not yet being targeted.

13 Pupils at both key stages regularly use their developing literacy and numeracy skills in other subjects.

### **Pupils' attitudes, values and personal development**

14 Children who are under five are keen to come to school and enjoy activities planned for them in nursery and reception. They settle well into the school routines and are becoming increasingly confident and independent. Their behaviour is good.

15 As at the time of the last inspection, pupils' attitudes to the school are satisfactory. A significant majority of parents replying to the questionnaire agreed that their child liked school. When in supervised situations, most pupils demonstrate a positive attitude to learning and interest in what they are being taught. Pupils are capable of careful presentation of their work and of handling resources sensibly. There are a few pupils who are not attentive or motivated by learning experiences.

16 Although a few parents at the pre-inspection meeting indicated that they were concerned about behaviour, inspectors found the standard of behaviour in the playground to be satisfactory and generally pupils move around school in a sensible and orderly way, although there are some lapses in Key Stage 2 where pupils are unsupervised. However, classroom behaviour during a significant number of lessons in some classes was observed to be less than satisfactory as at the time of the last inspection. This unsatisfactory behaviour slowed the pace of lessons and had a negative effect on the progress and attainment of some pupils. Unsatisfactory behaviour was also seen in some class assemblies although good behaviour was observed in key stage and whole school assemblies. Three pupils were excluded for fixed periods in the last school year.

17 During the inspection a number of instances of pupils calling out answers to questions were observed. Not all teachers reinforced class rules on taking turns or pointed out the importance of listening to others' views. Despite a structured and detailed behaviour policy, this illustrates a lack of a consistent approach amongst staff when handling incidents of inappropriate behaviour. Where classrooms have rules displayed which are understood by the pupils they are used successfully, and consistently good behaviour is appropriately rewarded through individual and class awards. Pupils with special educational needs are generally well integrated into school life and behave well. Those with emotional and behavioural difficulties respond appropriately to strategies devised to help them overcome their problems.

18 There are a number of useful opportunities for pupils' personal development by showing initiative and taking responsibility both in the classroom and around the school. These include pupils being register and post monitors, running lunchtime table-top sales to raise money for charity and, for Year 5 pupils, taking care of younger children especially in the dining room. Pupils handle these opportunities reliably and efficiently and they make a positive contribution to pupils' personal development. A large majority of parents replying to the questionnaire do feel that the school helps their child to become mature and responsible.

19 Relationships in the school are satisfactory overall, but in less than positive teaching situations, relationships falter and there are instances of disrespect for one another in some classes. Where teaching is interesting and challenging, pupils form good relationships with each other, with teachers and with other adults. During the inspection, evidence was seen in science of pupils' collaborative planning. Good relationships exist between pupils with emotional and behavioural problems and those deployed to support them.

20 Pupils show awareness and understanding of the diversity of beliefs and social and cultural traditions. In one lesson in Year 1, pupils considered being a member of a faith and

the effects of this on the way a person lives. Circle time in classrooms provide an opportunity for pupils to reflect on and discuss their behaviour, feelings and experiences.

21 Attendance at the school is very good. There are no persistent unexplained or unauthorised absences. Registers are completed each morning and afternoon and conform with statutory requirements. The attendance officer visits the school regularly and follows up pupils causing concern.

## **HOW WELL ARE PUPILS TAUGHT?**

22 The quality of teaching is satisfactory overall, including 7% of teaching being very good and 50% sound but 10% unsatisfactory, which is similar to the judgement at the time of the last inspection. There are significant variations between year groups and subjects. In Years 5 and 6, 20% of the teaching is very good, 45% good and 35% is sound, whereas in Years 3 and 4, 24% is good or better, and 60% is sound but 16% is unsatisfactory. At Key Stage 1 two in five lessons are good, and a half are satisfactory, with just a few unsatisfactory lessons which can all be accounted for by shortcomings in the teaching of art. Although teaching overall is sound with 36% good and 46% sound in under-fives classes, there is also some unsatisfactory teaching in the nursery. The teaching of literacy is consistently sound throughout the school with over half the lessons being judged good or very good and in numeracy all but one lesson was judged satisfactory, with about half good.

23 The quality of teaching for children under five is not consistent and ranges from good to unsatisfactory. Staff in nursery and reception have a good understanding of the needs of young children and the targets to which the children should be working. All staff work together well to support sensitively and extend children's learning, and the nursery nurses and education support assistants make a very valuable contribution to the quality of teaching. Team teaching ensures that children in the two classes in reception receive similar experiences. There are good links between the nursery and the reception classes and some movement of teachers and children between the two, particularly during the fortnightly 'carousel', serves to enhance the experience of the nursery children.

24 In the nursery, teaching for the development of speaking and listening skills and for personal and social development is good but there are weaknesses in some areas of learning, such as physical development. There have been significant improvements in the nursery since the previous inspection, when teaching methods were judged inappropriate and too prescriptive. The current 'free flow' system provides unrestricted freedom for children to learn through first hand experiences, to explore and to make their own choices. However, opportunities to promote and extend learning are often missed and planning does not always focus clearly on what the children are expected to learn, for instance in mathematics when objectives for a snakes and ladders game were unclear. Teaching in the reception classes is consistently sound and enables children to progress well in all areas of learning.

25 In Key Stages 1 and 2 teachers' subject knowledge in literacy, numeracy, science and geography is generally good, which enables them to plan purposeful lessons ensuring regular progress for all pupils, but lack of confidence in information technology, art and music adversely affects pupils' learning in some lessons. In the better lessons there is a clear structure with a lively introduction and focussed development of essential skills and understanding. A useful recapitulation involving all pupils is often a strength as when Year 1 pupils' understanding of the difference between a play and a story is reiterated. These lessons are well organised and proceed at a brisk pace so that time is never wasted, particularly where examples are swiftly set and answered as in oral work in Year 6 numeracy. During introductions and while pupils are tackling written work or practical tasks, teachers usually question pupils effectively to ascertain their levels of understanding and recall, but in the less successful lessons questioning is only superficial. In a Year 4 literacy



session, for example, figurative language was identified but pupils' understanding was not developed. Good features of the best lessons are the introduction and reiteration of relevant technical vocabulary such as 'prism', 'cuboid', 'plan' and 'view' in Year 3's numeracy lesson, and the selection of a range of interesting and stimulating resources which provoke thought as seen in the interesting collection of plants and insects for Year 6 science. Teachers in Years 2, 5 and 6 generally have high expectations of the pupils in their classes and groups.

26 Many teachers are good at managing pupils and ensuring they behave well and pay attention to the lesson, but the most significant shortcoming in many of the less satisfactory lessons is the adverse effect of pupils' behaviour on the progress made. Where teachers consistently apply the school's behaviour policy pupils respond positively, but where teachers fail to use the agreed strategies a proportion of pupils do disrupt some lessons and relationships are sometimes strained by persistent annoying interruptions.

27 When work is not well matched to different pupils' needs or teachers' marking is not sufficiently focussed on how pupils can improve based on the explicit outcomes for the work, there are also shortcomings in the progress made. For instance, in Year 1 information technology where all pupils word processed a simple sentence, but there was no further challenge for those pupils confident in the use of shift, delete and backspace keys. However, feedback to pupils with special educational needs is good. Appropriate planning focuses on their needs as set out in well-conceived individual education plans, and targets are specific and achievable. Education assistants are well briefed and provide valuable support for pupils in the classroom. Those assistants who support pupils for whom English is an additional language also provide effective help. Setting arrangements in English and mathematics mean that work is well matched to all pupils' learning needs, including those with special educational needs and those for whom English is an additional language. There is good liaison between the class teacher, special educational needs co-ordinator and specialist support from outside agencies to ensure a consistent and effective approach to addressing pupils' individual needs.

28 Although regular, useful homework tasks are provided by teachers in Years 5 and 6, and in science, inspectors agree with parents that there are inconsistencies in setting tasks and collecting completed pieces, or checking on whether they have been done, so that pupils are not always sure what is expected of them. Considerable improvement has been made since the last inspection in expectations of pupils' presentation of work, which is now mainly neatly produced, when appropriate in ink, by the end of Key Stage 2. However, the quality of classroom displays is less consistent. The best displays do celebrate pupils' work and create a stimulating learning environment, but there are areas in the school where insufficient attention is paid to the way work is displayed and pieces are chosen.

29 Pupils generally learn satisfactorily, making regular progress in increasing their knowledge, developing skills and deepening understanding across most subjects except in some lessons in information technology, and across the school in art and music. However, progress in Years 2, 5 and 6 is often good, while it is less satisfactory in Years 3 and 4. Although most pupils are interested and do concentrate on their work in lessons, there are significant numbers of pupils who fail to do so, particularly when expected to listen to instructions before commencing practical work. This can detract from the lesson when these pupils require repetition of essential information in order to do the work, and there are groups of pupils who are unsure of what is expected of them.

30 The oldest pupils in each key stage often complete much work, responding well to teachers' deadlines and persevering if their first attempts at a task are not successful. In literacy and numeracy lessons pupils are often able to help themselves, for instance by referring to dictionaries and thesauruses, and many also assist each other appropriately as in information technology where Year 1 pupils offer advice on how to use the shift key for

obtaining capital letters. Pupils generally know what is expected of them and try to fulfil the teachers' expectations, but on occasions pay insufficient attention to introductions and instructions. In those lessons where teachers are less successful at managing pupils, there are often instances of pupils opting out of the work and either wasting time or doing something unrelated to the task in hand. Pupils throughout the school are generally noisy during lessons. While talking is often about the current work, there are also commonly pupils discussing other matters and this general noise makes concentration more difficult.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

31 The curriculum for children under five is broad, balanced and appropriate. Criticisms raised in the previous inspection have been acted on. The nursery is now meeting the needs of the age range and providing sufficient opportunities for children to play purposefully. A wide range of activities provides experiences in all the key areas of learning that are well matched to the needs of younger children. However, methods and record keeping in the nursery fail to ensure that all children have the full range of experiences across the curriculum.

32 The main school's curriculum offers a broad range of learning opportunities, fully meeting the needs of all pupils, and with the developments made in geography and information technology, the statutory requirements for the National Curriculum. In the case of religious education the curriculum follows the guidelines laid down in the local Agreed Syllabus. Provision for pupils with special educational needs is good. Appropriate procedures are in place to identify pupils at an early stage so that provision can be planned to address their needs. Pupils are appropriately taught in class groups, ability sets, or are sometimes withdrawn from the classroom. Well trained education assistants work with pupils in the classroom to ensure they have full access to the curriculum.

33 The allocation of time to all subject areas is appropriate, with the emphasis correctly given to the development of basic skills. There are effective strategies in place for the development of literacy and numeracy, which together with the setting arrangements at both key stages have had a positive impact on the standards reached. However, in some classrooms the numeracy strategy is not always correctly implemented. The school is currently not meeting the recommended weekly lesson time for Key Stage 2 but is proposing to increase the length of the school day in September. There are difficulties for some subject areas arising from the organisation of the daily timetable. Blocked units of time given to history or geography at Key Stage 1 mean overlong sessions for young pupils, and the positioning of numeracy can reduce the provision for art and physical education to half hour periods which are too short for useful practical work in either subject.

34 Policies and schemes of work are in place for all subjects except art. Several are based on guidance from the Qualifications and Curriculum Authority (QCA) but in some subjects the development of programmes is planned alongside the school's own programmes and local education authority material. These ensure total coverage of the National Curriculum and the promotion of pupils' intellectual development and preparation for their next stage of learning. The school's clear planning rationale ensures progression and thorough planning. There is systematic monitoring of curriculum coverage and classroom delivery by the headteacher, deputy head and co-ordinators to ensure all areas and attainment targets are covered. Alongside the careful targeting and tracking of pupils these measures have an impact on learning and standards.

35 Personal and social education is an important part of the school's educational purpose. The timetabled programme for personal, social and moral education, including the use of circle time, supplements planned inclusion through the subject areas. A number of

initiatives have been taken by the school to widen pupils' social skills, tolerance and acceptance. These include links with a special school, helping with younger children and the taking on of responsibilities. There is a detailed programme of health education that is incorporated within the science programme together with drugs awareness. There is a sound policy for sex education for Years 5 and 6.

36 The school has good links with the community. Visitors come to the school to talk to children, visits are made to different places of worship, local schools and a neighbouring special school. Each year group visits the centre run by a local industry to link learning to real life and the school is actively involved in the Coventry 2000 project of bringing the 'Intranet' to schools. A well established active relationship exists with the local secondary school with teachers exchanging ideas on curriculum planning, and pupils visiting assemblies and technology classes.

37 The inspectors do not agree with the parents about the provision of extra-curricular activities, indeed judge that the curriculum is enriched by the extensive extra-curricular provision offered in the school. There are clubs covering music, art, computers, martial arts and a wide range of sports. All contribute significantly to the quality of education children receive. Educational visits, including residential stays, add breadth and interest to the curriculum providing a valuable experience for those involved.

38 The school makes sound provision to ensure that all pupils have equal access to the whole curriculum. Efforts are taken to minimise the effects of withdrawal for language support or specialist music teaching but there are observed instances of pupils not participating in assemblies.

39 Provision for the moral and social development of pupils is good. There is satisfactory provision for pupils' spiritual and cultural development. The school has worked hard since the last inspection to rectify some shortcomings identified in opportunities to promote pupils' spiritual and cultural development.

40 Satisfactory provision is made for the spiritual development of pupils. Religious education, collective worship and assemblies contribute to this, enabling pupils' spiritual awareness to develop. However, limited opportunities are provided for quiet reflection and contemplation in acts of collective worship. Nor is there a feeling that acts of collective worship are 'special and reverent' times. The curriculum ensures that pupils' knowledge and insight into other beliefs is developed through their work in religious education, which includes the study of other world faiths, such as Judaism as well as Christianity. Pupils are given time and opportunity to explore the beauty and wonder of the world around them. For instance, when examining pond life in a Year 6 science lesson, pupils were transfixed by the creatures and handled them with sensitivity and care. Pupils are given satisfactory opportunities to reflect on their own experiences in assemblies.

41 The children's moral and social development is well promoted in the nursery and reception classes. Children learn to get on with each other, to take turns and to respect one another's feelings and points of view.

42 The school's provision for moral development is good. It is fostered through the school's behaviour policy, placing considerable emphasis on co-operation, respect and responsibility. There are clear, detailed expectations of each year group, which are understood by all, although some pupils do not observe its rules at times. Some teachers use rewards and sanctions very effectively to handle potentially very difficult behaviour by some pupils, whilst other teachers do not adhere to the behaviour policy. Good strategies are in place to promote good behaviour, with well-behaved pupils being rewarded with stickers, 'smiley faces', a special mention in assembly and certificates for good behaviour or

work. The school has recently enhanced the behaviour policy to encourage pupils to care for and value each other and this is being introduced in 'circle time'. A framework of values is built up in many ways and these are explored practically. For instance, pupils are encouraged to think of ways to help someone or of ways to care for the environment. All the stories for assemblies are well told and integrate spiritual and moral themes effectively. They are relevant and easy for all pupils to understand. For instance, pupils are encouraged to persevere in times of difficulty.

43 The provision for pupils' social development is good. They are encouraged to take responsibility for a variety of tasks in the classroom and enjoy being monitors. Key Stage 2 pupils are given opportunities to assist at lunchtime and to prepare the hall for acts of collective worship. Opportunities are provided for pupils to work co-operatively in many subjects such as physical education, literacy and science. The school organises residential visits where pupils learn vital social and life skills. Pupils are encouraged to think of others by raising money for charities. Year 6 pupils carry out research into various charities for presentation to the school so that a vote can be taken on which to support. In addition, all pupils are given the opportunity to organise 'table top' sales, which raise money for their chosen charity. During the inspection, two Year 5 pupils organised a successful sale for intensive care baby monitors. The school has also established very good links with the nearby special school, which provides pupils with good opportunities to consider how pupils with physical or intellectual difficulties cope with life.

44 Pupils are provided with satisfactory opportunities to develop their knowledge and appreciation of their own cultures by organising many trips and visits, for instance, to the Jaguar car factory and to the Victorian museum in Warwick. In the literacy hour pupils gain a wide appreciation of literature from many traditions. For instance, pupils in Year 1 study texts from Africa, and pupils in Year 5 study Greek myths and legends. Religious education makes a strong contribution to pupils' cultural development. Pupils have a good understanding of their own Christian traditions and their experiences are enhanced by links with the local church. Pupils learn about the traditions and festivals associated with Hinduism and Islam. There is a good range of multicultural texts in the library, which is an improvement since the last inspection. However there are few opportunities for pupils to develop knowledge and understanding of other cultures in music, dance and art lessons. Opportunities such as the fortnightly carousel in nursery and reception do introduce the youngest children to the dance, music and food of different cultures.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

45 The school's procedures for child protection and ensuring pupils' welfare are good. There is a named child protection officer and the school's policy is in line with local procedures. Staff have received in-service training and are aware of personnel and procedures involved. Three members of staff are qualified first aiders and all staff have received basic first aid training. All necessary procedures are in place to deal with minor incidents and accidents. Arrangements and procedures for the conduct of educational visits comply with local authority guidelines. Children who are under five are taught in a safe and caring environment. A termly health and safety audit is carried out in the school and a member of the governing body is responsible in this area. The school has adopted the local authority health and safety policy, but has not adapted it to the school's situation and requirements. The school provides a safe environment for older pupils and staff. Sensible security precautions are in place.

46 During the inspection a small but significant number of incidents of alleged bullying and harassment were reported to inspectors by both pupils and parents, including during circle time sessions in Key Stage 2. These sessions are giving pupils useful opportunities to express their feelings and speak out about incidents. However, despite this and a written

policy on bullying, parents and pupils find inconsistencies in the way the school responds to incidents. The current school policy is not fully effective in ensuring that pupils have the confidence to report bullying so that it can be eliminated.

47 Supervision during lunchtime is satisfactorily organised through a rota drawn up by the deputy headteacher, and the concerns of two parents at the pre-inspection meeting about lunchtime behaviour were not substantiated during the inspection. Midday supervisors, reported feeling insufficiently well informed and powerless at the parents' meeting. However, they meet formally each half term with the deputy headteacher to be updated on school procedures and policies and informally on a regular basis to discuss concerns and issues.

48 There are known and effective procedures for dealing with unauthorised absence and lateness. Absence, and any reasons for it, are carefully monitored. Parents are made aware of their responsibilities through the school prospectus. Good attendance is rewarded with individual and class certificates at the end of the academic year.

49 At the time of the last inspection, assessment procedures were judged to be inadequate in informing planning matching work to pupil needs. Teachers know their children well and assessment policy and procedures, records of achievement and regular contact with parents are effective in monitoring children's personal, social and academic progress. There are now good systems for monitoring progress in reading and mathematics and an effective system for tracking individual pupils. This acknowledges the importance of recording individual achievements and involves parents in target setting. There is evidence of assessment being used to inform planning, particularly in science. Appropriate records of pupils' personal and social development are maintained and form part of the end of year report.

50 Procedures for the identification and support of pupils with special educational needs are clearly defined and closely adhered to. Individual education plans address personal and social needs as well as academic and are regularly reviewed. Although a number of parents at the pre-inspection meeting expressed concern, inspectors found support and advice for pupils with special educational needs to be good and paperwork systematically maintained. Careful tracking procedures are in place and support and guidance from outside agencies make an effective contribution to raising pupils' achievements.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51 The school's partnership with parents has shortcomings in significant areas. The school has not gained the support of all parents, nor are communications fully effective. Whilst the large majority of parents replying to the questionnaire felt that the school works closely with parents, a significant number of replies disagreed with this statement. Parents at the pre-inspection meeting found inconsistencies amongst the staff in respect of their handling and responses to concerns and problems. The majority of staff do make themselves available to parents on a day-to-day basis, although there are insufficient opportunities for listening to the complaints, concerns and suggestions of parents. The contribution of parents to children's learning at school is unsatisfactory. A very small number of parents help in the school regularly with others helping in the classroom occasionally but during the inspection, little was seen of parental involvement of children's learning in the classroom. A parents' support group 'Friends of Coundon' is well supported and runs fund raising events which make good profits. These have helped to provide resources for the school and enhance the environment.

52 Three parents' meetings during the school year provide parents with detailed information on their children's progress and useful targets are discussed and set, which has a positive effect on pupils' subsequent learning. Reports scrutinised during the inspection

evaluated academic progress well and contained useful information about each child's personal and social development. Moreover, curriculum meetings and workshops to inform parents have been held which parents have found useful. Topic and curriculum-related information is distributed to parents on a termly basis although there are some inconsistencies in the sending out of this material. Despite this, a number of parents at the pre-inspection meeting felt uninformed about standards and did not know how to access the information they wanted. Although half of those replying to the parents' questionnaire were satisfied with information being kept on pupils' progress, more than a quarter of replies disagreed with this statement.

53 At the pre-inspection meeting, a small number of parents felt homework to be unstructured, sporadic and not marked. However, inspectors found the homework policy clear and structured and homework in older classes was set in accordance with the guidelines, although return and marking was not always so well checked. Half of the parents responding to the questionnaire were satisfied with the amount of work that pupils were expected to do at home and inspectors agree with the view that arrangements are satisfactory.

54 Inspectors found that a draft home-school agreement had been circulated to parents for their comments with an accompanying explanatory letter and related questionnaire from the headteacher and two members of the governing body, but the setting up, wording and implementation was criticised by a number of parents at the pre-inspection meeting. There had been reluctance on the part of a number of parents to sign the agreement as it was felt that the school would not keep to its part. During the inspection, one Year 2 class used the agreement as the basis of a discussion around 'What is a promise?' Inspectors found some letters to parents undated and containing a confusing excess of detail. There is, however, a well-written and informative school brochure. Moreover, the quality weekly newsletter is very good in content and presentation.

55 Parents of pupils with special educational needs are encouraged to play a full part in the education of their children. They are formally invited to a review each term, in addition to a parents' evening, and the special educational needs co-ordinator meets parents on request to discuss any concerns or to share reports from agencies supporting their child. The school has arranged for parents to meet representatives from a variety of agencies to discuss the issue of special educational needs. A significant minority of parents have expressed concern about the identification, provision and progress of pupils with special educational needs. Inspectors have not found any evidence to substantiate these concerns. However, the school recognises the existence of some misunderstanding about the nature of provision for pupils with special educational needs and is planning ways to address this.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56 As at the time of the last inspection, the school is well led and managed even though there is now a different senior management team. The headteacher and deputy head are clear about what needs to be improved in order to raise standards, and have identified appropriate priorities for developing the school and a commitment to equal opportunities. Suitable responsibilities are delegated to co-ordinators when priorities fall within their remits, and these key roles are actively supported throughout the proposed developments, such as initiatives in literacy, numeracy, information technology and special educational needs. These initiatives are improving standards in these areas. Priorities thus identified in the school development plan are also supported by budgeting. The governing body are supportive of the leadership of the headteacher and deputy head, ensuring the school development plan is effectively providing essential resources and checking on the progress of initiatives, but governors do not set their own targets for the school on the basis of what they know to be strengths and weaknesses in the provision.

57 Both the headteacher and deputy head regularly monitor provision and are well aware of the strengths and weaknesses of staff. They effectively use the information from monitoring to inform development interviews for all staff, including non-teaching staff, from which they identify needs and allocate roles to assist in personal and schoolwide improvements. Communication of agreed policies and procedures is made through regular meetings. However, there is not always a determination by all staff to implement school policies on a day-to-day basis. Moreover, there are shortcomings in the monitoring of provision in art, design and technology and music.

58 The headteacher, being alert to staff strengths, uses teachers effectively to ensure best provision, such as arranging for co-ordinators for information technology and music to take colleagues' classes. Education assistants are trained by the special educational needs co-ordinator to provide good support for pupils with special needs and they are suitably deployed and well directed by the class teachers. Induction for newly qualified teachers is good, ensuring they are well supported and can develop their professional skills. The management of provision for children under five is also good. A team of dedicated teaching and non-teaching staff plans well for the reception classes and close links between the nursery and reception helps children to make a very smooth transition. However, the co-ordinator's oversight of the reception classes is inadequate.

59 The school's finances are run efficiently, with appropriate use of information technology to provide regular information about expected and intended expenditure. Specific grants are used effectively, and supplemented where necessary, to support provision for pupils with special educational needs and those with English as an additional language. Reviews are made to ensure there is value for money, and comparisons with expenditure by similar schools is made to check on cost-effectiveness and that the best value for money is gained through the services chosen. Projections of how major spending decisions will affect budgets over the long term are made before final decisions are taken. Day-to-day procedures ensure administration is smooth running, including responding to the recommendations in the latest audit report.

60 Staffing is adequate, and suitable training is provided to all staff for updating knowledge and skills, especially if needed by staff accepting new responsibilities. There are sufficient learning resources for the teaching of all subjects and the under-fives, although some redundant items such as English textbooks, are still in regular use and difficulties currently occur because some information technology equipment is reaching the end of its useful life. There have been very significant improvements in accommodation since the previous inspection, with a spacious and well equipped nursery unit established, but there are still many shortcomings. Classrooms are cramped, especially for older pupils and larger and shared classes making practical work in science and design and technology difficult to manage, and this also restricts the number of computers which can be used in lessons other than those held in the information technology suite. Year 2 is isolated from the rest of the key stage, and neither hall comfortably seats the whole school. The school library is timetabled as a teaching room for a large proportion of the week, making it difficult for pupils to use it for independent study. It is also difficult for the school to maintain decorative order because of problems inherent in the buildings themselves, such as subsidence. Given the steady improvement in standards, the good leadership and average costs the school gives satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61 In order to raise standards and improve provision, the school should:

### **Improve consistency in the quality of teaching between year groups and subjects by:**

- applying school policies particularly those for reading records, marking and displays;
- planning exactly what pupils will learn in each lesson, particularly in nursery;
- raising teachers' expectations of all pupils;
- matching work to different pupils' needs;
- continue using examples of good teaching to serve as models.

(Paragraphs 22, 24 - 31, 33, 53, 57, 67, 69, 71, 73, 80, 84, 92, 93, 95, 101, 106, 127, 128, 134, 138, 144)

### **Eliminate unsatisfactory classroom behaviour and improve relationships by:**

- consistently applying the school's behaviour code including dealing with instances of disrespect;
- ensuring all pupils pay attention throughout lessons;
- reducing noise levels in lessons;
- continuing to develop a programme for personal and social development.

(Paragraphs 15 - 17, 19, 26, 27, 42, 43, 46, 57, 101, 106, 134, 144)

### **Gain the full support of all parents and carers by:**

- ensuring all written communications are timely, organised, readily understood and additional copies are available for reference;
- further consulting and involving them in any new initiatives;
- being responsive to their problems and concerns, including dealing quickly with reports or allegations of bullying or harassment;
- actively encouraging them to take a part in school life as identified as a priority in the current school development plan.

(Paragraphs 46, 51 - 55)

### **Improve progress in learning in art and music by:**

- increasing teachers' subject knowledge and confidence;
- adopting and consistently using subject guidance for each subject.

(Paragraphs 97, 106 -108, 131 - 135)

The school development plan has already identified the need to develop more detailed guidance in art.

**The governors should also consider developing further opportunities for pupils to experience the richness and diversity of other cultures.**

(Paragraphs 44, 108, 129)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	33	50	10	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	445
Number of full-time pupils eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	95.2
National comparative data	94

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	24	25	25
	Total	54	56	56
Percentage of pupils at NC level 2 or above	School	90	93	93
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	34
	Girls	25	25	25
	Total	56	57	59
Percentage of pupils at NC level 2 or above	School	93	95	98
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	31	32	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	27
	Girls	27	27	29
	Total	46	46	56
Percentage of pupils at NC level 4 or above	School	73	73	89
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	22
	Girls	25	23	25
	Total	42	43	47
Percentage of pupils at NC level 4 or above	School	67	68	75
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	3
Indian	24
Pakistani	4
Bangladeshi	
Chinese	1
White	336
Any other minority ethnic group	10

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.7
Number of pupils per qualified teacher	24.5
Average class size	27.1

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	70

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	11.6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	715941
Total expenditure	693150
Expenditure per pupil	1551
Balance brought forward from previous year	45296
Balance carried forward to next year	68088

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	480
Number of questionnaires returned	153

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	46	6	3	1
My child is making good progress in school.	38	51	9	1	1
Behaviour in the school is good.	28	56	10	2	4
My child gets the right amount of work to do at home.	12	50	27	5	6
The teaching is good.	32	58	5	2	3
I am kept well informed about how my child is getting on.	26	47	18	6	3
I would feel comfortable about approaching the school with questions or a problem.	36	47	11	2	4
The school expects my child to work hard and achieve his or her best.	42	49	4	0	5
The school works closely with parents.	23	50	19	5	3
The school is well led and managed.	15	57	16	6	6
The school is helping my child become mature and responsible.	26	59	6	3	7
The school provides an interesting range of activities outside lessons.	21	40	23	5	11

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

#### **Personal and social development**

62 Children under five start school with well-developed personal and social skills. They enjoy coming to school and are happy and developing self-confidence. They behave well and respond positively to the caring ethos of each class. Children know the daily routines well and develop good levels of concentration. In the nursery, children make choices for themselves and enjoy taking some responsibility for their own learning, for example when they instruct others how to build something of their choice. Children show respect for school equipment and tidy up after lessons. They learn to take turns and share, for example when waiting patiently for their turn to play a musical instrument. Children in the reception classes change for physical education sessions with little adult help. They make satisfactory progress and, by the age of five, achieve above average standards in this area of learning.

63 The quality of teaching in this area of learning is good. Relationships between all staff and children are very positive and friendly. Teachers provide opportunities for children to co-operate together, for example when sharing resources. In the nursery, children are helped to deal with social problems for themselves, for example in telling others how they feel. Children are given appropriate praise to raise their self-esteem, and encourage pride in their work. Teachers set high standards of expectations of behaviour and the few incidents of immature behaviour are sensitively dealt with. Children are encouraged to work independently, for example collecting their own resources, such as safety scissors, from well-labelled storage boxes when the need arises.

#### **Language and literacy**

64 Children enter the school with language and literacy skills that are at least in line with national expectations. They make good progress and most reach the national goals identified for children of this age by the time they are five. They listen carefully and talk confidently about the books they have read and about matters of immediate interest. Most children speak in full sentences and show by their responses that they understand what others say. They know how books are organised and that print carries meaning. Most have a sight vocabulary of ten or more words. The most able children are confident early readers. The children link letters of the alphabet with the sounds they make and the most able are beginning to use this knowledge when reading unfamiliar words. They understand that some words rhyme and identify rhyming words in stories. They trace over the teacher's writing and many copy sentences written by the teacher, showing increasing pencil control and understanding of how individual letters are formed. They make thoroughly sound progress in this area of learning, starting in the nursery, where they develop their speaking and listening skills well and experience a variety of books and mark-making tools.

65 The quality of teaching for language and literacy is good and much improved since the previous inspection, when methods in the nursery were judged to be inappropriate, with over-emphasis on pencil and paper tasks. Much emphasis is placed on developing speaking and listening skills and many opportunities are found for this. The teachers and nursery nurses use every available opportunity to develop the children's vocabulary, for example during story time and class discussions. Teachers use the literacy strategy well, adapting it appropriately to the needs of the youngest children. Teachers use skilful questioning techniques to assess understanding and extend learning. For example, during a discussion about Jack and Jill, the teacher helped the children to understand the meaning of unfamiliar words such as 'pail' and 'caper'. An appropriate emphasis is placed upon reading in the early

years and children regularly take books home to share with parents. This has a very positive impact on learning.

## **Mathematics**

66 Children make at least satisfactory progress in this area of learning. In the nursery, children begin to count through games, number rhymes and other activities. They begin to identify simple two-dimensional shapes through outdoor activities that use the playground markings and through structured carpet games. In the reception class, children count and order numbers to at least ten and match objects to numbers accurately. They extend their understanding of shape to include simple three-dimensional shapes such as cuboids and cylinders. They understand words such as 'taller' and 'longer' and successfully order objects from the shortest to the longest.

67 The quality of teaching for this area of learning is satisfactory overall and good in the reception classes. Children in the nursery, however, do not necessarily experience all they should in every area of learning. Children who have no interest in number are encouraged to participate in the activities but there is no expectation that they will do so and no record is kept of individual experiences. Planning does not always make clear what the children are to know and understand when they do elect to take part. Although regular assessment takes place in the nursery, it is not clear how this is used to further individual learning. In the reception classes, a wide range of activities is provided to promote learning in this area. Teachers are knowledgeable and have high expectations. For example, as children explore the properties of three-dimensional objects by rolling or sliding them, the teacher introduces and insists upon the correct use of mathematical vocabulary to describe the shapes. Appropriate activities with sand and water help children to develop their understanding of capacity.

## **Knowledge and understanding of the world**

68 Children have a sound understanding of the world around them and are meeting national goals. They make satisfactory progress in this area of learning, building on their experiences from home. Children in the nursery explore building materials such as bricks and tiles and consider their usefulness. They make a straw house in response to the story of the three little pigs and consider the relative strengths of the materials. They think about people who buy and sell houses and about the kind of house they would like to buy. In response to a story about *Mrs Mopple's Washing Line* they identify and name items of clothing such as scarves, gloves and petticoats. In science lessons, the reception children learn about the senses and accurately label parts of the body. They are gaining an understanding of changes over time through discussions about animal growth, including humans. They control a computer mouse with varying degrees of accuracy to click on icons on the screen to activate talking books and to consolidate their learning in mathematics.

69 The quality of teaching is satisfactory. Teachers use questioning well to probe understanding and resources are used well to promote learning. High expectations are set and relationships are good. Teachers work well together to provide quality experiences for the children. There is evidence of significant improvement since the previous inspection when opportunities for children to explore and experiment were very limited and resources were old and shabby. The 'free flow' organisation in the nursery allows unrestricted opportunities for children to learn about the world through play. Activities are no longer too teacher-directed but the current organisation lacks balance and opportunities for learning through more structured play are missed.

## **Creative development**

70 The children's attainment is in line with national expectations for children of this age and they make sound progress. They are in line to achieve the targets set for them nationally. In the nursery, children explore colour through paint and other media such as crayons and play dough. The children make models with malleable materials, showing interest and imagination. They play musical instruments such as the lollipop drum and rain-maker with enthusiasm, taking turns and sharing. They enjoy helping to make a large model of Mrs Mopple, a key story character and sticking materials together to make different kinds of houses. Children in the reception class sing enthusiastically and compose their own accompaniment, using a range of percussion instruments. They listen carefully to each other and say what they like best. They explore colour, using a range of media and techniques such as bubble printing and marble rolling paint onto paper. They make models and vehicles from cardboard boxes in support of their topic on shape. They develop their creative imaginations through role-play in the 'hospital' caring for Jack and Jill who injure themselves in the nursery rhyme.

71 The quality of teaching is sound, although planning does not always focus clearly on what learning is to take place, particularly in the nursery. Classroom support assistants and volunteer adult helpers make a valuable contribution to learning through discussion and well-organised materials.

## **Physical development**

72 The children make satisfactory progress and by the age of five they are in line to achieve the targets set for them nationally. Most take up regular opportunities to engage in outdoor play. They run, climb, balance and control wheeled toys in the nursery safe area. Reception children are gaining a good sense of space and understanding of their own bodies. They control a ball with increasing confidence, and work imaginatively and creatively to propel the ball along the floor, using different parts of their bodies and working at different heights. They successfully develop this skill to include the use of bats. They evaluate their own performance and that of others, applauding spontaneously when someone does well. The children change with the minimum of support and move quietly and sensibly to and from the hall. A good range of cutting and sticking activities help to improve children's manipulative skills from a very early age.

73 The quality of teaching is variable. In the nursery there are no warm-up activities to prepare the body for stretching activities and a bare minimum of exercise during the lesson. In the one lesson observed there was no sustained physical activity and children were sitting on the floor for most of the lesson. Lesson planning did not indicate how children were to make progress or what physical skills were being taught and the pace of the lesson was too slow. Expectations are low with regard to changing for physical education, for example, parents are encouraged to help undress their children at the start of the lesson. Teaching in the reception classes is good. Lessons are well organised and the pace is brisk. Direct teaching and effective use of warming up and warming down activities show satisfactory subject knowledge. Activities are varied and build well on previous learning, providing opportunities for improving performance. Relationships are good, creating a positive learning environment. Nursery provision overall has improved since the last inspection both in terms of teaching and accommodation.

## **ENGLISH**

74 The results of the 1999 tests, at the end of Key Stage 1, indicate that standards in reading are above the national average but in line when compared with similar schools. In writing pupils' performance is above the national average and in line with that of similar

schools. During the years 1996-1999, boys performed slightly better than girls in the reading tests but both boys and girls achieved well above the national average in the writing tests. The 1999 test results show a considerable improvement in reading and writing tests when compared to the previous year, particularly for the higher attaining pupils. The attainment of the majority of the current Year 2 is in line with the national average but above it for the higher attaining pupils.

75 At the end of Key Stage 2, test results in 1999 indicate that standards are well below the national average, and very low when compared with schools of a similar kind. During the years 1996-9, pupils' performance is in line with the national average. The 1999 tests show a decline over the previous year but trends over the longer term show steady improvement. This decline is due to the large percentage of pupils with special educational needs who took the tests last summer. Boys perform below the national average and girls perform in line. The attainment of the majority of pupils in the current Year 6 is in line with the national average but above it for the higher attaining pupils. The school set the local authority target for English in 1999.

76 The previous inspection judged standards in reading to be above national expectations at the end of both key stages, but standards of writing were below national expectations. Since the last inspection reading standards have been sustained, and the school has worked hard to improve pupils' writing and presentation skills.

77 Attainment in speaking and listening at the end of Key Stage 1 is in line with national averages. Pupils make satisfactory progress in learning to communicate. Most pupils listen very carefully to what the teacher is saying and the higher attaining pupils reply to questions with relevant comment and detail. Other pupils, including those who speak English as an additional language have difficulty in expressing themselves. A good example of pupils using their speaking and listening skills well occurred in a Year 2 class when pupils discussed locations used in the shared text *Little Red Riding Hood*. Pupils listened enthusiastically to the story and thought of adjectives, such as 'spooky' and 'horrifying' to describe the wood.

78 Attainment at the end of Year 6 is also in line with national expectations. Pupils make satisfactory progress in speaking and listening as they are frequently encouraged to debate and discuss their work in all subjects. Although some pupils have difficulty in selecting the correct vocabulary to use, they persevere and receive positive support and encouragement from teachers and other pupils. Talk is often a preliminary to writing and put to good use in discussing extracts from books; for example, pupils in a Year 6 class read and discuss various Kennings before compiling their own. By the time that they are eleven, the higher attaining pupils are very confident in their contributions to class discussions and in one-to-one situations with adults; for example, they confidently and coherently discuss school life with inspectors. Drama is not part of the English curriculum and this is a missed opportunity to develop and extend pupils' speaking and listening skills further.

79 Pupils' attainment in reading is in line with the national average at the end of both key stages. Pupils make satisfactory progress. Higher attaining pupils in Key Stage 1 read with confidence, fluency and understanding as evidenced by the tests results. Pupils are developing confidence when discussing plot and character in texts. By the age of seven, most pupils know how to tackle unfamiliar words and enjoy reading different forms of writing, such as plays and poems.

80 All pupils, particularly the higher attaining ones, make satisfactory progress in Key Stage 2. However, some lower attaining pupils in Key Stage 2 are not confident readers, as they are unable to skim and scan texts for information. Their ability to infer and deduce information from texts is underdeveloped. In addition, pupils' research skills are impeded by the fact that there are no opportunities provided to visit the library and use non-fiction books



for research. This was also identified in the last inspection report. Reading is given a high priority, but a small number of pupils, who have poor language skills, do not know what to do when they encounter an unknown word. Reading records are kept in every class during group reading sessions and these are useful in detailing pupils' strengths and weaknesses in reading. However, not all teachers use this information effectively.

81 Pupils' attainment in writing is in line with the national average in both key stages. Pupils make satisfactory progress. The last inspection report indicated that standards in writing were below national expectations. The school has worked hard to rectify this and the standard of pupils' work seen during the inspection was in line with national averages. Pupils in both key stages produce a wide range of work, which includes fiction, poetry, information and instruction writing. For instance, pupils in Year 6 have produced impressive versions of *The Lady of Shalott*. Most pupils have neat handwriting and take a pride in presenting their work. Pupils are consistently encouraged to redraft their work. Pupils in both key stages learn their weekly spellings conscientiously. Pupils in both key stages are gaining confidence in using spellings in their writing and satisfactory progress is ensured by their ability to check spellings in dictionaries and thesauruses.

82 There are many opportunities provided for pupils to use their developing literacy skills in other subjects. For instance, in a Year 3 geography lesson, pupils made good use of their note-taking skills when watching a video.

83 Specific work is planned for pupils with special educational needs during the literacy hour and they receive good support from the special needs team. Pupils are also withdrawn for concentrated help and this is contributing to the good progress that they are making. Pupils for whom English is an additional language make good progress because they receive well-focussed support within the whole-class lesson at an appropriate level to match their needs.

84 The quality of teaching is satisfactory, overall, with some lessons where it is good. Most teachers show confidence and good knowledge and understanding of the subject. In Year 6, the teacher inspires the pupils with an interest and love of literature, for example in the way they read stories. They make good use of question and answer sessions to develop pupils' speaking and listening skills. There is a lively pace and high expectations of pupils' work and behaviour. They set good examples to the pupils with their very clear diction and neat well-formed handwriting. Where teaching is not so successful, the teachers' expectations of what the pupils can achieve is too low and work is not planned to meet the needs of all pupils. In addition, there was ineffectual control of disruptive pupils. Pupils' learning is satisfactory in the majority of classes. Most pupils work hard during English lessons and in the literacy hour where pupils spend most of the time actively engaged in reading, writing or discussion. When they are given the opportunity, pupils undertake tasks independently when the teacher is engaged in group reading with other pupils.

85 The school has effectively introduced the National Literacy Strategy and the literacy hour is established in all classes. The English co-ordinator has a realistic view of the subject and is beginning to look at teaching and learning in all classes to ensure that pupils make progress. The fact that pupils are placed in ability groups for literacy is beginning to raise attainment and accelerate progress. However, the school does not have a method of recording pupils' attainment and progress in speaking and listening or writing and this is vital if pupils are to build on what they know, can do and understand.

86 Since the last inspection, the library co-ordinator has worked very hard to reorganise and restock the library. Resources are adequate and used appropriately, apart from the fact that pupils are unable to use the library for research.

## MATHEMATICS

87 In 1999 national tests the number of pupils in Year 2 who reached the expected level exceeded the national average, and the number of pupils who attained the higher level was in line with the national average for all schools. The performance of boys was well above the national average whilst the performance of girls reflected the national picture. Results are in line with similar schools. Results in national tests over time show that the school has performed above the national average in three of the last four years and just below in 1998.

88 In national tests set for Year 6 pupils in 1999 the number of pupils reaching the expected level was close to the national average but the number of pupils reaching the higher level was below the national average. The performance of boys was significantly lower than the performance of boys nationally in the same year group. When the results are compared with schools deemed to have a similar intake of pupils, results are below average. Results in national tests looked at over time show that the school is improving above the rate for schools nationally. The exception to this trend are the results in 1999 when the year group taking the tests had an unusually high number of pupils with special educational needs.

89 Observations throughout the inspection suggest that the attainment of current pupils is at least in line with national expectations in both key stages and that there is a significant number of pupils who exceed the national expectation. Pupils in Year 2 are able to add and subtract simple numbers mentally and have a developing understanding of place value of numbers. Pupils are also able to tell the time in whole and parts of the hour. The structure of the curriculum and teachers' awareness of how pupils best learn in mathematics promotes pupils' understanding and skills in both written and mental work.

90 In Year 6 more able pupils are able to multiply numbers with two decimal places mentally, they multiply by hundreds and thousands and are able to change vulgar fractions to decimal fractions accurately. Average pupils are able to rotate and reflect geometrical figures through lines of symmetry using mirrors. In all classes account is taken of the need to set more demanding work for the most able pupils, whilst pupils who have special educational needs are supported well to ensure that they learn well and make progress.

91 The school has made significant progress in its provision for mathematics since the last inspection. Early involvement in the national numeracy strategy has put the school in a good position to improve the quality of mathematical education being provided and the standards being attained by pupils and the school met the local authority's target for 1999. Weaknesses recorded at the time of the last inspection in the assessment of pupils and the monitoring of their progress have been rectified, whilst the school acknowledges that it still has work to do in developing opportunities for investigations in mathematics.

92 There is a range in the quality of teaching from one unsatisfactory lesson to a greater quantity of very good teaching (15 %). Overall the quality of teaching is good. In Year 6, for instance, very stimulating oral sessions are delivered which involve all the pupils. Pupils' are positive about and enjoy these fast moving, stimulating sessions and are keen to display their knowledge, understanding and ability to work with number. Pupils who respond to questions such as  $6.28 + 14.34$  produce an answer, but are then asked to explain the mental strategies they have used to solve the problem; other pupils will then provide alternative methods. In the very good lessons teachers demonstrate a confident approach and a clear understanding of how to achieve the objectives they have chosen for the lesson.

93 Good control of pupils ensuring that they all take part and concentrate ensures that learning is maximised. In the odd lesson where standards of teaching fall the attitudes of pupils suffer and they lose concentration and behaviour begins to deteriorate. Teachers use

good question and answer techniques to probe pupils' understanding. They mark books thoroughly, explaining misunderstandings and encouraging pupils with positive comments. As a result, the quality of written work is good and well presented demonstrating that pupils take a pride in their work, which helps them to learn more effectively. Homework is often used to extend the learning taking place in the classroom. Where teaching is not so successful, teachers do not give enough time to oral aspects and do not make best use of strategies associated with the national numeracy strategy for motivating all the pupils in the class. Where teachers fail to engage the attention of all the class, pupils do not make the progress that they should.

94 The curriculum for mathematics is well planned using the national numeracy strategy as a foundation for daily mathematics. The time given over to lessons sometimes does exceed that recommended in national guidelines reducing time for other subjects. Numeracy is promoted in other subjects of the curriculum, for instance when pupils handle data and draw graphs in science and information technology.

95 Regular assessment and high quality marking provides pupils with constant feedback and encouragement. Tests at the end of modules of work and more detailed assessments at the end of the school year are used to monitor the progress of pupils and measure their attainment. The information from assessments is used very well to form sets and groups of pupils based on ability and to draw up personal targets for pupils as well as to identify those who need help in specific aspects of mathematics. Planning is satisfactory although the format used varies between classes. Teachers include detailed objectives for learning and include different activities for the various ability groups within classes. There is considerable expertise within the teaching staff. The shared approach to the management of the subject with the co-ordinator having overall control is successful and uses the strengths of staff effectively. The school has made a good start to monitoring the quality of education it provides in mathematics and has well conceived and detailed plans for the future development of the subject and the raising of standards.

## **SCIENCE**

96 Teachers' assessment indicated that standards in science by the end of Key Stage 1 in 1999 was well above the national average and above in comparison with similar schools. Levels of attainment for more able pupils are very high in comparison with all and similar schools, but the previous Year 2 had an exceptional number of very able pupils. Inspection findings are that the attainment of the present cohort is above average.

97 National tests at the end of Key Stage 2 in 1999 showed results were broadly in line with the national average and well below those for similar schools. Inspection findings judge attainment to be strongly in line with the national average, with a number of pupils attaining above this level. The present Year 6 has fewer children with special educational needs. In addition, analysis of national test performance which identified weaknesses in enquiry skills at Key Stage 2 supported by high quality teaching at the upper end of the stage has brought about an improvement in attainment.

98 At Key Stage 1 pupils are able to name sources of light, identify and test materials which will reflect light. They are able to say what would happen in their investigation and record their findings. Year 2 pupils observing changes in melting ice are able to say what makes a test fair, record their results accurately, and in the case of the more able pupils justify their findings. In previous work they had produced diagrams of electrical circuits, made simple predictions and reported their results using bar graphs.

99 At Key Stage 2 work scrutiny of pupils in Year 3 shows that they can carry out similar skills but are beginning to offer basic explanations. Year 4 children are capable of explaining

the function of a switch in an electrical circuit and the materials needed but few understand the operation of a switch sufficiently to initially make their own. They have carried out some valuable independent research into muscles and joints. Year 5 have developed some very good graphing techniques and are able to observe cause and effect in science. Knowledge of testing, prediction and control are secure. In a lesson on exercise and heart rate, they knew terms such as 'arteries', 'veins' and their role in the circulatory system and are aware of the correct steps to take when carrying out an investigation. Year 6 pupils can present hypotheses, plan their own investigations thoroughly and justify their findings. In a very good lesson following up work on pond life, they use keys and resource material to produce high quality observational drawings and reports on the characteristics of animal and plant life.

100 Progress at Key Stage 1 is good and at Key Stage 2 satisfactory for all pupils including those with special educational needs. In the early years children make gains in vocabulary, observation and in the essential steps of enquiry and investigation. The process of careful description and recording is being soundly established. At Key Stage 2 progress is more uneven with a dip in the early part of the stage which is countered by high quality teaching in Years 5 and 6. Pupils are making progress in categorising, prediction and comparison but earlier emphasis should be given to pupils justifying their results so children reach the end of the stage capable of supporting their findings with scientific knowledge and able to apply it to real life situations.

101 The previous inspection found many good aspects in the teaching of science and this is confirmed. Teaching is good and ranges from very good to unsatisfactory. Emphasis is given in all classrooms to developing science through discovery and enquiry, and promoting good attitudes to science amongst pupils. Lessons are invariably well structured, managed and organised making pupils attentive and interested. The best teaching is exemplified by clear objectives, secure subject knowledge and use made of a range of resources and methods including practical work which pupils particularly enjoy and on which they concentrate well. In these activities they handle resources carefully and collaborate well together to conduct experiments helping each other to learn well. Information is made relevant and understandable, pupils are challenged and when readily discussing their results the use of effective questioning makes them justify their answers and develop their own understanding. Links are made to homework or previous learning to consolidate understanding. Expositions and instructions are clear and there is reinforcement of principles to establish concepts. Marking in many instances is good offering encouragement to pupils and new targets for their learning. On rare occasions poor class management and inappropriate methodology lead to instances of boredom due to inactivity and occasional breakdowns in behaviour adversely affecting gains in learning.

102 The policy and scheme of work ensure there is good coverage and balance across all aspects of the science curriculum. Monitoring of planning and classroom delivery are in place and will assist in the further raising of standards. The school's analysis of its own performance and results has resulted in changes in emphasis which have impacted on attainment. The co-ordinator provides effective leadership and the subject is adequately resourced. Good use is made of the school grounds, pond and local environment to extend children's understanding.

## **ART**

103 Evidence from lesson observations has been supplemented by talking to pupils about their work, looking at displays and planning. Learning in art is unsatisfactory overall for all pupils due mainly to a lack of systematic development of knowledge, skills and understanding. This is particularly evident in the development of observational drawing skills. Sometimes the pace of lessons is too slow for much learning to take place. In the last inspection learning was judged to be satisfactory overall but observational drawing was

identified as a weakness in Key Stage 2. Standards have fallen since the last inspection and observational drawing is now poorly developed.

104 At Key Stage 1 pupils use pencils, crayons, felt tip pens, paint and paper to produce two-dimensional work. Pupils sometimes use art as a form of communication in other areas of the curriculum such as recording work in science and religious education but this does not satisfactorily develop essential skills. In support of work in mathematics pupils make collages from cut-out geometric shapes and print repeating patterns. They look at the way other artists have communicated feelings and ideas and try to use some of the conventions in their own work. For example, pupils draw, cut out and assemble paper shapes to emulate a poster made by Matisse. Pupils learn about primary and secondary colours and apply paint in different ways but do not apply this to subsequent learning reliably. Found objects are used to build up features in collage portraits.

105 At Key Stage 2 pupils continue to use a variety of graphic materials and sometimes combine them with other materials in two-dimensional work. For example, representations of a night sky are achieved appropriately by combining black paper silhouettes with simple pastel drawings. Pupils continue to explore the work of others and gain inspiration from the artist Magritte to make surreal collages. Pupils create printing blocks from card and use them to make repeated patterns. They copy from secondary sources to illustrate topic work such as in painting historical portraits, but these do not improve pupils' own skills in handling resources and improving techniques.

106 Too few lessons have been observed in Key Stage 2 to make a judgement about the quality of teaching. There are strengths and weaknesses in teaching in Key Stage 1 with teaching judged to be less than satisfactory overall. Teachers manage pupils well and make satisfactory use of resources so that pupils generally enjoy art lessons, are interested and seek help when needed. Pupils share resources, work well together and are sociable, but this sociability sometimes leads to noisy, off-task behaviour which slows down the pace of learning. However, the quality and use of assessment is unsatisfactory and insufficient attention is given to building on previous learning. Consequently work is not always well matched to pupils' learning needs. Some inadequate organisation also leads to an unsettled start to activities, a slow pace and the teacher not being able to interact with pupils sufficiently well to advance their learning.

107 A satisfactory balance is achieved between investigating and making activities and in developing pupils' knowledge and understanding in art. However, there are significant weaknesses in the provision for art in both key stages. Developmental work, in which pupils investigate and develop an idea, experiment with a variety of media and produce individual responses, is under-represented. Too few opportunities exist for the development of imaginative three-dimensional work. Opportunities for recording observations and ideas and to gather visual evidence are insufficient. The development of observational drawing skills is not given enough attention. Copying from secondary sources to support topic work tends to inhibit creative responses and restrict pupils' view of what is acceptable in art.

108 The previous inspection report stated that the curriculum co-ordinator had too few opportunities to develop and monitor work in art and this is still the case. There are no schemes of work to ensure agreed targets for each year group in art or whole school procedures for assessing and recording pupils' attainment. There is no portfolio of assessed work to help teachers moderate and make sound judgements about pupils' work. Apart from a satisfactory supply of reference books in the school library the quantity, quality and range of resources for art are unsatisfactory. Work in art includes examples from well-known artists, but does not promote a rich introduction to a range of different cultures.

## **DESIGN AND TECHNOLOGY**

109 Due to timetable arrangements during the week of the inspection too few lessons have been observed to make a judgement about the quality of teaching. However, additional evidence has been gained from looking at planning and past work and talking to pupils, and learning is judged to be satisfactory overall.

110 Pupils understand that design and technology is about developing ideas for making things and they make models as well as things for a purpose. Pupils' ability to generate and communicate ideas for making things improves over time. They learn to modify ideas when necessary and to evaluate the end product against original intentions. As they move through the school pupils develop ways of cutting, shaping and joining components. They strengthen materials and use simple electrical circuits in their models. Pupils develop more sophisticated methods to introduce movement. For example, in Key Stage 1 pupils use split pins to make puppets with simple joints and in Key Stage 2 they use a system of pulleys when making model fairground rides.

111 At Key Stage 1 pupils join components of construction apparatus to make structures and wheeled models. They make puppets and apply decorative features to achieve a good quality finish. Pupils combine food ingredients to make bread and the process is recorded in a class book.

112 At Key Stage 2 pupils research ideas by looking at existing products, for example, when designing and making wallets and money containers. They identify the kind of person who would use the wallet or container and use simple criteria against which to judge the effectiveness of the finished article. Pupils make a selection of toys such as finger puppets, pop-up clowns and musical instruments. They make models of lighthouses with lights that work. Pupils engage in activities to develop understanding of how pulleys work and to develop techniques such as using tie and dye to enhance the appearance of materials.

113 The previous inspection report identified a need for a wider range of resources, particularly consumable materials and construction apparatus. This issue has not been satisfactorily addressed since the school relies heavily on the use of recycled materials, much of which are provided from home. Although the school has a supply of wood there are insufficient planned opportunities for its use and the relevant tools are underused. Much of the construction apparatus in Key Stage 1 is showing signs of wear and there is a lack of construction apparatus to effectively advance pupils' knowledge, skills and understanding in Key Stage 2.

114 The co-ordinator has a clear idea of the way forward in design and technology and is developing a system for assessment and recording of pupils' attainment. A routeway of units of work, based on government guidance, has recently been adopted to ensure learning is built on from year to year. Since the co-ordinator does not see teachers' planning she is not fully aware of the extent to which the routeway is being followed. There are no procedures in place to monitor work in classrooms to see how well plans are being put into practice.

## **GEOGRAPHY**

115 Because it was only possible to observe a limited number of lessons in geography during the inspection, judgements are based on the scrutiny of pupils' work, display evidence, teachers' planning and records, and on discussions with groups of pupils. These indicate that achievement in geography across both key stages is satisfactory for all pupils.

116 The previous inspection reported that command of geographical skills and knowledge of places and themes were below expectations. The school has taken a number of steps to

address this issue. A policy is in place which is based on national guidance material, clear routeways have been established to develop each aspect of geography, resources have been strengthened and identified blocks of time have been allocated to the teaching of geography in order to raise its profile. All changes have led to improvements in the quality of learning and subject knowledge.

117 Evidence from the work showed a variety of themes being explored. Pupils' understanding is built on a range of experiences which move the pupils from local to wider and contrasting environments. Mapping skills and fieldwork feature soundly in the school's approach to the subject.

118 Young pupils at Key Stage 1 are able to produce representational drawings and plans of the school and locate features on scale maps. Year 2 pupils have studied a number of topics including food and farming, the seasons and compared life in Kenya. They are able to categorise different forms of farming, ways of producing food, use geographical vocabulary and have become aware of places beyond their own locality.

119 At Key Stage 2, Year 3 pupils as part of their work on weather are able to match reports to both the local area and other parts of the United Kingdom. They can identify the different uses of a river and how it changes in its journey from source to mouth. Year 4 pupils are able to contrast the physical and human features of Jamaica with their own country, examine differences in temperature and climate through graphs and offer explanations for those differences. Year 5 are studying rain forests as part of the theme on climate. They understand the processes which affect the habitats, lives and activities of people living there. They can explain the threat to rain forests through damage and pollution. By the age of 11 pupils can appreciate the importance of location in understanding places as seen when the pupils interviewed from Year 6 discussed the differences between North Wales and the area of Coventry.

120 The teaching of geography is satisfactory and pupils' learning in geography is good as a result. Weaknesses in subject knowledge reported in the 1996 inspection have been eliminated as a consequence of training and the detailed guidelines developed in the school. The best features of geographical teaching were illustrated by the visit of an outside speaker, whose enthusiasm, detailed knowledge and range of resources enthused those children listening. In lessons observed, good teaching was exemplified by lively questioning and pace, and this resulted in pupils listening attentively to explanations, responding enthusiastically to stimulating presentations and artefacts and having a keen concern for environmental issues. Efforts are regularly taken to reinforce learning, and material is well organised and delivered.

121 The school now has a good policy in place supported by detailed programmes for the teaching of geography. The subject is led by a very capable co-ordinator who has a clear vision of how the subject should be developed in the curriculum. Resources for the teaching of geography are satisfactory with good use being made of the school grounds and local environment to widen children's knowledge and understanding.

## **HISTORY**

122 Pupils make sound progress in both key stages. Younger pupils are beginning to understand changes, for example when learning how they have changed since they were babies. Pupils in Year 1 discussed clearly and with understanding, the various things they can do now which they were unable to do when babies. Pupils in Year 2 build on this knowledge about changes to discover what life was like during the reign of Queen Elizabeth 1. They learn about Samuel Pepys and his accounts of the Great Fire of London and the Plague. They discover how homes have changed, and can describe cave dwellings.

123 Pupils in Key stage 2 further develop their knowledge and understanding of historical events and periods by studying the Tudors, Aztecs, Vikings and Ancient Greece. They are able to talk with appropriate knowledge and understanding about the cultures and lives of people in different periods, for example Christopher Columbus. Pupils in Year 4 learn about the religious background and reasons for the Spanish Armada. They can identify some of the aspects of life in Tudor times and can compare these with life today, accurately pointing out the differences. Year 5 and 6 pupils are using a sufficiently wide range of sources for research purposes and they are developing an understanding of how to interpret and record historical evidence. This is a significant improvement since the last inspection when the standard of written recorded work was considered to be "less than satisfactory." However, because the library has to be used for group work, there are too few opportunities for the pupils to further their research skills. Teachers are resourceful and bring history books to the classrooms but pupils are unable to select their own reference books from the library.

124 In the few lessons observed, the quality of teaching is satisfactory and in Year 1 it is good. This is because the teacher had skilfully devised a range of activities for pupils to complete in a very long two-hour history lesson. Lessons are planned appropriately, with good introductions, well-planned group activities and time at the end of lessons for pupils to share what they have learnt so pupils co-operate well and listen carefully to their teachers and to other pupils, valuing what is said. Pupils' interest and concentration is sustained by watching videos and recalling information from the commentary.

125 Provision is appropriately supported with visitors and visits to places of historical interest, for example to a local museum to experience life in a Victorian school. The school has purchased several artefacts and books since the last inspection. This represents another improvement as the previous report considered the range of history books to be 'too narrow'. There is a scheme of work based on government guidelines and work is planned to ensure that pupils experience a varied and interesting history curriculum. However, the two-hour history lesson in Year 1 is too long for young pupils, even though the teacher makes the best possible use of the time.

## **INFORMATION TECHNOLOGY**

126 There has been significant improvement in standards in information technology since the last inspection. Standards of attainment are now broadly in line with national expectations at both key stages, although there are still some shortcomings in pupils' skills and understanding of some aspects of the subject as a result of changes in the available resources. In Year 2 pupils are now learning basic skills with the 'roamer' and know what turning through 90, 180 and 360 degrees does to the direction. They also respond well to a program which simulates electric circuits to support their learning in science. Year 6 pupils are beginning to learn to use control devices in their design and technology project on the fairground with the secondary school to which most pupils transfer at 11. They can access CD-ROM to support their learning in history, can use word processing to produce edited texts and apply graphics to enhance their presentations, enlarging and adjusting pictures to suit their own purposes. However, their skills in giving instructions to direct the 'roamer' round prescribed tracks are limited. Pupils throughout the school are generally confident about accessing programs, using pull-down menus and responding to screen icons, although they sometimes play indiscriminately with keyboard and mouse and are lax about quitting programs and closing down machines after use.

127 While learning is at least satisfactory in lessons on the tasks which are supported by teachers and other adults, and overall progress is steady, those pupils who work at computers without adult input or are set tasks to do which are not directly related to information technology frequently make little progress. While a number of worthwhile tasks



are practised during day-to-day lessons across the curriculum, many pupils hardly ever use a computer except during the weekly timetabled period. Pupils do usually concentrate well when using computers and assist each other appropriately. When the task is interesting and appropriate, they practise willingly and persevere if not immediately successful. However, some activities are allowed to continue beyond their usefulness, and pupils who readily complete tasks are seldom provided with further challenges, so higher attainers rarely need to make mental effort. Pupils with special educational needs are often well supported by peers and additional adults and make regular progress. Because assessment arrangements are only just being introduced, information about pupils' skills and understanding is not available for planning, and the same tasks are usually set for all pupils.

128 The teaching of information technology is generally satisfactory although one lesson observed was unsatisfactory. Teachers are required to be well organised in order to run two or more activities simultaneously to accommodate Acorn computers and PCs and most do this well. However, some teachers' lack of confidence in information technology means that one of the activities is of limited value. Some activities require too much adult support and others cannot sustain pupils' interest for the time required. At worst, teachers resort to wasting time by allowing pupils to colour worksheets. Teachers generally give appropriate demonstrations and instructions at the start of lessons and usefully recapitulate essential procedures at the end, although in their eagerness to use computers significant numbers of pupils pay insufficient attention and cannot later proceed with the work. In the better lessons teachers have effective strategies for ensuring pupils are attentive, but in less satisfactory ones lack of attention reduces the rate of learning by causing unnecessary repetition of information. Interventions with individual pupils are generally useful, but some teachers fail to match the work sufficiently well to all needs and cannot give assistance quickly enough to ensure all pupils are productive throughout the lesson.

129 During the inspection a number of the Acorn computers 'crashed' on several occasions, causing problems for teachers in deploying pupils usefully and being able to give full attention to learning. The school is purchasing replacement machines, which will reduce the burden for planning different activities.

130 The co-ordinator has been effective in managing the difficulties of the split resourcing and in producing, with the help of two colleagues, a flexible scheme of work which accommodates current and future needs. She sets a good example for colleagues by incorporating information technology across the curriculum, and provides valuable advice and practical support when required as well as more formal training. Training for the new hardware is already planned because of the awareness of teachers' lack of confidence.

## **MUSIC**

131 Evidence from observation of lessons, scrutiny of teachers' planning and discussions with pupils and teachers supports the judgement that, although there are examples of good and very good practice in the school, teaching and learning is inconsistent throughout both key stages and all pupils make unsatisfactory progress. This is not as good as at the time of the last inspection when teaching was sound and the subject well planned.

132 At Key Stage 1, pupils clap increasingly complex rhythms and sing tunefully from a repertoire of songs learned by heart in assembly. No lessons were seen at the end of Key Stage 1 but there was little difference in the skills of those in Year 1 who chanted a familiar rap, emphasising the pulse and varying the pitch of their voices, and those of a Year 3 class who performed a similar piece, attempting to layer rhythms.

133 At Key Stage 2, Year 6 pupils enjoy developing their performance based on *The Pied Piper of Hamelin*. They use dynamics well and vary the pulse to fit appropriately the mood of

the piece, using tuned and untuned instruments. However, no evidence was seen during the inspection of pupils using and developing their imagination or of listening to and appraising music. No pupils were seen to make and act on decisions about the refining of their own work and there is no evidence of improvement in the quality of singing as pupils progress through the key stages.

134 In lessons seen, the quality of teaching was broadly satisfactory, but the scheme of work was not rigorously followed, resulting in patchy progress. Teachers work very hard to provide meaningful learning experiences for the pupils but most do not have the knowledge and understanding to give them the confidence to help pupils solve the technical problems that limit their performance. For example, in a Year 1 lesson, where the learning intention was to layer two different rhythms, the teacher failed to notice that the two rhythms were exactly the same. Lessons are often over-prescriptive, with no opportunities built in for pupils to use their creative imagination. Where teaching is good, for example in one of the reception classes, pupils make good progress in listening, composing and appraising music. In such lessons, pupils are encouraged to explore ideas for themselves, learning is enjoyable and all of the elements identified in the National Curriculum are covered well. In the occasional unsatisfactory lesson, weak subject knowledge, slow pace and prescriptive methods result in a significant minority of pupils wasting time with inappropriate behaviour. Some lessons are organised so that pupils do not waste time waiting to collect or have a turn to have a turn at playing a musical instrument, whilst other lessons are not so well organised and much time is wasted.

135 The subject co-ordinator is a music specialist and has worked hard to put together a scheme of work that can be used by non-specialists to help pupils build systematically upon previous learning. However, there are no opportunities for her to monitor its use in the classrooms. During the week of the inspection, the lessons did not match to the scheme of work and it was difficult to track progress from one year group to another. Music is not currently a priority in the school development plan, as national guidance is expected in the near future. However, there has been a significant improvement in resources since the previous inspection and a very impressive programme of private tuition, covering a wide range of wind and string and percussion instruments is managed by the school. After-school activities such as recorder clubs, choir and orchestra are very successful and do much to enhance pupils' experience of music, but planned opportunities for all pupils to experience music from many different cultures are few.

## **PHYSICAL EDUCATION**

136 As at the time of the last inspection all pupils continue to make sound progress in all aspects of physical education. Changes in other areas of the curriculum have resulted in a reduction in the time made available for the subject in recent years.

137 Pupils experience a wide and balanced programme of activities including gymnastics, dance, games and swimming. The overall school plan ensures that pupils experience a good range of sports and activities. Lessons are introduced so that pupils build on techniques and skills that have been learned earlier. In Year 2 pupils throw and catch small balls developing co-ordination and timing. In gymnastics in Year 3 pupils use simple equipment to perform a range of jumps and use their bodies to travel over and under the apparatus. In Year 6 pupils use rugby balls to develop their ability to pass and catch while in swimming the majority of pupils reach the required standard before moving on to secondary school.

138 Teaching in physical education is satisfactory overall with some good teaching in games lessons. In the good games teaching lessons are energetic, well conceived and clearly planned. The activities are well chosen with a warm-up component that makes the children work hard physically followed by a range of practices which become more

demanding so pupils enjoy the lessons and demonstrate keenness and controlled competitiveness. For instance pupils move from passing a rugby ball from a static position to passing on the move and then on to a small sided game situation with competition. In the best lessons the teachers' own enthusiasm is evident and this transmits to the pupils and encourages them to enjoy lessons, work hard and learn well. Pupils also follow the example of their teachers and dress appropriately for lessons. In some lessons teachers need to plan with greater detail a series of teaching points they can emphasise in lessons to develop pupils' techniques and skills.

139 The curriculum is well planned and there is a good range of support materials for teachers to refer to in order to plan their lessons. The school operates a very good range of extra-curricular activities, sometimes using coaches from outside agencies in basketball, karate and football. The number of pupils taking advantage of these opportunities varies, for instance the hockey and netball clubs are very well attended while the basketball would seem to be under subscribed.

140 On some occasions the time available for physical education makes lessons short and this does not allow teachers to develop lessons as well as they might which has an adverse effect on pupils' learning.

## **RELIGIOUS EDUCATION**

141 Religious education makes a significant contribution to the education of all pupils. Standards have been maintained since the previous inspection and by the age of seven and eleven, their attainment is in line with the expectations of the local agreed syllabus. All pupils make sound progress as they move through the key stages.

142 At Key Stage 1 pupils know that they belong to a number of different groups, such as the family. They learn to value other people and to appreciate their families and friends and people who look after them in school and the wider community. They know that different groups have different ways of doing things and can explain why certain things, such as a favourite book, are special to them personally. They are familiar with Christian stories from the Old and New Testaments, such as Moses in the Bulrushes and, through a range of experiences, are developing knowledge of key ideas and beliefs that help to define a particular religion. For example, Year 1 pupils demonstrate their understanding of the Sikh naming ceremony through role-play and make appropriate comparisons with Christian baptism. Pupils are aware of the problems and possibilities of human relationships and compare their own experiences with those of key characters from religious stories. For example, when talking about making and keeping promises, Year 2 pupils consider the importance of God's promise to Noah never to flood the world again.

143 At Key Stage 2 pupils understand the significance of symbolism, prayer and custom to different religions. They recognise the way in which religion can influence the values and practices of different peoples and groups, for example rules such as the Ten Commandments and the 5 Ks. Year 6 pupils research food laws in different religions. They discuss their experiences of celebratory meals and events of other major faiths, such as the traditional Sedar meal, which commemorates the Jews' flight from Egypt. Through studying world religion, pupils are developing a respect and tolerance for other faiths and beliefs.

144 The quality of teaching is inconsistent and ranges from good to unsatisfactory. In good lessons, expectations of work and behaviour are high and pupils are given good opportunities to understand the relevance of the lesson to their own lives. Most pupils respond positively to such lessons, are interested and enthusiastic and enjoy sharing and exploring new experiences and ideas. These pupils are learning through religious education as well as about it. In the occasional unsatisfactory lesson, the teacher's management of

behaviour is weak and little learning takes place as the pace of learning slows and occasionally becomes unsatisfactory. In classes where pupils have a short attention span and become restless during lesson introductions and explanations not all teachers can re-engage and motivate pupils.

145 Resources are good. This represents an improvement since the previous inspection, when resources were insufficient to teach effectively about other cultures. The school is implementing the Coventry scheme of work, which very successfully provides opportunities for pupils to respond personally and to recognise the relevance of the content to their own lives. The school draws well on other cultures represented within the school, and visits to the churches of all the major faiths provide rich experiences for the pupils.