

INSPECTION REPORT

Witherley CE Primary School
Warwickshire

LEA area: Leicestershire

Unique Reference Number: 120172

Headteacher: Mrs H M Rooke

Reporting inspector: Mr J N Burnham

Dates of inspection: 11 – 13 October 1999

Under OFSTED contract number: 707563

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
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Road Witherley Atherstone Warwickshire CV9 3NA
Telephone number:	01827 712198
Fax number:	as above
Appropriate authority:	Leicestershire LEA
Name of chair of governors:	Mr K F Gardner
Date of previous inspection:	6 February 1996

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Team members	Subject responsibilities	Aspect responsibilities
John Burnham	English History Geography Music Religious education Equal opportunities Areas of learning for children under five	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources Efficiency of the school
Valerie Cain		Attendance Support, guidance and pupils' welfare Partnership with parents and community
Ian Thompson	Mathematics Science Design and technology Information technology Art Physical education	Attitudes, behaviour and personal development The curriculum and assessment Pupils' spiritual, moral, social and cultural development Special educational needs

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MAIN FINDINGS

What the school does well

- The quality of teaching is generally good; it is very good for children under five and at Key Stage 1.
- Progress is good throughout the school in information technology and aspects of physical education.
- Pupils have very positive attitudes to learning and to each other, and the school's ethos is very positive.
- The curriculum provided for children under five is very good.
- The good work of classroom assistants has a positive effect upon pupils' attainment and progress, particularly those pupils with special educational needs.
- Provision for pupils' social development is very good, and for moral development it is good.
- The headteacher provides strong leadership, and is supported well by a committed staff.

• Where the school has weaknesses

- I. Too little time is allocated to the teaching of history, geography, music and religious education at both key stages.
- II. The accommodation places limitations on the teaching of gymnastics for all pupils and outdoor play for pupils under five.
- III. Parents receive insufficient information about what is being taught, and reports for pupils at Key Stage 2 do not give enough detail about what children need to do to make improvements.
- IV. There is insufficient large apparatus and large wheeled toys for pupils under five, and the school lacks information technology equipment for pupils to undertake remote sensing.

The weaknesses identified are outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

• How the school has improved since the last inspection

The school has made good progress in most of the seven key issues arising from the previous inspection. The good progress made by children under five has been maintained.

Significant improvements have been made to the quality of teaching in Year 2. Pupils' progress at Key Stage 1 has improved and is now at least satisfactory and sometimes good. There is now a programme for sex education, drugs and drug abuse, although a formal policy has not yet been ratified. With the exception of physical education and information technology, most of the required policies have been completed and implemented. Changes in routines have released the headteacher from some administrative tasks, and there is now more effective monitoring of the curriculum and the overall performance of the school. Leaders have been appointed for many subjects, with shared responsibility for a few, and this has contributed significantly to improvements in teaching and learning. Procedures for the assessment of pupils' attainment and progress are now much more rigorous. Improvements have also been made in the use of space,

classroom furniture and resources for information technology. The school has the potential to improve still further and is setting appropriate targets to achieve this.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
English	C	E	<i>Average</i>	<i>C</i>
Mathematics	C	D	<i>Below average</i>	<i>D</i>
Science	B	C	<i>Well below average</i>	<i>E</i>

Results for 1999 indicated that the performance of seven-year-olds was above the national average in reading and writing, and average in mathematics. In comparison with similar schools, a calculation based on the proportion of pupils eligible for free school meals, performance was average in reading and writing, and below average in mathematics. Satisfactory progress is maintained through Key Stage 2. By eleven, results for 1999 indicated that performance in the national tests was in line with the national average in English and mathematics and above average in science. When compared with similar schools performance was average in science, below average in mathematics and well below in English. At both key stages, whilst there were particular strengths, for example, in reading and science, too few pupils achieved the higher levels, and this contributed to the lower overall results. The relatively small numbers of pupils involved in tests in previous years make comparisons with national data unreliable. Over the past three years, indications are that there has been an overall improvement in performance at eleven in English, mathematics and science. In all three subjects, standards by the end of both key stages are currently average. Standards in information technology and religious education are satisfactory. The youngest pupils make good progress in reading, writing and mathematics.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Very good	Good
Mathematics	Very good	Very good	Satisfactory
Science	Good	Good	Good
Information technology		Very good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Very good	Good	Good

Overall, the teaching is at least satisfactory in almost all per cent of lessons. Teaching for the under fives is very good. At Key Stage 1, nearly all lessons are at least good, with three-quarters of lessons judged to be very good and, occasionally, excellent. The quality of teaching ranges from unsatisfactory to good at Key Stage 2, with the majority of lessons judged to be good. At both key stages, teachers have high expectations of pupils' attainment and progress.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good throughout the school.
Attendance	Very good. Children arrive on time and lessons start promptly.
Ethos*	Very good. Pupils are keen; they show an interest in their work, co-operate effectively and form very good relationships with each other. There is a clear commitment to high standards.
Leadership and management	Good overall. The headteacher provides strong leadership. Arrangements for monitoring teaching and learning by staff have improved significantly. Governors are beginning to take a more active role in evaluating the work of the school.
Curriculum	Good overall. The curriculum for under-fives is very good. Too little time is allocated to history, geography, music and religious education. Assessment procedures are good.
Pupils with special educational needs	Very good provision, which is considerably enhanced by the effective work of support staff.
Spiritual, moral, social & cultural development	Very good provision for pupils' social development, good for moral and satisfactory for spiritual and cultural development.
Staffing, resources and accommodation	Satisfactory overall. The staff work very well as a team. There are limitations in respect of the accommodation for children under five and inadequate space indoors for gymnastics. Resources are generally satisfactory, but there are no resources for remote sensing in information technology.
Value for money	Satisfactory.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
V. Parents are encouraged to play an active part in school life	XI. The school does not give parents a
VI. They find it easy to approach the school with problems or questions to do with their children	XII. Homework is set inconsistently
VII. The school keeps parents well informed about children's progress	XIII. The school does not encourage daily lessons
VIII. The school's values and attitudes have a positive effect on children	
IX. The school achieves a high standard of	

good behaviour

X. Their children enjoy going to school

The inspectors' judgements generally support the parents' positive views. Inspectors agree that the school's expectations about homework have been inconsistent between classes in the past, but note that this has now improved. Inspectors also agree that parents receive insufficient information about what is taught. However, inspectors judged that reports to parents of children in Key Stage 2 do not consistently give enough detail about children's progress. Whilst there are few out-of-school clubs, the school encourages involvement in educational visits, sports, links with the church and contacts with pupils in other schools, both locally and in city areas, all of which enhance the education provided at school.

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· **KEY ISSUES FOR ACTION**

In order to raise standards further and improve the quality of education, the governors, headteacher and staff should take the following action:

Review and improve the amount of time allocated to history, geography, music and religious education by:

XIV. completing the revision of teaching programmes in the light of the guidance for the revised National Curriculum.

(refer to paragraphs 46, 47, 89, 155, 160, 166, 178)

Improve the quality of the accommodation by:

XV. providing a separate, secure play area for the youngest pupils; and

XVI. continuing to seek alternative arrangements for the teaching of gymnastics.

(refer to paragraphs 78, 81, 93, 98)

Further improve the quality of information provided to all parents by:

XVII. providing more frequent and detailed written communications with parents about work planned for their children; and

XVIII. ensuring greater consistency in the evaluation and reporting of attainment, progress and targets set for improvement at Key Stage 2 in reports to parents.

(refer to paragraph 60)

Extend the school's range of resources for learning by:

XIX. providing large apparatus and large wheeled toys for children under five; and

XX. providing information technology equipment for remote sensing and monitoring.

(refer to paragraphs 44, 104, 170, 173)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are identified in the paragraphs set out below:

XXI. Review the school's arrangements for teaching a joined handwriting style

(paragraphs 16, 113).

- XXII. Further improve the consistency of planning for literacy, numeracy and science (paragraphs 35, 48, 109, 129, 139).
- XXIII. Complete outstanding policies for information technology, religious education and physical education (paragraphs 48, 73, 190)
- XXIV. Provide clearer details about tasks, timescales and responsibilities in the school development plan (paragraph 68).
- XXV. Increase the governing body's role in evaluating the curriculum provided for pupils (paragraph 66).
- XXVI. Ensure that the school's prospectus meets requirements for providing details about arrangements for pupils with special educational needs (paragraphs 63, 72, 73).
- XXVII. Meet more fully the statutory requirements in the Governors' Annual Report to parents by providing more information about:
 - progress made in relation to the school's post-OFSTED action plan;
 - the evaluation of the school's provision for pupils with special educational needs;
 - steps to prevent disabled pupils being treated less favourably than other pupils, and facilities for the disabled to assist their access to the school;
 - professional development undertaken by teaching staff (paragraphs 63, 72, 73).
- XXVIII. Improve the guidance available for pupils using the school's library (paragraph 83).
- XXIX. Remove the existing bird table and take steps to prevent unauthorised access to the space underneath the temporary classrooms (paragraph 79).

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• **INTRODUCTION**

• **Characteristics of the school**

- 1 Witherley Church of England Primary School is an infant and junior school for boys and girls aged four to eleven years. The school is situated in the village of Witherley in Leicestershire, on the border with Warwickshire, one mile from the town of Atherstone. The number of pupils on roll is slightly lower than at the time of the previous inspection, but is relatively stable, being currently 76. This is much smaller than other schools for pupils of this age. The school admits almost 40 per cent of its pupils from outside the catchment area, the majority from Warwickshire, a position similar to that reported at the time of the previous inspection. There are currently 40 boys and 36 girls. The school admits children on a full time basis at the beginning of the term in which they reach five years of age. At the time of the inspection, there were three children aged under five. A significant number of pupils are admitted each year to classes other than the Reception class. Children under five and those in the reception year are taught with pupils in Years 1 and 2. Pupils are organised into three classes and taught by five teachers, of whom three are part-time.
- 2 Ten pupils (13 per cent of roll) are on the school's register of pupils with special educational needs; this proportion is well below average when compared with other schools. There are six pupils on stages 2 to 5; one pupil (1.3 per cent of roll) has a statement of special educational need, which is below the local education authority average. The socio-economic indicators for the area from which the school draws most of its pupils suggest on balance broadly average levels of prosperity. One pupil is identified as being eligible for free school meals, which is much below average. Almost all of the pupils are white. The majority of children have received

pre-school education. Current baseline assessments indicate that, on entry to the school, pupils' attainment covers a very wide range but is broadly average.

- 3 The school aims to promote the well-being of pupils; to develop their full potential academically, physically, morally and spiritually; to provide a wide range of learning opportunities; to foster the learning processes based on personal relationships, co-operation and respect; to encourage pupils to be hard working, honest, self-disciplined with well-motivated intentions; to communicate knowledge through encouragement, sensitivity, fairness and firmness, and to meet these aims by means of well-prepared lessons using caring, experienced and enthusiastic staff.

- 4 Priorities in the current school development plan focus on implementation of the national literacy and numeracy strategies; further developing pupils' information and communication technology skills; reviewing the science portfolio of work and resources for the subject; improvements in the planning and equipment for foundation subjects and religious education, and the development of the school grounds. The school is setting realistic targets in line with the government and local education authority plans to raise standards further to 2002.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	7(5)	7(5)	7(5)
	Girls	7(3)	8(3)	8(3)
	Total	14(8)	15(8)	15(8)
Percentage at NC Level 2 or above	School	93(89)	93(89)	87(89)
	National	82(80)	83(81)	86(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	7(5)	7(5)	7(5)
	Girls	7(3)	8(3)	8(3)
	Total	14(8)	15(8)	15(8)
Percentage at NC Level 2 or above	School	93(89)	94(89)	100(89)
	National	82(81)	80(85)	86(86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	7	8	15

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or Above	Boys	3(2)	4(3)	6(4)
	Girls	9(3)	8(3)	9(4)
	Total	12(5)	12(6)	15(8)
Percentage at NC Level 4 or above	School	80(50)	80(60)	100(80)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	4(4)	4(4)	6(4)
	Girls	9(4)	8(3)	9(4)
	Total	13(8)	12(7)	15(8)
Percentage at NC Level 4 or above	School	87(80)	80(70)	100(80)
	National	70(65)	69(65)	78(72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		4.51
	Absence	National comparative data		5.7
	Unauthorised	School		0
	Absence	National comparative data		0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	32
	Satisfactory or better	96
	Less than satisfactory	4

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

- 5 In the national tests in 1998, the performance of the small number of seven-year-old pupils taking the tests in reading was below the national average, but was well above average in writing and mathematics. When compared with similar schools, standards were well below average in reading, well above in writing and above average in mathematics. In the tests for the small group of eleven-year-olds, English was well below average, mathematics was below average and science was average. All three subjects were well below average when compared with similar schools; a relatively low proportion of pupils achieved the higher levels in the tests.
- 6 In 1999, the overall performance of seven-year-olds in reading and writing was above the national average. Reading was well above average at Level 2 and above, but below average at the higher Level 3. Pupils' performance was close to the national average in mathematics. When compared with that of pupils at similar schools, performance in reading and writing was average and in mathematics it was below average. Performance in science was very high in relation to the national average. In the tests for eleven-year-olds, performance in English and mathematics was in line with the national average, and in science it was above average. When compared with other similar schools, however, attainment was average in science, below average in mathematics and well below in English. Overall, standards were average when compared with the national average and well below when compared with similar schools, with a relatively low proportion of pupils in the year group performing at the higher levels in the tests.
- 7 The number of pupils taking the tests in previous years has usually been low, and comparisons with national results in previous years are, therefore, unreliable. The number of pupils in each year group also varies significantly from year to year. The school has reported attainment to parents, but has not published results because year group sizes have usually been below ten. Overall performance in the national tests is not quite as high as that identified in the previous report. However, comparison between years with very small numbers of pupils taking the tests is unreliable. There are no significant variations between the attainment of boys and girls, or of pupils from different ethnic or cultural backgrounds. Over the past three years, pupils' overall performance at Key Stage 1 in reading, writing and mathematics has improved at Level 2, but too few pupils have achieved the higher Level 3 in the tests. There has been an overall improvement in performance at eleven in English, mathematics and science in 1999. A significant number of responses to the parents' questionnaire indicated parents were satisfied with the standards achieved.
- 8 Assessment on entry indicates that, when compared with other children in the county, they are broadly average in speaking and listening, reading and in their knowledge of number and below average in writing. The children make good progress overall and, by the age of five, achieve the desired outcomes in all areas of learning.

- 9 For children under five, progress in personal and social development is good. The children make choices and work independently and co-operatively in small groups. They talk and help each other, persevering and concentrating during activities. Progress in language and literacy is good. The children have good speaking and listening skills. They enjoy books and more able readers read and understand simple texts. They match letters they write to initial letter sounds. Progress in mathematics is good; the children have a secure understanding of numbers up to 10 and sometimes beyond, and record by writing numbers on paper. They can name and identify shapes including circles, triangles, cubes and cylinders. Their knowledge and understanding of the world is good and they are consolidating their knowledge of the local neighbourhood. In physical development, children make steady progress in the development of control and co-ordination. They make sound progress in their creative development, using a good range of materials successfully to draw, paint and represent their own ideas and what they see.
- 10 By the age of seven, attainment is average in English, mathematics and science. Satisfactory progress is maintained through the school and, by the time pupils leave the school at the age of eleven, attainment in English, mathematics and science is also average.
-
- 11 In English, pupils in this year's Year 2 will attain standards that are generally average by the end of Key Stage 1. Attainment in the current Year 2 is good in reading. Attainment in Year 6 is average, with good standards in reading. Pupils in Year 6 are attaining broadly in line with the national average, with a significant minority achieving higher levels.
- 12 Standards in mathematics are broadly average by the end of Key Stage 1, and pupils' attainment in the current Year 2 is average across most aspects of mathematics. By the end of Key Stage 2, overall attainment is average. A majority of pupils in the current Year 6 are attaining broadly in line with the national average, and there is sufficient challenge in the work to support the higher attaining pupils.
- 13 In science, standards by the end of Key Stage 1 are average, with attainment in the current Year 2 broadly in line with national expectations. Attainment by the end of Key Stage 2 is also satisfactory.
- 14 Standards of attainment in information technology are generally in line with national expectations. Pupils develop a satisfactory balance of skills overall, and nearly all relevant strands of technological capability are appropriately represented in the curriculum with the exception of remote sensing and monitoring events. They use information technology skills appropriately at both key stages to support their work in other subjects.
- 15 The introduction of the National Literacy Strategy is having a positive impact upon progress in the key skills of reading and writing. Almost all pupils in Key Stage 1 demonstrate competent speaking and listening skills in a wide range of learning situations, and many show confidence in reading, writing and spelling. They are keen to talk about what they have read and show a growing interest in books of all types. By the end of Key Stage 2, many pupils have sound research skills and use a wide range of sources, including computers, to seek information. Many are beginning to use expression when reading aloud. Many pupils have a good understanding of what they read and can explain their preference for different types

of texts and particular authors.

- 16 At Key Stage 1, pupils make satisfactory and sometimes good progress in most aspects of English. Progress at Key Stage 2 is satisfactory overall, and good in reading. Pupils use their literacy skills appropriately to support work in other areas of the curriculum. Pupils' writing skills are developing at a satisfactory rate. The rate of progress in pupils' handwriting skills is uneven, and pupils do not develop a clear, joined style at a sufficiently early stage.
- 17 The school is introducing the National Numeracy Strategy appropriately. Numeracy is given high priority and work is usually planned well, with appropriate emphasis given to oral work and mental calculation. In mathematics, most pupils at Key Stage 1 make satisfactory progress in the development of their number skills. They make steady gains in their skills of estimating and accurate measurement. Older pupils make sometimes good progress in their ability to calculate mentally with larger numbers. They show satisfactory levels of skills when working with fractions and decimals.
- 18 Progress in mathematics is satisfactory in Key Stage 2. By Year 6, pupils solve more complex problems using increasingly large numbers, and show a satisfactory recall of simple multiplication tables. The higher attaining pupils work confidently using decimal numbers, fractions and percentages. Pupils make good progress in their knowledge of the properties of more complex two-dimensional shapes, which they describe using appropriate mathematical language. Some of them use a computer successfully to generate graphs and tables.
- 19 At Key Stage 1, pupils' scientific knowledge and understanding of life processes, materials and physical properties are satisfactory, and they make sound progress. Their skills in experimental and investigative science are at least satisfactory and sometimes good; the older and higher attaining pupils make good progress in these skills at Key Stage 2. Progress across the key stage is satisfactory overall, supported effectively by a strong emphasis on practical work.
- 20 Pupils make sound and sometimes good progress in information technology through the key stages. They develop a broad range of skills within most of the elements of the subject and attain average standards by the end of Key Stages 1 and 2. They are beginning to use these skills effectively to support their work in several areas, notably English and mathematics.
- 21 Attainment in religious education is in line with the standards set out in the Leicestershire Agreed Syllabus for pupils by the end of Key Stages 1 and 2. Pupils at both key stages make satisfactory progress.
- 22 Pupils make satisfactory progress in design and technology, geography, art and music at Key Stages 1 and 2. Progress in history is good at Key Stage 1 and satisfactory at Key Stage 2. There are strengths in physical education, in which pupils' progress at both key stages is good.
- 23 Most of the pupils with identified special educational needs make good progress towards achieving specific targets in their individual education plans. This good progress is reflected in overall standards attained, especially in the core subjects of

English, mathematics and science, and this is linked closely to the quality of the support which the school provides. The review summaries indicate that few pupils are making less than satisfactory progress in meeting their targets.

- 24 Pupils now make at least satisfactory and sometimes good progress in Year 2, representing a significant improvement over the position reported previously. By the end of Key Stage 1, standards of attainment in the core subjects of mathematics and science are average and the rate of pupils' progress is satisfactory. Standards are average and sometimes above average in English; reading is a strength, a similar position to that identified in the previous inspection report. By the end of Key Stage 2, standards in all three subjects are broadly average, although not quite as high as reported previously in English and science. Progress in these subjects is satisfactory. No overall judgements were made about attainment in religious education, geography or physical education in the previous report. In the other subjects, the rate of pupils' progress is broadly similar to that indicated previously, being at least satisfactory and sometimes good, with good progress now being made in history at Key Stage 1. The good progress made by children under five has been maintained. The school has the potential to improve still further and is setting appropriate targets to achieve this.
- 25 There have been significant pupil movements into year groups during the past three years, and as a result the composition of each group changes significantly as pupils move through the school. The school now collects and analyses data in a systematic way in order to set targets for individual pupil's improvement and for the school as a whole. Results for 1999 in English and mathematics for eleven-year-olds exceeded the school's suitably challenging targets, set in conjunction with the local education authority.

· **Attitudes, behaviour and personal development**

- 26 Inspection evidence supports the parents' view that pupils' attitudes and behaviour are very good. Almost all pupils have very good attitudes to their work. They are keen to come to school, are eager to learn and make valuable contributions to their lessons. They take a pride in their work. Pupils are happy to talk about their work and to share their ideas with others. They listen to each other well and respect each other's views.
- 27 Pupil's standards of behaviour are now even higher than those reported at the time of the previous inspection. Behaviour is consistently very good in classrooms and around the school when pupils are working, playing or eating together. There have been no incidents of exclusion during the past year.
- 28 This is a happy school in which the quality of relationships is very good. Pupils from a variety of backgrounds, with varying abilities, combine well to create a tolerant, supportive and caring community. Pupils are open, friendly and polite. Visitors are made to feel welcome and are readily engaged in conversation or discussion.
- 29 The personal and social development of children under five is good. They make choices, take turns in practical activities and co-operate well. Pupils undertake responsibility for minor tasks around the school and for fund-raising activities for charitable causes. There are limited planned opportunities for pupils' personal

development through taking additional responsibilities; however, on the occasions when such opportunities are presented, for example preparing for assemblies, pupils respond well.

- **Attendance**

- 30 Levels of attendance are very good and consistently remain above the national average. The main reasons for absence are illness and holidays taken within term-time. Pupils are punctual to school and lessons start in time, having a positive effect on learning.

- **QUALITY OF EDUCATION PROVIDED**

- **Teaching**

- 31 The quality of teaching is mostly good, with some notable strengths in the teaching of children under five and in Key Stage 1.
- 32 Teaching is at least satisfactory in 96 per cent of lessons. In 43 per cent of lessons, teaching is good; in 29 per cent it is very good. In a very small percentage of lessons, in Years 3 and 4, teaching is unsatisfactory. There are no poor lessons. The teaching of the under fives is always at least satisfactory and very good in a half of the lessons.
- 33 Teachers have a good, and sometimes very good, knowledge of the subjects they teach, and use specialist language with precision in English, mathematics and science. For instance, in one lesson Reception and Year 1 children were encouraged successfully to use simple mathematical terms such as 'sphere', 'cuboid' and 'cube' when handling and making solid shapes. In an English lesson in Years 3 and 4, higher attaining pupils were successfully introduced to the creation of paragraphs, and the term 'indenting', which was volunteered by one of the pupils, was valued and successfully interpreted for others in the group by the teacher. In both examples, the teachers' good knowledge of the subject helped pupils to organise their thoughts and to make good progress.
- 34 Teachers' expectations of pupils' attainment and progress vary from generally good at Key Stage 2 to very good at Key Stage 1. In the best lessons, teachers' planning has objectives for learning which are underpinned by a clear knowledge of pupils' prior attainment, and tasks are suitably challenging, being particularly good for higher attaining pupils. For example, in a literacy lesson pupils in Year 2 were given very good challenges to retell in the correct sequence the story 'Peace at Last'. The teacher had high expectations of the pupils' use of new words and capital letters. The teacher also had high expectations of their behaviour and their ability to work co-operatively within a given timescale to complete a simple story-board, outlining the events in the story. In this lesson, the objectives for the lesson had been shared

effectively with the class and the pupils made good progress in their ability to retell a story. In a very small minority of lessons, such as a numeracy lesson in Years 3 and 4, activities are insufficiently challenging, usually because of a lack of awareness of pupils' prior attainment and an inappropriate match of tasks to pupils. On these very few occasions the pace of learning is too slow, especially for the highest attaining pupils.

- 35 Teachers' planning is good overall, although the quality varies from unsatisfactory to good at Key Stage 2, and is usually very good at Key Stage 1 and in the Reception Year. In the most effective lessons for children under five, very thorough planning allowed the children to work independently and to express themselves effectively, for instance in a science lesson where they demonstrated clear preferences for different sensations of touch. Plans are usually shared effectively with classroom support staff and voluntary helpers. This results in some good examples of teamwork between the teachers and other adults working with the pupils. Planning usually indicates consistently the tasks to be undertaken by pupils working at different levels of prior attainment. This is achieved consistently for those pupils with special educational needs, and for pupils at Key Stage 1, promoting good progress in learning. On a very few occasions, planning for literacy and numeracy does not give sufficient detail of objectives and tasks for different groups or individuals; whilst generally satisfactory, on these occasions progress is not as good as it could be.
- 36 In the lessons where objectives are clear, the structure is secure and expectations high, the pace is usually appropriate and planned timings are adhered to. For example, in a science lesson with Key Stage 1 pupils, objectives were made clear to pupils at the start. The lesson included well-planned practical activities which enhanced pupils' understanding of the importance of the sense of touch, and they made good progress. Pupils are grouped appropriately, usually by age and prior attainment. Most teachers plan for a suitable variety of activities within the structure of the lesson. Language and literacy lessons for children under five show a very clear progression in the activities planned for writing. Lessons are introduced effectively and teachers usually give clear explanations and instructions. These are often supported by good demonstrations, either by the teacher or by pupils. A significant proportion of lessons include plenary sessions of an appropriate length; these help pupils, particularly the higher attainers, to summarise and consolidate their learning.
- 37 Teachers use a suitably broad range of teaching styles, and include an appropriate blend of direct teaching to the whole class, group and individual work. In most lessons, teachers organise the activity effectively, with well-prepared resources. For example, in a history lesson with Key Stage 1, a broad range of Victorian household items had been loaned to the school by parents and members of the community. Pupils used simple historical enquiry techniques and key questions very effectively to find clues based on the study of the artefacts about the stresses and strains of daily life in Victorian times. They compared these items thoughtfully with their modern equivalents and made good progress in their learning. There are some good examples of direct teaching, particularly in English, mathematics, science, information technology and history at both key stages. For example, in a history lesson with Years 3 and 4, direct teaching was used successfully to explain the types of material and fastening techniques used by Anglo-Saxons to make clothes.
- 38 Teachers ask carefully-worded questions to extend pupils' thinking and to intervene effectively. Teachers and other adults display care and patience with pupils and

maintain a calm yet purposeful atmosphere in lessons, providing good support for individuals. In a mathematics lesson for children under five, very good questioning skills encouraged the children to think, both quickly and flexibly, about how to count on or back from a given number. In the majority of lessons the quality of teaching promotes the learning of pupils with special educational needs. Teachers are aware of the learning and, in one case, the behavioural targets set for pupils together with their individual needs. The planned activities are usually suitably differentiated to meet these needs.

- 39 Teachers are successful at promoting positive attitudes to learning. Classroom management is good and teachers usually manage pupils' behaviour successfully. There are appropriate expectations of pupils' behaviour and most teachers also have high expectations of pupils' ability to work independently. Teachers' relationships with pupils are good in classes where expectations are appropriately high and work is planned to meet the needs of pupils at different levels of prior attainment. Teachers show respect for pupils. They use their responses and examples sensitively and effectively, and this contributes significantly to the progress of all pupils, particularly the highest attainers.
- 40 Pupils usually receive suitable oral feedback which helps them to identify how and where they can improve their skills, knowledge or understanding. In the best lessons, positive use is made of praise. There is, however, some variation across subjects and between classes in the quality of feedback given through marking and assessment. In their written comments, teachers usually praise pupils' efforts, but do not consistently give a clear indication about how they can improve. Nevertheless, there are good examples of marking and annotation at both key stages that give clear targets for improvement.
- 41 Pupils take home reading books, learn spellings and undertake increasingly more and varied homework tasks as they move through the school. In Key Stage 2, other tasks including work in mathematics and science are included to reinforce and extend what is learned in class, or to prepare appropriately for future lessons. There is evidence that homework for the oldest pupils, including holiday tasks, has not been set consistently in accordance with agreed procedures in the past. This has been recognised and current practice is generally consistent.
- 42 The teaching arrangements for literacy and numeracy are generally sound and the key skills are taught appropriately. The school's approach to literacy and numeracy is having a positive impact upon the quality of teaching at both key stages, particularly in literacy. The changes in teaching arrangements have also led to some improvements in standards in mental mathematics at Key Stage 2.
- 43 Overall the school has maintained the sound and good teaching identified in the previous inspection report, including some outstanding teaching for children under five. The quality of teaching in Year 2 has improved significantly. Work is now more consistently matched to pupils' prior attainment. Pace and progression in learning is usually good, and planning is usually good, the best examples being at Key Stage 1. A wide range of teaching styles is now used, with less emphasis on worksheets.

• **The curriculum and assessment**

- 44 The curriculum for children under five in reception year is suitably broad and balanced. It is particularly suited to the stage of maturity of this age group and makes good provision for their intellectual, emotional and social development. However, there is a weakness in the area of physical development where there is a lack of opportunity for regular access to outdoor play and activities involving large wheeled toys. In all other respects the curriculum is structured well, and the range of well-planned activities leads effectively into the Key Stage 1 programmes of study of the National Curriculum.
- 45 For pupils of statutory school age all the required subjects of the National Curriculum and religious education are taught. The curriculum is suitably enhanced by a satisfactory range of extra-curricular activities and experiences, including educational visits and good links with schools which serve contrasting localities. Older pupils receive a programme of personal and social education which includes sex education as they progress towards the onset of puberty.
- 46 Particular prominence is given to the core subjects of English, mathematics and science but the time allocated to other subjects is insufficient. Although the curriculum effectively promotes the skills of literacy and numeracy throughout the school there is insufficient emphasis given to aesthetic, creative and physical activities at Key Stage 1. At Key Stage 2 the balance is better and here the skills of scientific inquiry are fostered particularly well. The amount of taught time at Key Stage 2 falls marginally below the minimum recommended nationally.
- 47 A lack of balance in some aspects of English and mathematics was reported in the previous inspection. Since then the requirements for teaching the full Programmes of Study have been relaxed. The greater emphasis given by the school to literacy and numeracy is beginning to show improvements in planning for these areas. Opportunities now exist to develop literacy skills further by using them more widely in other subjects such as history, geography and religious education and by applying mathematical skills more extensively in science and design and technology. Closer links between design and technology and other subjects of the curriculum at Key Stage 2 would create opportunities to develop pupils' skills and enhance learning still further.
- 48 Schemes of work are now in place for all subjects although these are not supported by policies for information technology, physical education and religious education. The adoption of nationally recommended schemes of work has led to an improvement in planning, especially long-term coverage and the inclusion of all relevant areas into topic work. A weakness still exists in science where planning for consolidation results in pupils not being moved on at a sufficiently rapid pace.
- 49 Equality of opportunity is a core value which permeates the school. All pupils have full and equal access to a curriculum which provides a sound base for the next stage of learning. Provision for pupils with special educational needs is very good and is a strength of the school. All of these pupils enjoy the same opportunity of access to the curriculum and extra-curricular opportunities as other pupils. The system of support, in class or by withdrawal, enhances the provision and makes a significant contribution to their attainment and rate of progress.
- 50 Assessment, recording and reporting were identified as key issues in the previous report. Assessment arrangements throughout the school, especially of reading,

reading comprehension, spelling and mathematical skills, are now extensive. The use made of assessment information is good. It is particularly good in respect of children under five and at Key Stage 1. Assessment information is used routinely in planning for the next stages in learning and as a basis for raising attainment.

- 51 The assessment arrangements for the identification of pupils with special needs are suitably rigorous. The principal focus is on pupils with general learning difficulties and deficiencies in literacy skills. The assessment records and the individual educational programmes maintained for pupils on Stage 2 and above of the special needs register are particularly detailed and well documented.

· **Pupils' spiritual, moral, social and cultural development**

- 52 On balance, the school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' social development is very good and this aspect is a particular strength of the school. When compared with the previous report, provision for moral development remains good. Provision for spiritual and cultural development has improved to a point where they are satisfactorily encouraged, indicating an improvement over the position identified in the previous report.
- 53 There is a daily act of corporate worship which meets statutory requirements. The assembly themes successfully promote reflection and thought for others. The school's religious education programme also provides suitable opportunities for pupils to develop their spiritual awareness through an appreciation of other world faiths and beliefs.
- 54 Provision for moral development is good. Pupils are successfully encouraged to develop a clear awareness of right and wrong, and their behaviour amply reflects this. The school successfully promotes a code of conduct which emphasizes high standards of care and consideration for others and of courtesy. As a result, pupils show respect for and tolerance of each other during lessons and at other times, together with a consistently high standard of behaviour.
- 55 Social development is very good. The quality of relationships observed in lessons and around the school reflects an understanding and an acceptance of the need for high standards of behaviour and self-discipline. From a very early stage children are taught to take turns and share resources and ideas with others with whom they frequently work co-operatively on joint tasks. Older pupils are encouraged to look after the younger members of the school. They also take the initiative in raising funds for charitable purposes, although other opportunities for pupils to take additional responsibilities are limited.
- 56 The provision for pupils' cultural development has been improved and this aspect is now satisfactory. The values and traditions of other cultures are promoted effectively through art, literature and music. Alongside the celebration of Christian church festivals, pupils learn about Diwali and the Chinese New Year. Visits to a multicultural centre enrich pupils' knowledge and appreciation of other people's ways of life. They are further enhanced by visits made to the school by pupils from an urban school studying a contrasting rural location and through a link established with a primary school serving an Asian community in a major English city.

Support, guidance and pupils' welfare

- 57 Pupils receive good quality support during their time in school. They are keen to attend, are happy and feel secure. Parents and pupils have confidence that they can ask for help if they require it, and that they will be listened to and valued. Support for pupils with special educational needs is good.
- 58 Effective procedures monitor and encourage good attendance. Registration takes place twice daily, is prompt and efficient with pupils fully aware of the routine. The school's behaviour and discipline policy has been improved since the last inspection. High standards of behaviour are expected and pupils respond positively. Any incidents of inappropriate behaviour are dealt with immediately. The school's aims, which include the provision of a happy, quiet environment where every child feels valued and secure, and the promotion of self-discipline in the older pupils, are being met successfully. Staff know their pupils well and effectively monitor personal development on an informal basis. A wide variety of academic records are maintained for each pupil, accurately monitoring progress and informing future planning.
- 59 In the previous report, one key issue indicated some shortcomings in risk assessments and first aid provision, and the need for a policy and programme of education about drug abuse. There is a comprehensive health and safety policy in place and regular fire drills. Medical needs are well met with sufficiently trained first-aiders and a well-maintained accident book; parents are contacted if necessary. Good quality programmes not yet ratified are in place for sex and health education and drugs education. Effective arrangements are in place for handling Child Protection issues and all staff are vigilant. Professional advice is sought from outside agencies when the need arises. Pupils are well cared for at lunchtime by dinner staff.

Partnership with parents and the community

- 60 Parents are supportive of the school and there was a good response both to the meeting and to questionnaires. Communications with parents are satisfactory overall. There is a broad variety of letters to inform parents, written in a clear, friendly and encouraging style. Some parents expressed concern about the limited amount of information provided about what is taught. The school now recognises the need to provide parents with more information and, in particular, to ensure that communications with working parents are further strengthened. Reports to parents for Key Stage 1 children are very good. However, Key Stage 2 reports do not consistently give sufficient information about children's progress. Parents of pupils with special educational needs are invited to be fully involved in the review process and target setting.
- 61 Parents help in school and with trips; they are valued and welcomed. The 'Friends of the School' Association successfully hosts events, and pupils benefit from the purchase of extra resources to enhance both learning and enjoyment, including for example books, computer systems and an electric piano. Parents are actively involved with their children's work at home. The reading diary at Key Stage 1 is

providing a good dialogue between home and school. The school's expectations about homework have previously shown inconsistencies between classes and through the year, but action is being taken to improve this.

62 Community links are good. There is a wide variety of visits and visitors to the school supporting National Curriculum links and topic work. Many pupils are actively involved in links with other schools for sporting events and cultural awareness. Pupils benefit from educational visits, both local and further afield and the older pupils have a valued residential experience.

63 Effective arrangements aid pupils' transition to their next school. The links with nurseries and playgroups are very good, with visits taking place. Presently, neither the school nor the governors' assessment and reporting to parents fully comply with legal requirements, despite some improvements since the previous inspection. Insufficient detail is provided in the prospectus about arrangements for pupils with special educational needs. The Governors' Annual Report to parents has several omissions, namely links with the community, detailed progress on the action plan, special educational needs policy, arrangements for the admission and care of disabled pupils and the professional development undertaken by staff.

- **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

- **Leadership and management**

64 The headteacher provides strong leadership in directing the academic and pastoral work of the school. The teachers and support staff work very effectively as a team, supported by the governors. In terms of their curriculum leadership and teaching, and their high level of commitment to school improvement, the senior management team members lead very effectively by example. Staff are united in their efforts and commitment to the promotion of high achievement. Relationships between adults and pupils are very good and the school provides a relevant and challenging education for the pupils. Equal opportunities issues are well managed within the school.

65 Throughout the school, there is a shared sense of purpose and vision. All staff and the helpers who support the school contribute effectively to the very positive ethos and learning environment that has been created. The senior management team and governors meet regularly to review progress. The governing body provides a clear analysis and appreciation of budgetary issues and targets, which helps the school set and meet its goals. There is currently insufficient priority given to the governors' responsibilities for the curriculum.

66 The monitoring and evaluation of standards and the curriculum are achieved both formally and informally. Governors and all staff contribute increasingly to this process in more effective, formal ways, such as work sampling and working alongside colleagues whenever this can be arranged. Governors visit classrooms to monitor work. This strategy is well-founded, but the priorities for more recent visits have not focused sufficiently on the curriculum and pupils' standards of achievement.

67 There are subject leaders for all core subjects and co-ordination for foundation

subjects is shared between teachers, who provide effective leadership. The headteacher provides cover for them to undertake monitoring of teaching and learning. The school has a clear statement of aims and values, which is reflected in the very positive ethos, the work and attitudes of all personnel connected with the school. The aims and other policies are kept under regular review and revision, and the school is successfully meeting its stated aims. The school's documentation provides sound guidance for teachers on most areas of the curriculum, although revised policies have not yet been completed for information technology and physical education.

- 68 The development plan for the school covers a three-year period. Priorities within the targets are clear and costs are closely linked to the budget. In its current format the different elements of the plan, and the involvement of different persons, particularly in monitoring outcomes, are not easily distinguishable. The criteria used to measure the success of each initiative are identified, but the timescales included lack clear starting and completion times to guide implementation more precisely. All staff are involved in agreeing the means whereby annual targets are to be reached and contribute effectively to school improvement, but the plan does not yet provide sufficient detail to serve as an effective instrument for school improvement.
- 69 The school has responded positively to the challenges of the national strategies for literacy and numeracy. Staff are reviewing the effects of these key changes on other subjects, and how subjects can complement each other, but this process has not yet been fully completed. There are plans to do this set out in the school development plan, but the role of governors in this process is not clear.
- 70 The school's routine arrangements and administrative procedures are good and operate smoothly. The school administrative officer deals effectively and sensitively with parents' enquiries and concerns, and has very good working relationships with staff and governors. There are good channels of communications within the school and with parents, which keep them well informed of school activities.
- 71 The school's provision and procedures for pupils with special educational needs meet the recommendations of the Code of Practice in almost every particular. An assistant teacher is the identified Special Needs Co-ordinator and is responsible for communicating with parents and appropriate agencies. An up-to-date special educational needs register is maintained and there is a named member of the governing body with responsibility for special needs provision. Assessments are undertaken, reviews are conducted and parents are informed as is required. Links with external agencies such as the Leicestershire and the Warwickshire Support Teaching and Educational Psychology Services are particularly strong and effective. In these matters the statutory recommendations are satisfactorily met.
- 72 The governing body actively supports the school. It is properly constituted and meets most of its statutory responsibilities. However, the school brochure provides only limited information about the arrangements made for children with special needs. The statutory requirements relating to the governors' Annual Report to Parents are not met in respect of providing an evaluation of the school's special needs provision, and reporting on links with the community, equality of opportunity and access for disabled pupils, including access to the temporary classrooms. In addition the Report fails to provide sufficient detail about progress in respect of the post-inspection action plan and staff professional development, both areas where

much good work has been accomplished.

73 The school has made good progress since the last inspection. Detailed action plans, regularly reviewed, have helped ensure that all seven key issues have been addressed, most of them successfully. Significant improvements have been made to the quality of teaching in Year 2. There is a programme for sex education, drugs and drug abuse, although a formal policy has not yet been ratified. With the exception of physical education and information technology, most of the required policies have been completed and implemented. Changes in routines have released the headteacher from some administrative tasks, thus allowing an increased focus on monitoring the curriculum and the overall performance of the school. Leaders have been appointed for many subjects, with shared responsibility for a few, and this has contributed significantly to improvements in teaching and learning. Improvements have also been made in the use of space, classroom furniture and resources for information technology. Improvements have been made in respect of risk assessments and first aid provision, but the school prospectus and annual report still do not fully comply with statutory requirements. Safety issues relating to public access to the playing field have been addressed successfully. The school has the potential to improve still further and is setting appropriate targets to achieve these improvements.

· **Staffing, accommodation and learning resources**

74 The number of staff in relation to the number of pupils is slightly above average for the size of the school. The full- and part-time teachers, and all support staff, are deployed effectively, and this contributes positively to the maintenance of standards of attainment. Teachers are appropriately trained for the age groups that they teach, and there is a good blend of experienced and more recently qualified teachers on the staff. Since the last inspection, job descriptions have been drawn up, and overall staffing arrangements are secure.

75 Systems to support the staff, including induction and appraisal, have proved effective in developing consistency in teaching across the school and in promoting good teamwork. The roles and responsibilities of the staff are clearly understood. Subject leader roles for core National Curriculum subjects have been allocated, and the co-ordination of other subjects is shared effectively.

76 The school employs a part-time teacher, and a qualified nursery nurse who acts as both a classroom assistant and a specialist instructor to support pupils with special educational needs. These and other members of the support team are experienced in helping to meet the needs of young children with learning and behavioural difficulties. Each makes a significant contribution to the individual and collective needs of pupils on the special needs register. The school's administrative officer provides very good support for school routines and the day-to-day communications with parents. The school staff work very well as a team to promote standards of attainment and support pupils' progress.

77 The provision of opportunities for staff training is good, and is linked to the curriculum priorities in the school. Staff display a very responsible attitude to their own professional development, which has included attendance on award-bearing courses in their own time. The support staff have taken advantage of training that has been available, and this has had a positive impact on the work of the school.

- 78 There are weaknesses in the school's accommodation. Self-help schemes have ensured that areas most in need have been recently decorated. Improvements have been made to the heating system. The internal accommodation is very clean, in good order and well maintained. Good displays of the pupils' work contribute to the good quality of the working environment. Since the previous inspection, improvements have been made in respect of furniture throughout the school. The classroom for the youngest pupils now has access to water. However, the overall problems of space, particularly for physical education and for children under five, have not been resolved satisfactorily, even though the school makes good use of the available space.
- 79 Four small, temporary wooden buildings serve as extra workspaces. Within the context of the school's accommodation as a whole, one building is used effectively as a small group room for teaching pupils with special educational needs. Two others are used to store old furniture and are not used efficiently. Effective use is made of the fourth for the storage of physical education equipment. Only one side of the temporary classroom used as a dining room is boarded up to prevent unauthorised access to the space underneath. Other temporary classrooms have no such barriers to prevent access. This represents a potential safety hazard for pupils. The school bird table is in poor repair and is both unhygienic and unsafe in its present condition. Both of these health and safety hazards were brought to the attention of the headteacher during the inspection.
- 80 A temporary classroom is used as a dining hall, and some use is also made of this area at other times of the day. The school makes effective use of the temporary classroom which serves as a hall; it is used on a regular basis for children under five and pupils in Key Stage 1. Practical activities and some physical education lessons are undertaken here, and this room is also used for indoor activities involving sand, water and construction toys, although the floor surface is not ideal for these purposes. There is no disabled access to the Key Stage 1 classroom, or to the adjacent dining hall, although the temporary building used as a hall has appropriate access for disabled pupils. The school has no toilet facilities for disabled pupils.
- 81 Facilities for the under-fives have improved since the last inspection, but the space available still restricts the provision of activities suitable for the youngest pupils. There is no separate, secure area for outdoor play for them. Very good teaching ensures that the weaknesses in the accommodation do not unduly hamper children's learning.
- 82 The school has a good playing field for games and to support investigative activities in subjects such as science and geography. Given the restricted playground space, the field provides a much-needed extra play space at break and lunchtimes, but access to this is necessarily restricted in bad weather. Consequently, pupils are concentrated into a relatively small area for much of the year. It is to the school's credit that relationships on the playground between the age-groups are very good.
- 83 The school library is housed in a separate building - a former kitchen. There is an adequate collection of good quality books but the organisation of the library is unsatisfactory. Shelf markings and guidance labels are not clearly displayed and pupils find difficulty in applying their research skills effectively in this area. Classroom collections of books are not always arranged in ways that complement

the system used in the school library, and this causes some confusion for pupils undertaking reference tasks.

- 84 Resources are adequate for most of the subjects. Whilst storage remains a problem for the school, resources are usually accessible and stored tidily. Artefacts have been purchased to improve the provision for religious education; there is a good range of reading and reference books, and there are collections and displays of good quality books in the classrooms. The number of computers in the school is adequate, and these are used effectively to support learning across the curriculum.

· **The efficiency of the school**

- 85 The school is an efficient organisation. The budget is managed carefully by the governors and headteacher, and funds allocated to the school are used appropriately to support agreed educational priorities. Financial planning is good. Through its sub-committees and the regular support of individual governors, the governing body is actively involved in monitoring the budget and setting expenditure targets. This represents a substantial improvement over the position identified in the previous inspection report. Additional funds allocated to the school for pupils with special educational needs and staff training are spent appropriately.

- 86 The school has used funds carried forward from the 1998 financial year to maintain staffing levels and to help offset costs of improvements to the buildings and increased resources. A small carry-forward in credit is estimated for 1999/2000. The impact on financial decision-making of changes in the roll is monitored closely. Governors are keenly aware of the implications for the current and subsequent financial years, and an analysis of the available financial and educational options has been carried out.

- 87 Most funding is allocated according to need and priority within the school development plan. The potential and actual impact of changes in the curriculum has not yet been fully evaluated. The absence of a governors' curriculum sub-committee results in some imbalance in allocating tasks to governors and detracts from the school's otherwise good focus on teaching, learning and a commitment to high attainment. The 'Friends of the School' Association is effective in providing substantial additional funds. These are used well to enhance the school's resources. The school responded positively to the recommendations made in the most recent auditor's report, although this pre-dates the previous inspection; a further audit has been agreed for the near future.

- 88 Day-to-day financial control is very good. The school administrator monitors expenditure very efficiently, relieving the previously identified burden on the headteacher, who now concentrates on monitoring and evaluating standards, teaching and the curriculum.

- 89 Teaching and support staff are deployed effectively, and make a significant, positive contribution to the work of the school. There is some unevenness in the allocation of teaching time, particularly in respect of foundation subjects, but there are plans to address this. Overall, however, time is used effectively and daily routines operate smoothly. The accommodation, including the playground and the field, is used

effectively, and the school makes good use of the resources available to support learning. The weakness identified in the previous report in respect of monitoring the use of resources has been addressed successfully.

- 90 Taking into account the pupils' attainment on entry which is broadly average; the satisfactory levels of attainment and progress in the core subjects by the end of Key Stages 1 and 2; pupils' good attitudes and behaviour; the good quality of teaching and the high unit costs per pupil, the school provides satisfactory value for money.

· **PART B: CURRICULUM AREAS AND SUBJECTS**

· **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 91 At the time of the inspection there were 4 children in the reception class taught alongside eleven Year 1 and eleven Year 2 pupils. Three of the reception children have not yet reached statutory school age and are five this term. All of the children have had pre-school experience, most in local playgroups. Children make good progress and by the age of five will achieve the desired learning outcomes at the school. The school has very good links with the playgroup and there is a very good induction programme for the children before and when they start school.
- 92 Assessment on entry indicates that when compared with other children in the county, they are broadly average in speaking and listening, reading and their knowledge of number and below average in writing. They make good progress in all areas of learning.
- 93 The curriculum for the under fives is very good and is planned to the areas of learning and Desirable Learning Outcomes. There is very good planned progression from the areas of learning to the National Curriculum Programmes of Study for the children as they reach statutory school age. The weakest area of provision is the lack of regular access to outdoor play.

· **Personal and social development**

- 94 Personal and social development is good. The children are able to make choices and to work independently and co-operatively in small groups. They talk and help each other, persevering and concentrating during activities, like helping a partner to make a neat join using glue when assembling a cuboid shape made from card. The children are good at sharing resources and making choices from a number of activities available and in initiating role play, such as in the home corner which had been set out as a Victorian room. In a 'show and tell' session, children took turns without any fuss or disputes about taking turns, and recognised the need to listen to what others were saying without interrupting. They are keen and confident to share books and read to adults.

· **Language and literacy**

- 95 Progress in language and literacy is good. The children have good speaking and listening skills. They are keen to offer their ideas in the shared text part of the literacy hour and enjoy listening to stories like 'Peace at Last'. Their own self confidence is reflected in discussions and conversations which take place in the range of activities they take part in. 'What kind of food will the baby eat?' was a question overhead in the Victorian room created in the home corner, as children thought about what Victorians might have prepared in their kitchens. The children enjoy books and talk about the books in their book bags. Most of the children adopt reader-like behaviour. They hold books correctly and read the stories from the pictures. The more able readers read simple text and self-correct, as well as relating to the text they read. 'Jip caught a fish' - followed by the comment, 'I think that's his favourite food', was one example. Most of the children can write their own names and are beginning to use upper and lower case correctly for this. They practise their

writing through their own stories, which the highest attainers achieve without adult support. They copy letters and simple words with increasing confidence and match many of the letters that they write to initial letter sounds.

Mathematics

- 96 Progress in mathematics is good. The children readily recognise and write numbers up to five, and some can count to 10 and beyond, adding on and counting backwards. They use a number line to help them add numbers together. With some confidence, they can add one to numbers called at random between one and twenty. In practical activities, the children record their answers by writing the numbers on paper. They can name and identify shapes including cylinders, circles and cubes which they use in the creative aspects of their work and in the sand and water activities. They are beginning to show a good ability to construct and talk about the properties of simple three-dimensional shapes. They demonstrate good levels of interest and involvement in their work.

Knowledge and understanding of the world

- 97 Children make good progress in their knowledge and understanding of the world. They are developing a very good knowledge about the village where they live. They contribute to collages showing the main features of different buildings and houses, for instance in a representation of a row of terraced houses in the village. They know the difference between the countryside and towns. They are gaining a good awareness of how the sense of touch helps them to sort and organise the world around them, for instance in their response to the story, 'The elephant and the blind men'. They can express their preferences for different sensations of touch. They are also learning to identify and name different parts of the body and to recognise relationships between parents and offspring amongst animals. They are developing good skills in the use of a computer. They demonstrate that they understand some of the differences between modern times and Victorian times through their role play in the home corner and their discussions, for example about water jugs and washing basins in a lesson using Victorian artefacts. They use the computer competently for instance to create groups of simple words ending in 'in'. With a small amount of adult help, they word process and print their work.

Physical development

- 98 The physical development of the children is satisfactory. Children made good use of space and moved with increasing control during an outdoor lesson. They respond well to feedback from the teacher and improve their movements and performance. They make rapid progress in the skills of passing, bouncing and catching a ball, and most of them are good at taking turns. They develop sound co-ordination skills through using scissors, paints, glue, pencils and construction kits as well as through the sand and water activities. There are not enough opportunities for outdoor play. This restricts the development of some physical skills, such as pushing or pulling carts or using tricycles.

· **Creative development**

- 99 Children use a good range of materials to draw, paint and represent their own ideas and what they see. They use their early observational skills effectively when painting portraits, and combine these with their own imagination when painting, for example, what they think might be the central image in a woodland picture. They enjoy role-play activities and demonstrate good levels of co-operation.

· **Teaching**

- 100 The teaching of the under-fives is always at least satisfactory and is very good in half of the lessons. The teaching is most effective in the lessons where, after a clear introduction and directions, the children are allowed to make choices, work independently and select resources from an appropriate range. The teaching is less effective in the very few instances where the activities planned focus on work sheets which do not provide opportunities for the children to practise and develop their writing skills.
- 101 The teaching of language and literacy is very good. The literacy hour has been successfully introduced and the children are provided with a very good range of books. The books that the children take home to read are closely matched to the stage in reading. There is a very clear progression in the activities provided for writing and a broad range of tasks for them to complete.
- 102 The teaching of the mathematical area of learning is very good. The appropriate mathematical language is used with care and accuracy. Very good questioning and a brisk pace contribute to encouraging flexibility and challenge in thinking about how numbers work, for example when counting up to and back from twenty, and counting on in fives. Mathematics is successfully introduced in all areas of learning so that the children are engaged in purposeful activities.
- 103 The teaching of the other areas of the curriculum for the under-fives is usually good and often very good. The planned activities provide opportunities for speaking and listening and help the children to practise the skills they have learnt in the language and literacy and mathematical areas of learning.
- 104 Resources for the teaching of the under fives are good except for the provision for outdoor play. There is no large outdoor play or large wheeled equipment for pushing and pulling. The reading books, table-top activities for counting and word games are of good quality, with many new books. There is a good supply of construction kits.
- 105 The accommodation for the under fives is unsatisfactory overall, although very good teaching and organisation ensures that best use is made of available spaces and children are not significantly disadvantaged. Access to outdoor play is restricted to times when the main playground is available, and to the field in good weather. There is no separate, safe area for pupils under five. There is insufficient floor space in the temporary classroom to provide the activities that are appropriate for this age group. However, good use is made of another adjacent temporary classroom, which serves as a hall, for sand, water and some larger-scale construction activities.

106 The provision for children under five was identified as having many strengths at the time of the last inspection, and these have been maintained. Since that time, there have been further improvements in the work in mathematics, where number work is pursued in greater depth, and more opportunities for practical and investigative work are provided. There is sufficient large construction apparatus. Improvements have been made in respect of the provision of a water supply for the classroom but, despite the school's best efforts, the classroom still restricts the more practical, investigative activities expected for this age group.

· **ENGLISH, MATHEMATICS AND SCIENCE**

· **English**

107 In 1998, pupils' performance in reading for the small number of pupils taking the tests was below the national average and well below when compared with pupils in similar schools. In writing, standards were well above the national average and also in comparison with similar schools. The proportion of pupils attaining Level 2 in the 1999 tests for seven year old pupils was well above the national average in reading and above average in writing. The proportion of pupils achieving the higher Level 3 in reading and writing was broadly in line with the national average. When compared with similar schools, attainment was below average in reading and average in writing. Trends in attainment over the last three years indicate an overall improvement. Pupils' attainment in the current Year 2 is good in reading and satisfactory in writing. By the end of Key Stage 1, inspectors' judgements indicate that pupils will attain overall standards that are average.

108 In the 1998 national tests, the overall performance for the small number of pupils involved was well below the national average and very low when compared with similar schools. In 1999, the number of pupils achieving Level 4 was above the national average but was well below average in respect of the proportion of pupils achieving Level 5. The pupils' overall performance was in line with national averages but, when compared with similar schools, performance was well below the average. Trends over three years indicate a significant improvement in English results at Level 4 or above, but results at level 5 remain below average. Pupils in the current Year 6 are attaining broadly in line with the national average level, with a significant minority achieving higher levels, particularly in reading. By the end of Key Stage 2, at the age of 11, inspectors' judgements indicate that attainment is broadly average.

109 The school has made a satisfactory start to the introduction of the National Literacy Strategy. Teachers have generally interpreted the structure of the hour appropriately, although the level of detail in planning varies considerably, particularly for pupils in Years 3 and 4, where it is sometimes unsatisfactory. The organisation of the guided reading and writing aspects of the lesson, and the word and sentence level work is generally appropriate at both key stages and pupils are working at levels in the National Literacy Strategy appropriate for their age.

110 By the age of seven, at the end of Key Stage 1, pupils are confident in their

speaking and listening which they use effectively in English. This was seen particularly when retelling stories and making predictions about what will come next, as in a lesson where the Year 2 pupils made a simple storyboard to describe the sequence of events in the story, 'Peace at Last'. They use their own ideas to provide alternative descriptions like 'worried' and 'sleepy' to describe the expression on Mr. Bear's face when the alarm clock rang. They use what they have learnt in word and sentence level work in the Literacy Strategy in their reading and writing so that they are able to use a range of methods to decode words including initial letter sounds, blends and phonics. Many of the pupils read with a good understanding of meaning. They pause where there are commas, stop at full stops and read speech in the text with good expression. Reading records indicate that the pupils read regularly both at home and at school. The younger pupils are beginning to look at the endings of words, for example a sequence of '-in' words when working on the computer. They use initial letter sounds to write words that rhyme. The older pupils use capital letters and full stops in their writing, recognise spelling patterns and many write independently without adult help or supervision. The younger pupils regularly practise their writing and letter formation, for example in their writing about the Victorians.

- 111 At Key Stage 2, the youngest pupils make satisfactory gains in their reading and writing. The pupils read regularly both at home and in the guided reading time during the literacy hour. They enjoy reading a good range of texts, volunteer to read aloud and contribute well in group reading tasks. They are confident to recite to the class, and the highest attainers commit poems successfully to memory, such as Wordsworth's 'Daffodils'. This they do with obvious enjoyment. They transfer their reading and writing skills to other subjects of the curriculum, notably in history and geography where they are beginning to use research and enquiry skills effectively. They have a good knowledge of how language works including a good understanding of alphabetical order in sorting words when studying the term 'alliteration'. They use dictionaries, using third and fourth letters to find the spelling of words like 'ammonite' in science. Some of the highest attainers are beginning to write in paragraphs, and understand the term 'indenting', which they link successfully with their increasingly good word-processing skills. Much of the writing in Years 3 and 4 is in pencil, and too few pupils use a clear and neat joined script.
- 112 The progress of the older pupils at Key Stage 2 is satisfactory overall and good in reading. They are mostly confident and able readers. They talk about the types of books that they enjoy reading, often the books that they have at home. These include long novels, poetry and science fiction. They read with good expression and fluency. They discuss books that have different text types and analyse the type of information that is being given. Pupils have the skills to write independently and there is evidence of good extended writing using paragraphs either in English or in other subjects of the curriculum, such as science and geography. They are developing a good awareness of purpose and audience for writing.
- 113 The progress that the pupils make in English as they move through the school is satisfactory overall. At Key Stage 1 pupils make good progress in reading and writing. There are good opportunities for them to develop their own expression and writing skills. Pupils in Key Stage 2 make satisfactory progress overall. The development of pupils' handwriting skills in Years 3 and 4 is occasionally unsatisfactory; some pupils, particularly the higher attainers, write using confident letter shapes, but do not regularly use a joined script, and this leads to occasional weaknesses in the presentation of written work. Progress in spelling and

punctuation is generally sound; pupils take spellings home regularly to learn, and use these successfully in their writing. Progress is satisfactory in the aspects of reading, writing and spelling where the skills are practised and used, for example, in science and history. In these lessons the written work of the oldest pupils is usually accurate and appropriately presented, and they make satisfactory and often good progress in reading and writing skills.

- 114 Pupils with special educational needs make good progress in lessons, particularly where they receive additional support. They are supported well and individual progress is closely monitored and evaluated. Work is planned with the class teacher and there is a good match to the pupils' ability.
- 115 Attitudes in lessons are good. Younger pupils work independently and concentrate well. They clearly enjoy their work. Older pupils are keen and interested and want to learn. They take part in lessons with enthusiasm. Behaviour is good and pupils show respect for others working around them.
- 116 Teaching in Key Stage 1 is very good. Lessons have a clear structure to them and there is very good planning which includes different activities for the different abilities of the pupils. Lessons are conducted at a good pace and the recording of the progress that the pupils make is good. Progress towards the targets set for each pupil is regularly monitored, and pupils are keenly aware of the literacy targets set for them.
- 117 At Key Stage 2, the teaching within the literacy hour is usually good. The progression in the word level and sentence level work is clear and activities are well matched to the ability of the pupils. The guided reading for the older pupils builds on the pupils' home reading, and the reading of group texts is managed effectively. Routines have been established successfully and the monitoring and recording of progress is good. Clear targets for pupils appropriate to their ability are set and monitored regularly.
- 118 The subject is well led. Recently purchased resources are of good quality and pupils have access to a good range of books in their classrooms including reference books on loan from the library service. The library contains a further selection of fiction books and reference books of good quality. Guidelines for pupils using the library are insufficiently clear, although the oldest pupils' research skills are sound.
- 119 In the last report overall attainment in English was judged to be above average at both key stages. High reading standards have been maintained, although standards in writing, whilst satisfactory, are not quite as high as reported previously. The main areas of weakness identified for further development were a review of policy, improvements in the quality of reading books, and the provision of a library. These have been met, although the organisation of the library is currently unsatisfactory.

• **Mathematics**

- 120 In tests over the past three years, attainment at the end of Key Stage 1 has fluctuated. Although standards improved in 1998, and are slightly higher in 1999, attainment overall has been slightly below the national average. In 1999 attainment overall has been the same as the national average at seven but in comparison with

similar schools performance has been below average. In the tests, too few pupils are attaining above the standard expected nationally at this stage.

- 121 At Key Stage 2 the trend in the tests over the past three years shows a slight decline compared with national standards. In 1998 the school's performance against all schools was below the national average and well below when compared with performance in similar schools. 1999 results showed an improvement in standards. Performance overall was the same as the national average, but was below average in comparison with similar schools. Although attainment at Level 4 was very high with all eleven year old pupils attaining at least the level expected nationally, the proportion achieving Level 5 was well below average in comparison with all schools and with pupils in similar schools. Inspectors found that current standards in kYear 2 and Year 6 are consistent with average attainment at the end of Key Stages 1 and 2 respectively.
- 122 Planning for the introduction of the National Numeracy Strategy has been good and approaches to numeracy operate successfully in most lessons at both key stages. Overall, appropriate emphasis is given to oral work, being marginally more rigorous at Key Stage 1 than at Key Stage 2, and this is improving pupils' ability to calculate mentally.
- 123 Strong emphasis is given to number work throughout the school arising from which pupils at Key Stage 1 learn to count in multiples from an early stage. They have a satisfactory knowledge of tables and show good recognition and understanding of the properties of two- dimensional shapes. At Key Stage 2 pupils' facility with numbers continues to develop, and knowledge of tables is consolidated satisfactorily. While younger pupils at this stage are showing satisfactory progression in their work with shapes, and developing their skills of estimating and accurate measurement, older pupils are sharpening their ability to calculate mentally with larger numbers. They show satisfactory levels of skill when working with fractions, decimals and percentages.
- 124 Overall progress is satisfactory at both key stages. On balance, pupils at Key Stage 1 are making satisfactory progress. Pupils of higher prior attainment are showing good progress in the development of their mental skills while pupils of average and lower attainment make satisfactory progress. At Key Stage 2 progress is satisfactory. Higher attaining pupils are making good progress in the development of their mathematical language associated with two-dimensional shapes and with work on percentages, equivalent fractions and decimals. Pupils of average and lower attainment, including those with special needs, make satisfactory progress in the same areas. Scrutiny of pupils' books shows that satisfactory progress is made over time. Currently, progress across all four attainment targets shows some imbalance due to the narrow focus which strongly emphasises number work. Pupils with special educational needs make satisfactory progress.
- 125 Attitudes to mathematics are very good. Across the age range pupils show a lively interest in the subject and appear to enjoy their work. Younger children, particularly, are eager to participate orally in mental work. Most pupils sustain the brisk pace without faltering. At both key stages pupils sustain high levels of concentration. While most pupils display confidence this, and the ability to work independently varies; it is least well developed in Class 2. The oldest pupils show initiative in solving problems without recourse to the class teacher. Standards of presentation

are inconsistent, and some pupils lack pride in their work. The standard of behaviour is consistently very good.

- 126 Mathematics is well taught. Of the lessons observed, three-quarters were good or very good. Only one lesson was unsatisfactory. In those good and very good lessons planning was detailed, work was conducted at a brisk pace and suitably differentiated to meet the needs of all pupils. In particular, it challenged the higher attaining pupils. Pupils were managed well with good levels of support provided, especially for lower attaining pupils. Pupils' independence is fostered well. Marking of pupils' work is frequent and helpful. Classroom assistants are effectively deployed and provide good quality, additional support.
- 127 Typical of the most effective teaching was a lesson which placed emphasis on the development of mathematical language associated with shape. Reference was frequently made to the shapes which pupils naturally encountered among the furniture and resources within the classroom. In another good lesson pupils were shown a variety of ways of arriving at the correct answer when calculating percentages. The teacher carefully led pupils through the process of decomposition to demonstrate that 65 per cent could be calculated by working out 50, ten and five per cent separately then adding these together. This produced a spark of realisation among several pupils who went on to apply this process to their work.
- 128 In the one unsatisfactory lesson, poor planning resulted in insufficient work to match the work rate of the higher attainers, for whom the set tasks lacked challenge. The whole lesson, including the opening mental activity, lacked pace and valuable time was lost with pupils inactive as they waited for support or further work.
- 129 The changes in the programme of work for mathematics are being managed satisfactorily although slightly inconsistently. Planning ensures that pupils of different ages in the same class cover similar work at the start but go on to do different tasks. Assessment procedures are suitably rigorous and assessment information is used well for grouping purposes, some of which has a positive impact on pupils' self esteem. Some monitoring is being undertaken, mainly by the headteacher. Resources are satisfactory and available in sufficient quantity to meet the needs of all pupils without sharing.
- 130 Since the last inspection, there have been improvements in the organisation of pupil groups for mathematics. The quality of planning for tasks to meet the learning needs of these different groups has also improved. Standards have fluctuated, but are now broadly similar to those reported previously. Most lessons are now conducted at a brisk pace and more practical activities have been introduced. In spite of the improvements made, there is still an imbalance in the mathematics curriculum, with insufficient emphasis given to data handling. Pupils' good attitudes towards mathematics have become even better. Resources have been updated and improved. There are some minor problems with progression when pupils transfer from Key Stage 1 to Key Stage 2.

Science

- 131 Attainment in Year 2 and Year 6 indicates that pupils will reach average standards by the end of the key stages. In 1998 teachers' assessments at Key Stage 1

showed that pupils' attainment was close to the national average for all schools but well below attainment in similar schools. This was mainly because no pupil reached the higher standard. In 1999 performance was slightly better. All pupils reached the expected Level 2. The proportion achieving Level 3 was average. In comparison with similar schools attainment at Level 2 was again high but the proportion of pupils reaching Level 3 was below average.

- 132 At Key Stage 2, performance in 1998 matched the national average for all schools but was well below average when compared with similar schools. In 1999 performance in national tests improved compared with the previous year, and this has halted a slightly downward trend shown over the previous three years. Performance overall is above the national average for all schools and average when compared with similar schools.
- 133 At Key Stage 1, standards are broadly average. Much of the work observed in lessons and in pupils' books is on Life and Living Things. Pupils are aware of the basic needs for growth and some of the main ingredients in a healthy diet. They know and can name the five senses. In a particularly good lesson in Year 2 on the theme of sight, pupils used a Braille machine. They experienced at first hand the difficulties encountered by a partially-sighted person, and gained a good understanding of the reliance which many non-sighted people have to place on the sense of touch in order to read text.
- 134 At Key Stage 2 the great majority of pupils show satisfactory skills when handling apparatus. The standard of planning, predicting, observing and recording their practical activities is good but the quality of presentation is not consistently high enough. Pupils' knowledge and understanding of living things, materials, concepts and scientific phenomena is satisfactory. For example, following a recent solar eclipse, pupils described how this occurred in good, technical detail.
- 135 The great majority of pupils are making satisfactory progress in the development of their practical skills and in the acquisition of scientific knowledge and understanding. At Key Stage 1 all pupils are making good progress in their knowledge and understanding of work focusing on Life and Living Things. At Key Stage 2 pupils' progress in the development of investigative skills is good. This is because of the strong emphasis which the subject leader places on practical work. In other areas of the science curriculum higher attainers are making good progress in their knowledge and understanding. Pupils of average and lower attainment, including pupils with special needs, are making at least satisfactory progress.
- 136 Attitudes to science are very positive. Pupils listen carefully, show a high level of interest and sustain their concentration for long periods. Just occasionally, a small number of pupils display a lack of concentration. Pupils of all ages clearly enjoy practical work and they organise themselves well when engaged in such activities. Younger pupils display good social development in exercising patience while waiting turns and working with others. Older pupils show a good capacity for independent work, alone or in pairs. They persevere when practical work does not achieve its initial objective. Behaviour is consistently very good in all classes.
- 137 On balance the quality of teaching is good. None of the teaching was less than satisfactory and in half of the lessons it was good and in one lesson very good. Teaching is shared by only two teachers, each of whom is responsible for a key

stage. Teachers have a sound knowledge of the science curriculum appropriate to the pupils whom they teach. Except when challenged by the oldest pupils they display their knowledge in a confident manner. Planning is generally good, though in one lesson the aim was unclear in the teacher's plans.

- 138 Lessons start promptly and available time is used well. Resources are readily available for pupils' use. Teachers use a wide range of strategies to engage and sustain the interest of pupils. Pupils are managed well, and their independence and ability to organise themselves are strongly encouraged. Pupils' work is marked frequently and good quality feedback is often provided to pupils, although occasionally some poorly presented work is not commented upon. Homework is set for older pupils in the form of project work. These pupils use information technology well in support of their learning. Classroom assistants make a significant contribution to the support of pupils during science lessons.
- 139 The subject leader has extensive experience of leading the subject. She undertakes much of the teaching in the school and has prepared a detailed policy for science. Good emphasis is placed on the health and safety of pupils undertaking practical work. A nationally-promoted scheme of work has been adopted and this is beginning to have a positive impact on standards. There is a need to adjust medium-term planning in order to move more rapidly through the Key Stage 2 Programme of Study. Recently planned work has resulted in some of the oldest pupils marking time.
- 140 Procedures for assessment are very good and detailed records are maintained. Assessment information is used well, especially in planning the work for pupils of different prior attainment.
- 141 Since the previous inspection, standards between the small year groups in science have fluctuated and are currently slightly lower in Year 2 and Year 6 than those indicated in the previous report. Although science is taught through topic work this is now less restrictive, and has resulted in better coverage of the science curriculum.

· **OTHER SUBJECTS OR COURSES**

· **Art**

- 142 Only one art lesson was observed, but judgements are informed by the displays of pupils' work, art records and the wealth of photographic evidence available. Pupils' progress in art is satisfactory, particularly in two-dimensional work, although progress in three-dimensional work is less well developed.
- 143 Pupils have opportunities to work creatively with a satisfactory range of materials using an equally satisfactory range of techniques. Younger pupils have developed their artistic skills well and this is shown in their self-portraits. Children in reception year have undertaken sponge painting and created an effective collage of their combined work. Key Stage 2 pupils have used pizza packing bases for print work

and made some good observational drawings of plants and flowers.

- 144 At Key Stage 2 pupils have experimented with pointillism, and worked with clay and papier mâché to create faces and make three-dimensional heads. They can identify the characteristics of the work of well-known artists such as Turner and use this knowledge to inform their own work. Older pupils are beginning to foster an appreciation of the work of influential artists such as Degas, Renoir, Monet and van Gogh through the study of the Impressionists. This aspect of their work is making a positive contribution to their improved aesthetic development, which was identified as a weak feature at the time of the previous inspection. Through studying the work of the Pre-Raphaelite Brotherhood pupils have been able to establish a link between the work of Millais with that of Tennyson encountered earlier in the year during a literacy lesson.
- 145 Observation and discussion with older pupils indicate a positive regard for art. Through studying a good range of artists and artistic styles pupils are encouraged to be independent in their critical appreciation.
- 146 In the one lesson observed the teaching was satisfactory. It was limited by the class teacher undertaking two different tasks with a mixed age group. Planning for the art activity was detailed, supported by appropriate illustrations of artists' work. Pupils' independence in their subsequent note-writing was fostered well. There are good examples of teachers using the subject to make links with other subjects. For example, pupils have created large-scale illustrations of the story of the Big Friendly Giant and the Great Fire of London.
- 147 There is no identified subject leader at the present time; responsibility is shared between two teachers. Although there is a policy for the teaching of art, appropriate guidance to inform teachers' planning and ensure continuity and progression in pupils' learning has yet to be completed. The school has fallen marginally behind in the achievement of specific targets for art in its action plan.
- 148 Resources for art are satisfactory. The school has its own kiln but, on the evidence of retained artefacts and photographs, this resource is under-used.

• **Design and Technology**

- 149 Only one lesson of design and technology was seen during the inspection. Additional evidence was gathered from discussions with pupils, a scrutiny of teachers' plans and an examination of work on display, photographs and a small amount of retained work.
- 150 The progress made by pupils in their designing and making skills is satisfactory, a broadly similar position to that described in the previous report. In reception year children learn to handle construction kits such as Lego in order to join and build imaginative creations. These include a table, a boat, a spaceship, a lawnmower and a giraffe. At Key Stage 1 pupils become used to making things to illustrate their

work in other subjects. For example, pupils in the youngest class have constructed two-dimensional houses from straws and lollipop sticks. They have also designed and made a variety of articles such as sailing boats from junk material. Through focused practical tasks, such as making a picture frame from card, they successfully apply their measuring skills and develop their marking and cutting skills.

- 151 At Key Stage 2 pupils work with different materials such as card, foil, textiles, wood and food. They refine their joining and fixing skills to include sewing and the use of glue, and learn to apply decorative finishes to their work to enhance its appearance. Through topical links with other subjects, pupils apply their knowledge of simple electrical circuitry and have created models of canal locks.
- 152 Attitudes towards the subject are positive. Pupils enjoy practical activities and, when making bread, they showed a high level of interest and engagement from the start. They listen carefully to instructions prior to carrying them out, with good care shown for their materials and utensils. In evaluating each other's finished products pupils show appropriate respect for their fellow pupils' feelings.
- 153 In the one lesson observed teaching was good. All necessary materials and other resources were available for pupils' use. The classroom assistant was well briefed and made a significant contribution to the success of the lesson. Pupils were allowed a limited freedom of choice in the selection of their applied decoration, and the available time was used well.
- 154 The school has a limited range of resources and materials which barely meets the requirements of the subject. For efficiency, many of these are shared with science. There is a satisfactory range of materials and just sufficient tools and construction kits, but there is a shortage of mechanisms with which pupils can explore the transmission of movement.
- 155 Since the last inspection the school has refined its policy for design and technology and adopted the nationally recommended scheme of work. The subject is not taught continuously throughout the year in any class and the time allocated at Key Stage 1 is below average.

Geography

- 156 No lessons in geography were seen. From the evidence of a sample of the pupils' work and discussions with pupils, progress is judged to be satisfactory overall and sometimes good at both key stages.
- 157 Younger pupils in Key Stage 1 recognise differences in buildings, and the older pupils are able to write directions and locate places seen on their way to school on maps which they draw with increasing accuracy. They notice changes that have taken place over time, for example in a row of Victorian terraced houses, and the reasons for changes using their own observations. Pupils at Key Stage 2 build successfully on these skills. The work of the older pupils on weather and climate, land use and population distribution in contrasting regions of the world, in particular India and Iceland, indicates steady progress in the development of skills. Pupils use more detailed maps to locate places in the local area, nationally and on a world map, and then oldest pupils have a good knowledge of how to use an atlas.

- 158 Pupils at both key stages show enthusiasm for geography. Written work is generally presented appropriately. They show interest in the links made with work undertaken in religious education and science.
- 159 There is some variation in the marking of pupils' work, and written comments are used inconsistently by teachers across the school to help pupils improve. There is, however, some evidence of good practice at both key stages.
- 160 There are good links between history and geography building on what the pupils already know and understand. Geography is planned on a two-year cycle. This gives coverage of the required elements, but the amount of time allocated to geography is too low. The school plans to review this in line with new national schemes for the subject which are currently being investigated. The subject leader role is shared between teachers; monitoring involves a mixture of formal and informal approaches, but is broadly satisfactory. Resources are generally sufficient and of good quality, having recently been updated.
- 161 No geography was observed during the last inspection and no work was available for scrutiny at that time. Since the last inspection, a suitable policy has been completed.

History

- 162 Two lessons were observed during the inspection. From these, and the evidence of pupils' work and discussions with pupils, progress is judged to be good at Key Stage 1 and at least satisfactory at Key Stage 2.
- 163 Key Stage 1 pupils gain a good understanding about the changes that take place over time through talking about homes, work and daily life in Victorian times. They talk about events in the past and the present and gain good information when interviewing local people about the past. At Key Stage 2 pupils use primary and secondary evidence through their studies of the Anglo-Saxons in Britain, and Ancient Greece. They accurately sequence events on a time line using evidence from photographs and extract information from a broad range of reference material, including information technology.
- 164 Pupils are very interested and excited by history both in searching for clues provided by the artefacts available, in the texts provided. They listen carefully to first-hand accounts from visitors to the school, such as a local policeman talking about Victorian policing, and the grandmother of one of the children talking about life in the village in the past. They consider the feelings of people in the past. "It must have been very smoky in the bedrooms when the warming pans were being used," said one pupil in a lesson where Victorian artefacts had been brought into school to act as clues for historical enquiry.
- 165 The teaching of the pupils in Years 1 and 2 is of a very high quality. Resources are used very effectively, and the pupils are given interesting and challenging work to do which captures their imagination. In a lesson on the Victorians, the children had excellent opportunities to handle artefacts, including washing jugs, chamber pots,

washing dollies, flat irons and warming pans. The creative corner of the classroom had been decked out as a Victorian room, and pupils dressed in costume and act out scenes from domestic life using some of the artefacts. This really motivated the pupils to ask questions about the uses of the objects they were playing with. Teaching at Key Stage 2 is satisfactory. Following the viewing of a video recording about the Sutton Hoo burial ship, pupils in Years 3 and 4 were given an opportunity to dress up in costumes typical of the Anglo Saxon period. This led some of them to make perceptive deductions about how it might have felt to wear these garments, and about the skills and raw materials needed to produce the cloth and bindings. Pupils are also encouraged successfully to distinguish fact from fiction in historical texts. Lessons are well planned and challenging. Teachers are successful in making the pupils think for themselves and encouraging them to work independently. Pupils with special educational needs are given good support by learning support assistants and make good progress.

- 166 History is taught on a two-year cycle, but the time allocated to history is currently too low. The school plans to review this in conjunction with geography and in line with nationally-prescribed schemes. The subject leader monitors the work both directly through observation and indirectly through teachers' planning and displays of pupils' work.
- 167 In the previous inspection report the quality of teaching at Key Stage 1 had some shortcomings; planning and guidance for teachers was limited, and there were too few opportunities for pupils to experience historical processes. The school has responded well to these issues. The teaching of history at Key Stage 1 is now of a very high quality. A helpful policy is being implemented and the school is responding positively to the introduction of new nationally-agreed schemes. Many opportunities are provided for pupils to use first-hand sources of evidence, including a good range of artefacts brought into school by parents and members of the local community.

Information

Technology

- 168 Standards in information technology capability are satisfactory. They broadly match the standards expected nationally at the end of both key stages. Although only one lesson was seen in which the skills of information technology were taught, the additional evidence gained from discussions with pupils and from scrutiny of their work on display indicates that many pupils are developing and applying their skills well.
- 169 Throughout the school pupils make good progress through frequent and purposeful use of the facilities available to them. Children in reception year are quickly introduced to the use of information technology and, by Year 1, pupils are routinely registering themselves present on the classroom computer. They are systematically taught the use of the main keys of the keyboard so that they can assemble text, correct errors, save their work and print it out. Pupils in Year 2 can use programs such as My World Science to compose, label and print faces and body shapes.
- 170 The younger pupils in Key Stage 2 word process text, use cut and paste techniques and vary the font, font size and print colour. At this stage they start to enter information onto simple databases and research information stored on compact

disks such as Encarta. The older pupils at this key stage use multi-media facilities well. They are able to access information from the Internet, communicate using electronic mail and the highest attaining pupils make use of Power Point to present their work. However, there is too little evidence of pupils using spread sheet applications to experiment with statistical models, or to investigate the effect of manipulating variables. Pupils are not able to undertake work involving sensing and monitoring. Pupils with special needs make satisfactory progress in the development and application of their information technology skills.

- 171 When using information technology facilities, alone or in large groups, pupils show commitment and a high level of interest. They listen carefully to the teacher and to other pupils. When working alone, care is shown for the resources available to them, and they concentrate well on their tasks.
- 172 On balance, the quality of teaching is good. Teachers are confident and capable when using information technology and this is a strength. The development of skills has been carefully considered, well planned and pupils are given ample opportunities to apply their skills to support their work in several areas of the curriculum. This emphasis on using information technology for specific purposes has resulted in pupils making good progress. Record keeping procedures ensure that all pupils have similar access to the available facilities, and informal assessment is used well to ensure that pupils are moved on when they are ready for further development of their skills. At present too little use is made of information technology to develop pupils' mathematical skills, especially competence in data handling.
- 173 The subject leader has only recently assumed responsibility for the subject, and a policy is being completed to reflect and guide practice. The school has now adopted a scheme of work promoted by the Department for Education and Employment but this has not yet had time to influence teachers' planning to extend coverage into all areas of the required curriculum. Strong emphasis is given to developing the skill of communicating information; however, there are currently some gaps in the coverage of those strands involving controlling, measuring and modelling. These can only be rectified by the purchase of additional resources.
- 174 The school has made a number of improvements in its provision since the publication of the previous report. It has made the development of its provision for information and communications technology a priority. As a result, facilities have been improved substantially, and are now more evenly distributed across the school. Pupils have access to high quality, multi-media machines, colour printers and a scanner.

Music

- 175 No lessons in music were seen. From the evidence of observations of instrumental work and assemblies, progress at both key stages is judged to be broadly satisfactory. The progress that the pupils make in instrumental music is good. Pupils follow a published scheme and learn a range of songs as well as composing and performing. They sing with enthusiasm, and the oldest pupils make good progress in their singing. They are aware of the need to regulate their breathing and of good posture in order to control the dynamics of the song. They learn sequences of sound with increasingly complex rhythms. Pupils' progress in instrumental music

using recorders is good. Some pupils accurately read individual parts from notation. Pupils learn to play satisfactorily a small range of instruments including stringed instruments, tuned and untuned percussion and woodwind. Pupils with special educational needs make satisfactory progress and are fully integrated into the music activities.

- 176 Pupils enjoy music. Behaviour is good and pupils sing with enthusiasm in assemblies. Some of them take responsibility for their own learning through regular instrumental practice. They listen attentively to music played in assembly. However, their interest is not sufficiently developed at these times to explore and appreciate more fully some of the themes of the passages and the contributions of the different instruments involved.
- 177 Instrumental tuition is provided by the local education authority's music service. A classroom assistant provides recorder teaching of good quality.
- 178 Too little time is devoted to music. Resources for the teaching of music are broadly satisfactory, but some of the untuned percussion is old and worn. Responsibility for co-ordination of the subject is shared, and monitoring is mainly informal. A school choir is formed as an extra-curricular activity for performances at various stages during the year. There is an appropriate policy and scheme of work for music, covering the required elements, and the school makes good use of published material.
- 179 In the previous report, singing was identified as a weaknesses. This has improved; it is now at least satisfactory overall, and is good in respect of the oldest pupils. There are still too few structured opportunities for listening to, appreciating and appraising music.

Physical Education

- 180 Although only two lessons were observed, all pupils were seen involved in games activities, and progress in this aspect of physical education is good. Pupils at Key Stage 2 have swimming lessons every week and records show that by the end of the summer term more than 90 per cent of these pupils reached the 25 metre swimming standard expected by the end of the key stage. At the present time, almost three-quarters of the same age group have already reached the required standard. This clearly indicates that, in this aspect, pupils' progress is also good. Pupils with special educational needs make progress at a rate which is broadly similar to that of other pupils.
- 181 Pupils at Key Stage 1 show good progress in ball handling skills, especially syncopated bouncing which they co-ordinate well with movement. The great majority of pupils show a satisfactory degree of spatial awareness at this stage. The most capable ball players at Key Stage 2 show very good progress in the development of trapping and passing skills and in movement on and off the ball during a mini-game of soccer. Most show at least satisfactory progress in the development of their games skills.
- 182 Pupils have good attitudes towards physical education. They listen carefully to instructions, watch demonstrations closely and display a positive commitment to

tasks set for them. When occasional difficulties are encountered they show perseverance. Many are confident in their own capabilities and they display enjoyment during games sessions with good adherence to the rules. All pupils work well with each other, in pairs or small teams, and behave very well throughout their lessons.

- 183 Teaching is good and makes a significant contribution to the good progress shown by the pupils. The planning and execution of tasks ensures a good variety of activities which stimulate interest and enthusiasm. Teachers' good personal skills are used well for demonstration purposes. Pupils are managed well at all times. They benefit from opportunities to work with others of the same and opposite gender in pairs and small teams. This contributes effectively to pupils' social development. Occasionally, rules are suitably adapted to ensure the fullest participation of all pupils. Good use is made of praise in recognition of a particular skill or passage of play, and positive encouragement is also provided for those less confident in the tactics of invasive games.
- 184 There is no policy in place for the teaching of physical education, but a detailed scheme of work assists teachers in their planning and in the progression of pupils' skills. All the required elements of physical education are covered by the scheme during the year. The school benefits from its good-sized playing field. Pupils have regular access to a swimming pool; this is some distance away, and travel to and from it takes up valuable time. At the time of the previous inspection, no overall evaluation of standards of attainment could be made. The school lacks a hall suitable for indoor gymnastics and dance. This deficiency was highlighted in the previous inspection, and continues to place pupils, particularly the oldest, at a significant disadvantage. The hard surface of the playground is small and is poorly marked out. Resources for small games are good.

Religious Education

- 185 By the end of Key Stages 1 and 2, standards of attainment are in line with those set out in the Leicestershire Agreed Syllabus. At both key stages, pupils make satisfactory progress in their knowledge and understanding of the Old and New Testament, the church year, places of worship and major world faiths.
- 186 At Key Stage 1, pupils make satisfactory gains in their knowledge of special books such as the Bible, and in their knowledge of Bible stories. Pupils in Years 5 and 6 at Key Stage 2 make satisfactory progress in their knowledge and understanding of key features and fundamental values of major world faiths. They have a sound knowledge of the building and Christian symbols in and around the village church. Pupils express their own feelings through discussions in groups and as a whole class, and make good progress in describing and analysing their feelings. Good links are made with other more culturally diverse areas, and pupils are developing a sound knowledge and understanding of the importance of festivals of light.
- 187 Pupils are very reflective during lessons. Pupils at Key Stage 1 are confident to ask questions about Bible characters, for example when talking about Miriam's concerns for the baby Moses. At Key Stage 2, pupils reflect on issues from their own experiences, such as 'temptation', and relate this appropriately, for example, to New Testament stories. In discussions, they show respect for ideas that may be different to their own.

- 188 Teaching is satisfactory. A teacher conducts one lesson each week in all classes, and some elements are taught in conjunction with other subjects. This leads to some good links between areas of the curriculum, for example in geography, but the extent to which other subjects contribute in this way is not clearly identified. As a result, the overall time spent on religious education is uneven, and is currently lower than might be expected. Work is matched carefully to pupils' abilities. Appropriate resources are provided to guide the pupils' work, and good use is made of the local village church as a resource for teaching. Pupils with special educational needs receive good support from learning support assistants and the pupils are integrated fully into class activities.
- 189 The scheme of work is closely linked to the Leicestershire Agreed Scheme. There is an appropriate balance between oral and written work in lessons, and planning indicates suitable opportunities for role-play. Assembly themes complement the overall programme of learning. Older pupils have contributed to a 'prayer wall', consisting of short prayers which they have composed, in the school hall. Pupils clearly demonstrate respect for these prayers when they are read out during assemblies
- 190 At the time of the previous inspection, the school lacked a clear policy and scheme of work for the subject. Standards of attainment could not be evaluated. The current documentation now gives clear guidance about what should be taught, but still lacks a clear, overall statement of policy to summarise the school's approach to the subject. There are good links with the local church. Resources for the teaching of religious education have improved since the last inspection, particularly in respect of teaching about major world faiths.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

191 The inspection team of three inspectors spent a total of 7 days in the school over a period of three days. A total of 28 lessons were observed, either wholly or in part during 18.58 hours of observation of lessons. A representative sample of pupils' work, covering all age groups, was scrutinised.

192 All National Curriculum subjects and religious education taught were observed during the inspection. All available evidence was used to assess the standards pupils are attaining and the progress they are making in these subjects.

193 The pupils were also observed arriving and leaving school, during registration and on the playground. Discussions were held with pupils about their work. A representative sample of pupils were heard to read in all year groups.

· 194 Discussions were held with the headteacher, the governors, the teachers and some members of non-teaching staff totalling 4 hours. A meeting was held with parents before the inspection to seek their views of the school. 21 parents attended the meeting. Forty-five questionnaire responses (59.2%) were returned and analysed.

· 195 Feedback was offered and given to all members of staff on the quality of teaching.

· 196 The school development plan, curriculum plan, budget papers, policy documents, teachers' planning, pupils' records, reports to parents and attendance registers were analysed.

· 197 Assemblies held during the inspection were attended and extra-curricular activities were observed.

DATA AND INDICATORS

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	76	1	10	1

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent): 3.3

Number of pupils per qualified teacher: 23:1

- **Education support staff (YR – Y6)**

Total number of education support staff: 2

Total aggregate hours worked each week: 16

Average class size: 25

• **Financial data**

Financial year: 1998

£

Total Income 146907

Total Expenditure 146136

Expenditure per pupil 1827

Balance brought forward from previous year 10130

Balance carried forward to next year 10901

PARENTAL SURVEY

Number of questionnaires sent out: 76
 Number of questionnaires returned: 45

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	62	24	9	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	73	24	2	0	0
The school handles complaints from parents well	53	27	4	4	0
The school gives me a clear understanding of what is taught	40	42	9	7	0
The school keeps me well informed about my child(ren)'s progress	60	31	9	0	0
The school enables my child(ren) to achieve a good standard of work	53	31	11	0	0
The school encourages children to get involved in more than just their daily lessons	44	29	9	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	56	27	7	11	0
The school's values and attitudes have a positive effect on my child(ren)	67	18	13	0	0
The school achieves high standards of good behaviour	64	24	7	2	0
My child(ren) like(s) school	76	22	0	0	0