

INSPECTION REPORT

**St Edward's Church of England
(Controlled) Primary School**

Castle Donington

LEA area : Leicestershire

Unique Reference Number : 120122

Headteacher : Mr A B Chapman

Reporting inspector : Mr M Newell
10638

Dates of inspection : 4th – 7th October 1999

Under OFSTED contract number: 707561

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 – 10 years

Gender of pupils: Mixed

School address: Dovecote
Castle Donington
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Telephone number: 01332 810231

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Appropriate authority: Governing Body

Name of Chair of Governors:

Mr S Atkinson

Date of previous inspection:

March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr M Newell (Registered Inspector)	English Information Technology Design and Technology History Music	Characteristics of the school Attainment and Progress Attitudes, Behaviour and Personal Development Teaching Leadership and Management Special Educational Needs
Mr K Ross (Lay Inspector)		Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Staffing, Accommodation and Learning Resources Equal Opportunities
Mrs S Hall	Mathematics Science Religious Education Geography Art Physical Education	Areas of Learning for Under Fives The Curriculum and Assessment Spiritual, Moral, Social, and Cultural Development The Efficiency of the School

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1
- Key indicators 5

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 6
- Attitudes, behaviour and personal development 21
- Attendance 28

Quality of education provided

- Teaching 29
- The curriculum and assessment 39
- Pupils' spiritual, moral, social and cultural development 54
- Support, guidance and pupils' welfare 59
- Partnership with parents and the community 67

The management and efficiency of the school

- Leadership and management 74
- Staffing, accommodation and learning resources 82
- The efficiency of the school 90

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 97

English, mathematics and science 117

Other subjects or courses 141

PART C: INSPECTION DATA

Summary of inspection evidence 187

Data and indicators 188

MAIN FINDINGS

What the school does well

- Teaching is of a good standard in four out of ten lessons;
- Art and music are strengths of the school;
- The school provides a good range of extra-curricular activities for its pupils;
- The headteacher has set a purposeful direction for improving the work of the school;
- Financial control and school administration are of a good standard;
- The school has worked hard to provide a more attractive and stimulating learning environment for its pupils;
- The school has established a strong partnership with parents and the local community.

Where the school has weaknesses

- I. Standards in information technology and religious education are not high enough by the time pupils leave school;
- II. Pupils' attitudes to work are not consistently good across the school;
- III. The monitoring of teaching and learning is not yet rigorous enough to have sufficient impact on raising standards;
- IV. Not all lessons have enough pace or high enough expectations.

The weaknesses are outweighed by what the school does well but they 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

Following the last inspection, which identified serious weaknesses in a number of key areas, the school has worked hard to address its shortcomings and has overcome most of the weaknesses highlighted. Effective leadership has ensured that there is now more purpose and direction to the work of the school. Curriculum planning has improved and the school now has far more effective procedures in place to assess and record pupils' attainment and progress. The school has established a framework to monitor teaching and learning but it has not yet rigorously implemented this. Teaching has improved significantly but there are still areas for improvement. The school has developed an appropriate policy and guidelines for behaviour and discipline and all staff are to undertake training in assertive discipline in the near future. The attitudes and behaviour of a minority of pupils remain less than satisfactory. The commitment of staff and governors to raising standards and their awareness of the school's strengths and weaknesses indicate that the school is appropriately placed to continue its process of improvement.

Standards in subjects

The table shows the standards achieved by seven-year-olds in 1998 based on the National Curriculum tests. The school does not have Year 6 pupils on roll because pupils leave at the end of Year 5.

Performance in	Compared with all schools	Compared with similar schools	Key
			well above average A above average B average C below average D well below average E
Reading	C	C	
Writing	C	C	
Mathematics	B	B	

The table shows that pupils' attainment is in line with national averages in reading and writing and above the national average in mathematics. The results of the national Curriculum assessments for 1999 show a similar picture overall in reading and writing, with a slightly lower level of performance in mathematics. Inspection findings show that at the end of Key Stage 1 pupils' attainment is at an average level in reading, writing and mathematics. This does not indicate a fall in standards in mathematics but simply reflects different ability levels between groups of pupils. Teacher assessments in science and speaking and listening in 1998 and 1999 judged pupils' attainment to be broadly average. This is confirmed by inspection findings. There are no Year 6 pupils in school and no comparative national data for Year 5 pupils. Inspection findings indicate that attainment for Year 5 pupils is at an average level in English, mathematics and science.

At the end of Key Stage 1 and for the oldest pupils at Key Stage 2, standards in information technology and religious education are below average. In information technology, pupils do not have the necessary knowledge and skills to enable them to successfully carry out all requirements of the National Curriculum. In religious education, pupils do not have sufficient in-depth knowledge of Christianity and other world faiths.

Art and particularly music are strengths of the school. Pupils make good progress in these areas of the curriculum. When pupils leave school their work is at a higher, and for a significant number of pupils much higher, level than found of pupils of this age. Throughout the school, progress is satisfactory in all other National Curriculum subjects. Children under five make satisfactory progress and attain the nationally recommended Desirable Learning Outcomes in all areas of learning by the age of five.

QUALITY OF TEACHING

Teaching in:	· Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Unsatisfactory	Unsatisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

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

During the week of the inspection, teaching was very good in three per cent of lessons, good in thirty-eight per cent, satisfactory in fifty-six per cent and unsatisfactory in three per cent of lessons. This shows a significant improvement from the quality of teaching identified at the last inspection. Although no information technology or religious education teaching was unsatisfactory during the week of inspection, over time pupils have not been systematically or progressively taught the necessary skills and knowledge.

· OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Satisfactory overall. Most pupils behave appropriately in and around school but a minority do not show a good awareness of what constitutes acceptable or unacceptable behaviour.
Attendance	Good. Above the national average with most pupils arriving punctually for school.
Ethos*	The school has a good commitment to raising and improving standards. Although many pupils are keen and interested, a minority lack a real sense of motivation in their work.
Leadership and management	Sound overall. The headteacher provides purposeful leadership and gives good support to his staff. The governors have a good understanding of their roles and responsibilities. The monitoring and evaluation of teaching and learning are not rigorous enough to impact on standards.
Curriculum	Satisfactory. The school provides a broad and balanced curriculum and a good range of extra-curricular activities.
Pupils with special educational needs	The provision is satisfactory. Procedures comply with the Code of Practice. The pupils are appropriately supported, enabling them to make satisfactory progress.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall, although more opportunities need to be provided for pupils to learn about cultures and traditions other than their own.
Staffing, resources and accommodation	There is an appropriate match of teaching and non-teaching staff to the demands of the curriculum. The accommodation is spacious and provides an attractive learning environment for the pupils. Resources overall are satisfactory but the school has recognised the need to increase resources in information technology and historical and religious artefacts. Resources for music and physical education are good.

Value for money	Taking into account the quality of education provided, the standards achieved, the progress pupils make and the expenditure per pupil, the school is providing satisfactory value for money.
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** 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
<p>V. Parents are warmly welcomed into the school and they appreciate the 'open door' policy;</p> <p>VI. The school encourages parents to play an active role in the life of the school;</p> <p>VII. The school provides a good range of extra-curricular activities;</p> <p>VIII. Parents feel they are kept well informed about the progress their children are making;</p> <p>IX. Parents feel that the values which the school promotes have a positive impact on their children;</p> <p>X. The friendly nature of the school results in children enjoying school;</p> <p>XI. The fact that the quality of teaching and the attractiveness of decoration and displays have improved significantly since the last inspection.</p>	<p>XII. The school does not handle</p> <p>XIII. The standards of behaviour;</p> <p>XIV. The amount of homework that</p>

The inspection findings confirm the positive views expressed by many parents. Appropriate procedures are in place for parents to discuss any areas of concern or for complaint with the staff, the headteacher and the governing body. Although most pupils behave well, a small minority lack a real awareness of what constitutes acceptable behaviour. The setting of homework and the amount of work the children are to complete has been erratic and inconsistent. However, the school has recently introduced a homework scheme for pupils, with more clearly defined tasks that are appropriate to pupils' ages.

KEY ISSUES FOR ACTION

In order to improve the quality of education provided and to ensure pupils make good progress in all areas of the curriculum, the headteacher, staff and governors should:

XV. **raise standards in information technology by:** Y

- ensuring the required knowledge and skills are systematically taught as pupils move through school;
- ensuring that teachers plan opportunities for information technology to be used to support all areas of the curriculum;
- improving the range and quality of computers and software;
- providing appropriate in-service training that will develop teachers' knowledge and expertise.

(paragraph numbers 11, 15, 34, 44, 83, 88, 124, 134, 140, 141, 142, 143, 144, 146, 148, 158, 169, 172)

● **raise standards in religious education by:**

- ensuring that the knowledge and skills outlined in the Locally Agreed Syllabus and the school's scheme of work are progressively taught.

(paragraph numbers 12, 16, 34, 40, 41, 42, 149, 150, 152, 153)

● **ensure that the headteacher and curriculum co-ordinators rigorously monitor and evaluate teaching and learning across the school by:** Y

- the regular scrutiny of pupils' work and teachers' planning;
- observing lessons, in order to build upon the good practice that exists and, where necessary, to set targets for improvement.

(paragraph numbers 47, 78, 125, 134, 140, 147, 153, 158, 164, 169, 175, 188))

● **improve the attitudes of pupils and maximise the progress they make by:**

Y

- insisting that pupils make a full and effective contribution to lessons and listen to the contributions of others;
- insisting that pupils improve the presentation of their work;
- making sure that all lessons make sufficient demands on pupils and have high expectations in terms of behaviour, application and attainment.
- ensuring that the marking of pupils' work is used as an opportunity to set targets for development and improvement.

(paragraph numbers 14, 21, 23, 32, 35, 57, 120, 122, 123, 132, 133, 138, 139, 151, 156, 162, 167, 168, 173, 174, 179, 184)

The school has identified these as areas for improvement and they are already included in the school development plan.

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- continue to develop strategies to help improve pupils' spelling standards (*paragraphs 8, 10, 118, 120*);
- provide planned opportunities for pupils to learn more about cultures and faiths other than their own (*paragraph 58*);
- ensure opportunities are consistently provided for pupils to undertake open-ended investigations in science and mathematics (*paragraphs 26, 45, 130, 140*).
- ensure the governors' annual report to parents meets requirements (*paragraphs 69, 77*)
- establish more formal procedures to monitor the cost effectiveness of major spending decisions. (*paragraph 91*)

· INTRODUCTION

Characteristics of the school

1. St. Edward's Church of England Primary School is situated in the older part of Castle Donington village. The school caters for children aged four to ten years. The school does not have any Year 6 pupils on roll, as pupils leave at the end of Year 5. There are currently 115 pupils on roll. At the time of the last inspection 159 pupils attended the school. Parental uncertainty following the previous inspection can offer some explanation for the falling numbers together with the fact that there are other popular small schools in the area, and the village has experienced a fall in the birth rate. Inspection findings indicate that parents are now showing greater confidence in the school. At present there are four classes in school. There is a significant variation in class sizes which range from 18 children in Year 2 to 37 children in a mixed Year 3 and Year 4 class. The vast majority of children in school are of white ethnic origin.
2. The children attending the school are drawn from a range of socio-economic groups, from a wide range of housing, including larger older houses, a modern housing estate and council housing. Approximately ten per cent of pupils are eligible for free school meals, which is below the national average. The ward in which the school is situated has forty three per cent of children in high social class households compared to the national average of thirty one per cent.
3. The school does not have nursery provision but children are admitted on a full-time basis to school at the beginning of the year of their fifth birthday. Many children have attended local playgroups and pre-school before admission to the school. The results of baseline assessments for 1997 and 1998 indicate that attainment on entry for children is below average in many areas of their development. Observation of the current cohort of children under the age of five indicates a wide range of attainment, but overall attainment is broadly what is expected of children of this age. At the time of the inspection nine children were under the age of five. Thirty eight pupils have been identified as having special educational needs, which is above the national average. The percentage of pupils with a Statement of Special Educational Need is below the national average.
4. The mission statement of the school is to provide the best education for its pupils in a happy and secure Christian environment. The priorities for the school articulated in its school development plan are to raise standards in literacy and numeracy, to raise standards in information technology, to improve pupils' attitudes to learning and to further enhance provision for pupils' spiritual development.

5. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for 1997/98:

Year	Boys	Girls	Total
1998	8	10	18

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	5	5
	Girls	8	9	9
	Total	12	14	14
Percentage at NC Level 2 or above	School	75	88	88
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	6
	Girls	9	9	9
	Total	14	14	15
Percentage at NC Level 2 or above	School	88	88	94
	National	81	85	86

Attainment at Key Stage 2

The school has no pupils in Year 6 on roll, as pupils leave the school at the end of Year 5.
No national comparable data is available for this year group.

Attendance

		%	
Percentage of half days (sessions) missed through absence for 1997/98	Authorised	School	4.8
	Absence	National comparative	5.6
	Unauthorised	School	0.44
	Absence	National comparative	0.50

Exclusions

		Number
Number of exclusions of pupils (of statutory school age) during 1998	Fixed period	0
	Permanent	0

Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	3
	Satisfactory or better	97
	Less than satisfactory	3

..PART A: ASPECTS OF THE SCHOOL

..EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Assessment data for 1997 and 1998 provided by the school, which tested the attainment of children when they entered school, showed attainment to be below average. Observations and scrutiny of the present cohort of children who recently started school show that there is a wide range of attainment but that overall attainment is broadly what is to be expected of children of this age. Children under five make sound progress in their first year in school and by the age of five the majority of pupils have attained the nationally recommended Desirable Learning Outcomes in the six key areas of learning. While a small number of children exceed these targets a similar number do not attain the expected levels. Children with special educational needs make satisfactory progress.
2. The results of the 1998 National Curriculum tests and teacher assessments for seven year olds show that pupils' performance in reading and writing was broadly in line with the national average. Attainment in mathematics was above the national average. Taking the results of the last three years together the performance of pupils was found to be close to the national average in reading, writing and mathematics. Teacher assessments in 1998 for speaking and listening and science show pupils' attainment to be average. When the school's performance in 1998 is compared to similar schools the results are average in reading and writing and above average in mathematics. The provisional results of the National Curriculum tests for 1999 indicate a higher percentage of pupils reaching the expected level (Level 2) in English and mathematics but a lower proportion of pupils achieving the next higher level (Level 3). Inspection findings indicate that attainment for reading, writing, mathematics, science, speaking and listening is currently in line with the level expected of seven-year-olds. Test data covering the last three years does not suggest any significant differences in levels of achievement between boys and girls, apart from in writing where the girls achieved higher results. The school is rightly looking at topics for writing to ensure that they are equally appealing to both boys and girls. No significant evidence was found during the inspection of vastly different levels of attainment between boys and girls. There is no nationally comparable information available for pupils at the end of Year 5 when the pupils leave this school. However inspection evidence shows that the majority of pupils are on track to achieve the standards expected of their age in English, mathematics and science when they leave school.
3. When pupils leave school speaking and listening skills are at an average level. Most pupils listen attentively to the teacher and their classmates. However a small percentage do not listen with appropriate levels of concentration or courtesy. In discussion many pupils are ready to question each other's ideas and opinions but again a minority of the older pupils are sometimes reluctant and reticent to answer questions or enter into discussions even though they have appropriate knowledge to do so. Reading standards when pupils leave school are average. Pupils are developing a wider knowledge of authors and are able to locate information using the contents and index pages. Pupils' ability to read texts beyond the literal level is more limited. Standards in writing are average. Most pupils have a satisfactory understanding of grammar and can write for different audiences and purposes. However a significant minority of pupils do not spell words accurately and do not present their work in an acceptable manner. In addition too little use is made of computers to draft, edit or change work.

4. Standards in mathematics when pupils leave school are at an average level. The pupils show sound mental agility skills and have a satisfactory level of understanding of shape, space, measures and probability. The pupils are not as capable of selecting and using a variety of mathematical strategies to solve problems. Pupils' attainment in science when they leave school is at an expected level overall in terms of the knowledge and understanding they have accumulated of life processes, materials and physical processes. Not enough opportunities are consistently provided across the school for pupils to use this knowledge to hypothesise or predict.
5. By the end of Key Stage 1, standards in English, mathematics and science are at an average level. In discussion many pupils listen carefully to adults and many are eager to answer questions. Their contributions are often pertinent but on occasions they do not listen sufficiently to what others have said before having their say. Reading standards are average with pupils using their phonetic knowledge, and context and picture cues to help them with unfamiliar words, Most pupils present their work in a satisfactory manner but many pupils do not have knowledge of a wide range of strategies to help them with both familiar and unfamiliar spellings. Standards in mathematics are at an expected level. Pupils can count on or back from a given number to 100, classify three dimensional shapes according to mathematical criteria and are starting to measure accurately. Again some opportunities are missed to develop pupils' learning through investigative work rather than teacher directed tasks. In science standards are average. Pupils show satisfactory levels of knowledge of living things, how things grow and the different properties of materials. They are developing different methods of recording their experimental findings such as in block graphs as well as in written form.
6. Pupils' attainment in information technology at the end of Key Stage 1 and for the oldest pupils in school is below average. Pupils have the basic skills to carry out routine tasks on the computer but they do not have a wide enough range of skills to meet the requirements of the National Curriculum across all areas of the subject such as saving information, setting up and interrogating databases, independent research or how computers can be used to control and monitor events.
7. Standards in religious education do not fully meet the requirements of the Locally Agreed Syllabus at both key stages. The school has spent a considerable amount of time extending the work done in personal and social education and this forms the basis of much of the work covered in religious education. As a consequence less work has been carried out in developing pupils' knowledge and understanding of Christianity and other principal religions.
8. In art and music pupils' work is at a higher level than expected for pupils' ages. Pupils show a real flair for art and produce imaginative, creative pieces of work. Music is a real strength of the school. The pupils sing very well, are good at composing and many read music well and perform melodically using a variety of instruments. In design and technology, geography, history and physical education pupils' work throughout the school is at an expected level for their ages.
9. The progress made by pupils in English, mathematics and science is satisfactory overall at both key stages. For pupils in Years 2, 3 and 4 it is often good. The school has developed appropriate schemes of work in these subjects and these together with the quality of teaching help to ensure that pupils' prior attainment is consolidated and then extended. The negative attitudes to work displayed by some of the older pupils in the school have an adverse impact on the progress that they make.
10. The progress made by pupils over time in information technology is unsatisfactory. Within lessons observed during the inspection the progress was often satisfactory but it is clear that over time pupils have not systematically or progressively been taught

the necessary skills to become competent information technology users. A lack of appropriate resources has also hampered progress.

11. Although progress within religious education lessons during the week of inspection was found to be satisfactory, discussions with pupils and scrutiny of pupils' work indicate that progress over time has been less than satisfactory at both key stages. Pupils have not developed a deeper knowledge and understanding of Christianity and other world faiths at a fast enough rate.
12. In art and music pupils throughout the school make good progress. Teachers' knowledge, expertise and enthusiasm are major factors in the progress that pupils make. This together with the assurance that artistic and musical skills are developed at a fast rate means that by the time pupils leave school many are accomplished artists or musicians.
13. In design and technology, geography, history and physical education pupils throughout the school make satisfactory progress overall as they acquire the necessary skills and knowledge at a satisfactory rate.
14. Pupils with special educational needs make satisfactory progress at both key stages. Pupils' individual educational plans identify clear and achievable targets mainly in the area of literacy and numeracy. Even though some class sizes are large there are good levels of ancillary support. Progress is at its most effective when the support staff liaise closely both before and after lessons.
15. The school has successfully introduced the National Literacy Strategy and it is already having an impact on helping to raise standards. The recently introduced numeracy strategy has already seen an increase in the number of structured mental arithmetic activities at the start of the lessons. The school has analysed test data and has set individual and year group targets for improving the standard of spelling as this was diagnosed as an area of weakness. During the last three years, since the last inspection, the quality of teaching has improved quite significantly. The previous inspection report stated that standards across a wide range of subjects were inconsistent both between classes and key stages with a significant percentage of pupils achieving below the national expectation. The school has worked hard to overcome the serious weaknesses identified particularly in the areas of the curriculum, behaviour, leadership and assessment. Standards are now more consistent across the school and although behaviour has improved, it is the attitudes to learning of a minority of pupils, not the quality of teaching, that hampers progress. The commitment of the headteacher to raising standards, the improved curriculum planning and the developing monitoring strategies indicate that the school is appropriately placed to continue to improve.

Attitudes, behaviour and personal development

16. The attitudes and behaviour of many pupils are positive and make a purposeful contribution to the progress that pupils make. However a significant minority of pupils do not show positive attitudes to work, are reluctant to make contributions to discussions and take on a passive mode in a number of lessons. This is particularly the case for the older pupils despite lively and enthusiastic teaching.
17. Children under the age of five are well behaved. They follow the example of their older well behaved classmates. The children are happy and confident in the day-to-day life of the school. Most show a good understanding of what is acceptable or unacceptable behaviour. Children relate well to each other and to adults. Many listen attentively even when introductions to lessons are quite long. They work co-operatively and take turns when necessary. Overall the attitudes displayed form a positive foundation for learning.

18. Overall the attitudes to learning at Key Stage 1 and Key Stage 2 are satisfactory. There are however some inconsistencies. The majority of pupils respond positively to their teachers and enjoy their work. Pupils are keen and attentive and they tackle tasks promptly and move quickly and efficiently between different activities. Most are eager to answer questions and contribute their ideas. However there are a number of pupils at Key Stage 1, but more particularly at Key Stage 2, who demonstrate unsatisfactory, and at times poor, attitudes to work. Whilst not openly disruptive they show a reluctance to answer questions and do not make the effort to contribute even when they quite clearly know the answer. Despite lively teaching some pupils find it difficult to enthuse about learning. As a result the progress that is made within the lessons is often hampered. These negative attitudes are reflected in the presentation of work where again, for a significant minority of pupils, work is often of a poor standard and indicates a low level of pride. The school has already identified the improving of pupils' attitudes to work as a major area of improvement in its school development plan. Pupils with special educational needs often show positive attitudes to work and in the main behave well. These characteristics have a beneficial impact on the progress they make. Of the parents who responded to the questionnaire, a high percentage feel that the school's values and attitudes have a positive impact on their children's progress and attainment.
19. About seventy per cent of parents feel that the school achieves good standards of behaviour with a relatively large percentage of parents unsure. The inspection findings indicate that many pupils behave well but a small number of pupils behave in a less acceptable manner. Most pupils are courteous and considerate to each other and to visitors and can be trusted to work on their own. A small percentage of pupils show less courtesy to visitors and do not behave in an acceptable manner within class. All staff are to undertake training in assertive discipline in the near future and it is envisaged that the strategies that the training suggests will have a significant impact on the standards of behaviour in and around the school. Observations during the inspection show that noise in the dining hall was loud and although there was some boisterous play, no examples of bullying were observed. Discussions with pupils show that they feel confident any incidences of bullying, should they occur, would be dealt with by the headteacher or a class teacher. There have been no exclusions for unacceptable behaviour during the last twelve months.
20. Relationships between pupils and with teachers and other adults are satisfactory overall. Again the picture that emerges is that while many pupils show a healthy respect for the views and feelings of others and are more than willing to listen to their contributions, the often purposeful working atmosphere is marred by a small number of older pupils who talk while valid and pertinent contributions are being made. However, many examples were seen of pupils working collaboratively together and examples were observed of pupils offering to help classmates. In many lessons teachers work extremely hard to establish good relationships between themselves and the pupils. The very astute handling of a number of pupils who demonstrate learning and behavioural difficulties results in these pupils developing a real sense of trust and confidence in their teacher. It also has a most beneficial impact on pupils' own self-confidence and esteem.
21. Pupils' personal development is satisfactory. Many pupils are involved in the daily routine of the school, such as taking of messages and helping to set out certain equipment for lessons. Opportunities are provided for pupils to act as door and playground monitors although on occasions some pupils show a reluctance to accept the jobs. Although examples were observed of pupils being encouraged to undertake independent study and research and use their initiative to find things out for themselves this is not consistently the case.

22. The previous inspection report highlighted the need for the school to develop behaviour guidelines and a policy to ensure a more consistent level of behaviour. The school has done this and has drawn up rules for each class. The behaviour and attitudes of pupils have improved since the last inspection but the inappropriate behaviour and attitudes of a minority of pupils remain and this prevents progress in learning from being even better.

Attendance

23. Attendance is good and is above the national average. However, a significant minority of parents take children out of school for family holidays and this has an adverse effect on attendance levels and, inevitably, children's progress. The school has made efforts to address this issue, but needs the support of parents. The previous inspection reported that attendance for a sample week was 95.28 per cent. A similar check made during this inspection showed 97.22 per cent, so attendance has improved. Overall, the good level of attendance and punctuality make a positive contribution to pupils' attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

24. The quality of teaching is satisfactory overall. During the week of inspection three per cent of lessons observed were very good, thirty eight per cent good, fifty six per cent satisfactory and three per cent were unsatisfactory. This shows a good level of improvement since the time of the last inspection when significant shortcomings were identified, particularly at Key Stage 2. Overall, the quality of teaching makes a positive contribution to pupils' progress.
25. Teaching for children under the age of five is satisfactory and is often provided by a nursery nurse under the guidance of the class teacher. The newly established staff team works well together to provide a happy, supportive and caring start for the youngest children. Activities are appropriately planned around the Desirable Learning Outcomes and children are managed effectively. Teaching is at its best when judicious questioning by both the teacher and the nursery nurse extends the pupils' thinking and challenges them to attain a higher level. Occasionally a lack of specific focus within sessions results in progress not being as good as it could be. Overall the quality of teaching is instrumental in establishing positive attitudes to learning and to adequately preparing children for work and the National Curriculum.
26. At Key Stage 1, teaching overall is satisfactory with some good and occasionally very good practice. Planning is at its best when what is to be learnt is clearly stated. Levels of expectation are usually but not always high. Teachers have secure subject knowledge and generally show a clear understanding of pupils who make different rates of progress. Many lessons observed have a good structure in terms of whole class discussion, group activities and then bringing the class back together to assess what they have learnt. This is proving a successful strategy in more than just numeracy and literacy sessions. The pace of lessons is satisfactory but on occasions over long introductions result in some of the younger pupils becoming fidgety and losing a little interest. Good teaching for the older pupils in the key stage is often characterised by sharp, incisive questioning which forces the pupils to extend their thinking and demands that they make valid and pertinent contributions. The teacher manages the younger pupils well and deals with any interruptions, in a firm but sensitive manner. On the whole teachers and support staff work well together. There is a good team spirit and good liaison procedures that ensure that there is a clear focus for the pupils' work. In the best teaching the teachers' knowledge and

enthusiasm shines through like a beacon. In one such music lesson the high expectations, the pace and the excellent feedback given resulted not only in pupils' sense of rhythm and beat being improved but also in the fact that the pupils thoroughly enjoyed themselves. Although no unsatisfactory teaching was observed at Key Stage 1, the features that made teaching less effective were that some lessons lacked a real zip, expectations were not at a high enough level or the teacher did not gain the full attention of pupils before making relevant teaching points. Occasionally in lessons such as physical education the direct teaching of a specific skill is not taught effectively enough to enable pupils to make the progress of which they are capable.

27. At Key Stage 2, the quality of teaching overall was satisfactory with a significant percentage of teaching being good for the younger pupils. Approximately six per cent of teaching was unsatisfactory. Planning is variable but is at its best when what the pupils are to learn, to do and to achieve is clearly articulated and appropriate activities to meet the stated objectives are provided. When teaching is most effective the pupils, a small number of whom demonstrate challenging behaviour patterns, are managed sensitively but firmly. In these lessons the pupils are under no illusion as to what is expected of them in terms of behaviour and attainment. In a science and mathematics lesson in Class 3, the teachers both used high quality questioning techniques to assess pupils' level of understanding and to assess skills and knowledge gained. Again in the better teaching the teachers provide clear instructions and explanations and pupils are aware of what is needed to complete their tasks successfully. In these lessons there is a productive atmosphere and the setting of deadlines within lessons makes sure that pupils work at a good pace and complete an appropriate amount of work by the end of the lesson. When teaching works well skills such as how to locate information or how to skim and scan reading materials are taught directly, enabling pupils to make good progress. Teachers' subject knowledge is sound throughout the key stage with some excellent knowledge displayed in subjects such as art and music. When teaching is satisfactory but not as effective as it could be, lessons lack a real sense of urgency or pupils are unclear as to what is expected of them or inappropriate behaviour is not tackled. When teaching is unsatisfactory, work is not set at an appropriate level, unsatisfactory behaviour is not dealt with in an efficient manner, introductions are too long and as a result of these factors pupils do not make the progress of which they are capable. In these situations the teacher tries very hard to make the lesson content interesting and exciting but the negative attitudes towards work displayed by a significant minority of pupils impede not only their progress but also that of their classmates. Both classes in this key stage have almost full-time ancillary support. This support ranges from good to satisfactory. At its best the support staff are fully involved in the lesson introduction, have established a good rapport with the pupils and liaise closely with the class teacher. Where support is not as effective these factors are not consistently present.
28. The school's strategies for teaching literacy and numeracy are proving increasingly effective and are starting to have an impact on the raising of standards in for example extending reading skills and improving mental arithmetic skills. Teachers are using the plenary session to assess well what pupils have learnt in the lesson. Pupils are encouraged to use these skills in other areas of the curriculum such as history, geography and science. Although some opportunities are provided for pupils to undertake personal study and research through books or the computer, this has not consistently been the case over a prolonged period of time.
29. Although lessons observed during the week of inspection in information technology and religious education were satisfactory, evidence indicates that over time the pupils have not been taught the necessary knowledge, skills and understanding to enable them to be competent computer users or to have a deep knowledge of Christianity and other world faiths. However the school has already recognised these as areas for

development and plans to tackle these issues are already firmly established.

30. All teachers mark pupils work on a regular basis and when marking is most effective it outlines to pupils what they have done well but also clearly states what they need to do to improve. This practice is not consistent across the school. A small but important percentage of pupils do not take sufficient pride in how they present their work and at times it is poor. The school needs to ensure that all staff have uniformly high expectations as to how pupils present their work.
31. The quality of teaching for pupils with special educational needs is satisfactory overall but with some examples of good practice. At its best both teachers and support staff are clear what it is the pupils are to achieve, manage the pupils well and have high expectations. Individual education plans which set clear and realistic targets are increasingly used well by teachers to help the pupils make the progress of which they are capable. Teachers show appropriate awareness of the need for equality of opportunity and in lessons all pupils, regardless of gender or attainment, are fully involved in question and answer sessions and are encouraged to take part in all activities planned and provided.
32. Homework is now being used in a satisfactory manner to support and enhance pupils' academic development. About a quarter of parents who responded to the questionnaire sent out before inspection were not satisfied by the amount of work their child was expected to complete at home. The school has recently introduced a homework scheme where an appropriate and regular amount of homework is set at both key stages. Homework is now starting to make a more important contribution to the progress pupils make.
33. Inspection findings clearly indicate that although there are still some shortcomings in the quality of teaching it has improved significantly since the last inspection. The determination of the headteacher to raise standards and the ability of the staff to reflect critically on how they teach means the school is appropriately placed to continue to improve its quality of teaching.

The curriculum and assessment

34. Curriculum planning for children under five is satisfactory. There is a policy statement for under-fives but no school specific scheme of work to outline the work. Short term planning for children under five is brief and does not consistently identify specific learning objectives or identify the needs of children who make different rates of progress. However, activities are planned with a clear understanding of curriculum issues, including literacy and numeracy. The activities provided reflect an awareness of the Desirable Outcomes for Children's Learning in the six identified areas.
35. At Key Stage 1 and 2, the school offers a broad and balanced curriculum that includes all the subjects of the National Curriculum. The school has indicated its intention to provide religious education in accordance with the Locally Agreed Syllabus but at the present time this is not covered in a satisfactory manner.
36. The curriculum satisfactorily promotes pupils' intellectual and physical development and makes suitable provision for their personal development. Pupils are effectively prepared for the next stage of education through links to the local high school. There are appropriate arrangements for health education, sex education and drugs education. The school has spent a considerable amount of time planning the curriculum for personal, social and health education (PSHE) particularly for the older pupils. This has reflected the need to improve the behaviour of some pupils identified in the previous inspection. Whilst the school's efforts to improve PSHE are praiseworthy, to some extent this has been at the expense of coverage of the religious education curriculum.

37. The time given to teaching is in line with the nationally recommended levels. There is a lesser amount of time allocated to the teaching of science than is usually seen but this has not had an adverse impact on the overall attainment of pupils in science. The time nominally allocated to the teaching of religious education is used for PSHE activities and has allowed an imbalance to occur in the curriculum coverage of religious education.
38. The school has successfully implemented the National Literacy Strategy and provision for literacy is satisfactory. All aspects of the English curriculum are planned appropriately, although curriculum planning for the development of writing skills has been less effective than in other areas of the curriculum. The school has recently implemented the National Numeracy Strategy and most pupils are beginning to enjoy the emphasis placed on mental mathematics.
39. The provision for information technology is limited in several respects. Opportunities are not consistently exploited to use information technology in all areas of the curriculum and the necessary skills have not been progressively taught over time. Provision in this area is, therefore, unsatisfactory.
40. Provision for other subjects is satisfactory overall and good in art and music. The sample of pupils' recent work shows little recorded work in some year groups in non-core subjects. In mathematics and in science the development of pupils' open-ended investigational skills is weak, as there is too much teacher-directed work as opposed to pupils exploring strategies and finding things out for themselves.
41. There are sound policy statements for all subjects and satisfactory schemes of work in place. Several schemes of work are based upon the national frameworks for subjects and several have been adopted by the school only recently and are increasingly having a positive impact on the work of the school. Several subjects are taught as separate subjects, whilst others are taught via a topic approach. The long and medium term planning of the curriculum is now satisfactory. This shows an improvement from the time of the previous inspection where the need to develop a whole school approach to ensure continuity and progression was identified as a key issue. The school has worked hard to amend areas identified as in need of improvement in the previous inspection.
42. Teachers review the lessons they have taught and amend their planning to address any issues which arise from this review. This is generally an informal process and not recorded in a way which helps the school to plan over a longer period. A further identified key issue in the last inspection was to develop a systematic approach to monitoring and evaluation. The headteacher and curriculum co-ordinators now receive copies of all long and medium-term curriculum planning. However, the implementation of rigorous procedures to monitor and evaluate the effectiveness of curriculum planning has not yet been carried out to ensure a significant impact on standards. This has been identified as an area for improvement by the school.
43. Short-term planning is satisfactory overall but is at its best when it clearly articulates what it is pupils are to learn, and the target level of achievement is stated to provide a clearer focus for teaching.
44. Arrangements for pupils with special educational needs are satisfactory and meet the requirements of the national Code of Practice for these pupils. Their individual education plans are used as a planning base, especially for those pupils receiving additional support. The school tries to ensure that this support is well used and makes arrangements to ensure that pupils who are withdrawn from lessons do not miss essential work. A minority of older pupils receive additional support for literacy. This support is most useful and effective when there are good liaison procedures between support staff and class teachers. This is not consistently the case but is more effective

for the younger pupils in school.

45. There is a broad range of educational visits to support the curriculum. A range of visitors including the local vicar also enhance the curriculum. There is a good range of extra-curricular activities including weekly netball and football coaching for boys and girls, and recorder and guitar tuition. The choir practises after school and there are visiting peripatetic music specialists to support instrumental teaching.
46. Procedures for assessing and recording pupils' attainment and progress were identified as key issues for improvement in the previous inspection and are now satisfactory. The recently reviewed assessment policy indicates long, medium and short-term assessment procedures. Short-term assessment routines include staff looking at daily and weekly planning and reflecting on the objectives and action necessary. Medium-term assessment indicates that pupils' work is standardised at whole school staff meetings. Long-term summative assessments include end of key stage assessments. The school has also recently decided to introduce end of year testing for almost all year groups in English and mathematics. This is a well-considered development to enable the school to track more closely the attainment of the pupils as they move through the school. The school has clear plans to further develop individual assessment portfolios and extend whole school moderation procedures.
47. The use of assessment information to inform future planning for children under five and at Key Stages 1 and 2, is broadly satisfactory. The school has established procedures for short-term planning that include the organisation of linked tasks for different groups of pupils. However, as yet the school does not fully analyse all formal assessment information including that from end of key stage assessments. The school has identified the need to use this information in a systematic manner to set targets according to gender or attainment of pupils as they move through the school.
48. Whilst the school has plans to further involve pupils and parents in target setting such procedures are not yet fully embedded into practice. Staff working with children under five involve parents in discussions of baseline assessments carried out in the first half term of admission in order to ascertain how school and parents can work together to help children's progress. There are two parents meetings each year at which all parents can discuss the progress that their children make. Day-to-day assessment in the form of verbal feedback to pupils in lessons is often good. Most teachers give oral feedback which supports and motivates pupils. The academic and social needs of pupils with special educational needs are monitored in an appropriate manner.

Pupils' spiritual, moral, social and cultural development

49. The school's provision for the pupils' spiritual, moral, social and cultural development is satisfactory and remains at a level identified in the previous inspection.
50. The school makes satisfactory provision for the spiritual development of pupils. During acts of collective worship pupils join in with prayers and hymns. Staff provide good opportunities for reflection and contemplation, for example when a candle is lit and lights dimmed. There are satisfactory links with local churches and the vicar of the church to which the school is linked visits the school on a bi-weekly basis to take assembly. Some opportunities are taken to celebrate the beauty of the natural world as seen in a morning assembly that celebrated the beautiful colours of autumn. Satisfactory opportunities are provided for pupils to recount their special news to the rest of the class and to share treasured possessions, such as toys and teddy bears. In some lessons, for example in music, pupils experience the thrill of hearing a new piece of music and, in the best examples, sensitive teaching captures the moment and shows an awareness of spirituality in its widest sense. However, there are some

missed opportunities to develop pupils' spirituality within other areas of the curriculum.

51. The school makes satisfactory provision for the moral development of pupils. Pupils are encouraged to distinguish right from wrong and the behaviour of the younger pupils in and around school reflects the development of an appropriate moral code. The school has a sound behaviour policy and individual class rules that the pupils are involved in formulating. Opportunities are provided at weekly assemblies to celebrate individual pupils' efforts and successes. However, as illustrated in the reaction of some older pupils to this process this is not fully effective in affirming moral development. The school has worked hard through the development of a personal, social and health education programme to further develop a school ethos where pupils take responsibility for and develop an understanding of, the consequences of their own actions. This is in the early stages of implementation and is to be developed alongside a wider range of developments, including assertive discipline training for staff.
52. The social development of pupils is promoted satisfactorily. Pupils are given opportunities to work co-operatively in pairs and groups. The school encourages the pupils to relate effectively to others. Staff stress the importance of pupils developing appropriate relationships with adults and with fellow pupils. Relationships overall are satisfactory but occasionally the older pupils demonstrate variable attitudes to good social behaviour and self-discipline. Older pupils are given responsibility to act as playground monitors, although some are reluctant to assume this responsibility. The school supports various charities and pupils are encouraged to think of those less fortunate than themselves.
53. The provision for the cultural development of the pupils is satisfactory. The school, especially through art and music, encourages the pupils to have an appreciation of their own cultures. High quality displays of artwork and the traditional choices of hymns, songs and choices of music, including that played on recorders in assembly all support the development of cultural awareness. The majority of art and music seen and heard during the period of inspection was of British or European origin. The school has, however, over the past two years been visited by Indian musicians and a steel band. The school does not provide sufficient opportunities for pupils to develop a wider knowledge and appreciation of the life, faiths and beliefs of cultures other than their own.

Support, guidance and pupils' welfare

54. Provision for the support, guidance and welfare of pupils is satisfactory overall. Parents feel that this is a caring school and are appreciative of the work of the staff and value the support and care provided for their children. Procedures for monitoring pupils' progress and personal development are satisfactory. Pupils who have special educational needs are helped to meet the objectives set out in their individual education plans and overall are given appropriate support and guidance to enable them to access the full curriculum and make satisfactory progress.
55. External agencies are used regularly and they have a good relationship with the school. The marking of pupils' work is satisfactory overall, and better examples seen provide some pointers for improvement.
56. There are very good arrangements for the induction of new pupils into the school. These include an offer of home visits by the nursery nurse and pre-school children visiting the school with their play or nursery group leaders. A meeting with new parents is also attended by 'Friends of St Edwards' and governors who also give their support.
57. Good arrangements are made each year to help pupils transferring between classes, including a 'moving up morning' during the summer term, when pupils spend time in their new classes. A well established and appropriate programme is in place to ease

pupils' transfers to the next stage in their education.

58. Procedures for monitoring and promoting discipline and good behaviour are good. The behaviour policy reflects the school's positive approach to behaviour management. On the whole, teaching and non-teaching staff have appropriate expectations of good behaviour but on occasions the level of expectation is not high enough, or all pupils do not respond positively. Good behaviour and effort are recognised, rewarded and celebrated. Pupils are provided with opportunities to reflect on their behaviour should it fall below expectations. Pupils and their parents are fully aware of the procedures for reporting misbehaviour or bullying and are confident that any such incidents would be dealt with swiftly, sensitively and appropriately.
59. The school's procedures for monitoring and promoting good attendance and punctuality are good. Parents are fully aware of the need to keep the school informed of any absences and readily comply with this requirement. There is an effective partnership with the Education Welfare Officer. The school works closely with parent and provides reminders about the benefits of good attendance and punctuality. Registers are completed in a satisfactory manner, ensuring the accurate recording of absence.
60. Procedures for child protection and promoting pupils' well being, health and safety are satisfactory overall. Since the previous inspection report the school has remedied the lack of policies for the management of behaviour and for health and safety. The school now ensures that records are kept of the safety testing of fire and electrical equipment. The school does not have its own child protection policy, but has adopted the guidelines from the local education authority. The headteacher is the nominated person responsible for child protection issues in the school and staff are to undertake up-to-date training to help them identify and react appropriately to child protection issues. Sufficient staff are trained in first aid and procedures are in place to care for pupils who become ill or get hurt during the day. The school does not have a separate medical room which can be used when needed.
61. Equipment used in physical education lessons, fire extinguishers and portable electrical equipment are safety checked yearly. Fire drills occur at regular intervals and are properly recorded. Risk assessment is carried out termly. Sound procedures are in place to report identified health and safety concerns and to record action taken or proposed. The school has appropriate policies for security and for school trips and visits.

Partnership with parents and the community

62. Partnership with parents and the community is good overall and the school has worked hard since the last inspection to build upon the strengths identified at the time of the last inspection. The school is very welcoming to parents and visitors. Parents feel encouraged to play an active part in its life and work. Most parents report they would find it easy to approach the school if their child was having problems. A minority of parents feel that the school does not handle complaints well. Inspection findings show that there are appropriate formal procedures in place to deal with parental complaints and there is little evidence to suggest that complaints are not dealt with appropriately.
63. The quality of information to parents is good overall. Suitable newsletters and general correspondence, written in an appropriately friendly style, are sent out regularly. They keep parents thoroughly informed on such matters as information on trips, charities the school is supporting, world book day and visitors to school. Class teachers also send out regular letters detailing topic and curriculum information.

64. The prospectus gives parents a valuable insight into the life and work of the school. However, the governors' annual report, which is informative and stylish, does not meet statutory requirements as there are some omissions related to the use of funding to support pupils with special educational needs and the provision made for the admission of disabled people.
65. Parents indicate that they are generally happy with their children's annual written reports. However, not all reports provide sufficient detail of how well work was done and do not always set appropriate targets for improvements. The quality of reports is generally satisfactory.
66. Formal parents' evenings are held in November and May. Parents of those pupils who have statements of special educational needs are appropriately involved in annual reviews. The school has recently compiled and sent out a questionnaire to parents and it is planned to use the information obtained to help the school improve the quality of its provision.
67. Parental involvement in children's learning is satisfactory overall. Both parents and governors help in school and a significant number do so on a regular basis, giving their time to activities, such as helping in classrooms and working with specific groups. A literacy workshop held earlier in the year was well attended. The 'Friends of St Edward's School' is an enthusiastic hard working group, that organises many fund raising activities and makes a valuable contribution to school resources. Recent purchases include homework books and wooden benches in the playground. The group has also supported decoration projects in school.
68. The school has good links with the community including the church, which have a positive impact on the spiritual, moral and social development of pupils. Other good links include those with the police, a road safety officer, the pre-school and playgroup at St Edward's Church and the Community College. Local senior citizens are invited to school concerts and Christmas productions. Valuable links are maintained with the Castle Donington and Shepshed schools' development group which has enabled the school to benefit from a range of guides and booklets relating to the taught curriculum. The school has been very successful in seeking sponsorship, for example, for information technology equipment and a contribution to curriculum resources. A bank has also sponsored the school's prospectus. Links with industry and business include an estate agent and a hire company. The school has sporting links with Castle Donington Football and Cricket Club and with other schools.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

69. The overall leadership and management of the school are satisfactory and have a positive impact on the quality of education provided. The headteacher provides purposeful leadership and together with the deputy headteacher has set a clear direction for the development of the school. Both the head and deputy support the staff well.
70. The ethos of the school is satisfactory overall. Most pupils are keen and interested in their work but a small number of pupils show less than positive attitudes towards learning. Relationships on the whole are satisfactory but again a small percentage of pupils do not value the strong relationships all staff in school are eager to promote. However, there is a commitment from all who work at the school to provide a good quality of education for the pupils and this helps to create an effective learning environment.
71. The National Literacy Strategy has been introduced in an appropriate manner and is

starting to have an impact on raising standards in writing and spelling. The introduction of the National Numeracy Strategy during this term has already seen an increase in activities designed to improve mental arithmetic skills. As the school does not have Year 6 pupils there is no requirement to set literacy and numeracy targets for the year 2000 and beyond. However the school has recognised the importance of target setting and has recently started to analyse test data and then to set individual and year group targets. The school is to introduce tests for all pupils at Key Stage 2 as well as the National Curriculum tests for Key Stage 1 pupils, analyse the data and constantly set new and challenging tests where appropriate. The analysis of test data is a recent initiative so has not yet had sufficient time to make a significant impact on raising standards.

72. The governing body is proving increasingly effective in supporting the work of the school. All governors have a commitment to helping the school raise standards. The governing body shows a good awareness of the school's strengths and weaknesses. A significant number of governors either come into school on a regular basis, support teachers in the class or use their professional skills to support the work of the school. The governing body has realised that there is a need to more actively monitor progress towards stated priorities in the school development plan so that it can more effectively fulfil its role as a critical friend of the school. Established and effective committees are in place which meet on a regular basis to discuss issues and policies in great detail before ratification at the full governing body level. The governing body fulfils its statutory requirements, apart from omissions in the annual report to parents.
73. All members of the teaching staff have responsibility for at least one and often more subjects or other aspects of school life. However, the role of curriculum co-ordinators is not effective enough in helping to raise standards. The headteacher has rightly identified that there is a need for himself, co-ordinators and governors to be involved in a regular process of monitoring and evaluating teaching and learning across the school and in regular scrutiny of pupils' work in order to build on the good practice that clearly exists and to rectify any weaknesses. To this end a strategy and policy for monitoring and evaluating teaching and learning has been drawn up and is to be in operation in the near future. To have any significant impact on the raising of standards it is essential that the policy is rigorously implemented and targets set for improvement. Where lesson observation has already taken place, for example in literacy, it has proved useful in identifying areas for improvement either on an individual or whole school basis.
74. The curriculum is accessible for all pupils. An appropriate equal opportunities policy is in place that outlines the necessity for staff to ensure that all pupils receive equality of provision regardless of gender, ability or ethnicity. The school has two classes with thirty-five pupils and over but almost full time ancillary help is provided. The provision for pupils with special educational needs is satisfactory and full regard is paid to the Code of Practice. The special educational needs co-ordinator has recently taken up the role and has been instrumental in ensuring that individual education plans are increasingly becoming more effective and that reviews are held on a regular basis. Effective leadership in this area means that resources are deployed effectively and in most instances ancillary support is used appropriately so that the needs of these pupils are met. The nominated governors for special educational needs, literacy and numeracy have attended appropriate training and are becoming increasingly aware of their roles and responsibilities in these areas and are gaining appropriate overviews of provision within the school.
75. The school's strategic development plan is a sound document. It clearly outlines the needs and priorities of the school with particular reference to the raising of standards in literacy, numeracy and information technology and to improving pupils' attitudes to

work. Staff are fully consulted about issues for inclusion and the plan goes through a rigorous discussion session at full governing body level before ratification. The plan identifies time scales, costings and personnel to monitor progress towards stated targets. Its weakness is that monitoring procedures are not yet firmly established and success criteria are not focused enough to ensure that priorities have been achieved and as a result standards have improved.

76. Following the last inspection the newly appointed headteacher and governing body drew up a detailed action plan to address the serious weaknesses identified. The school has received good support from the Local Education Authority. The headteacher has kept very detailed documentation that outlines initiatives, procedures and strategies the school has implemented since the last inspection. A large number of quite major areas for improvement were identified. The leadership of the school is now more effective, whole school curriculum planning is now of a better standard, recording procedures have improved, the quality of teaching has shown significant improvement, and the school has developed a sound policy and guidelines for behaviour. The school recognises that there is still work to be done to improve pupils' attitudes to work, to further improve the quality of teaching and to implement a rigorous process of lesson observation. Given the number of issues, the level of improvement since the last inspection is satisfactory. The commitment of the headteacher, staff and governors to raising standards indicates that the school is now appropriately placed to continue its process of development and improvement.

Staffing, accommodation and learning resources

77. There is a sufficient number of suitably qualified teaching staff to match the demands of the National Curriculum and the needs of children under the age of five. Although the initial qualifications of staff do not always match the subjects for which they hold responsibility, staff have attended suitable courses to support their curriculum area of responsibility. A concern of the previous report was that co-ordinator's roles were not sufficiently well defined in their job descriptions. Current job descriptions are appropriate. The previous report also stated that there was no staff handbook. The school has since addressed this concern and now has a good handbook for staff which clarifies daily routines and procedures and is particularly helpful to supply teachers. There is a good number of support staff who overall make a positive contribution to the quality of education provided.
78. All teachers attend appropriate training courses. Staff development is focused on both school development and the needs of the individual teacher. The school has clearly identified the training of staff in the use of computers as its main priority. Three staff each year attend training courses on a core subject, foundation subject and on a school key issue. Staff who have been on courses feed back to other members of staff. The school does not have an appropriate induction programme for newly qualified teachers. All support staff are suitably trained and qualified and have appropriate job descriptions.
79. The school secretary and bursar completes her duties very effectively and makes a valuable contribution to the smooth running of the school community.
80. The school complies with the statutory requirements for teacher appraisal. It makes satisfactory arrangements for the professional development of the staff.
81. The adequacy of accommodation is good and places no significant limitations on the curriculum. It provides an attractive environment for learning, enhanced by the effective display of pupils' work and material associated with the themes being studied. Classrooms are of sufficient size and all are equipped with sinks. The school building is well decorated throughout and includes a music room, spacious library,

large resources area and a room used for group work. The school has a small but appropriately enclosed outdoor play area for children under the age of five. The school is very well cleaned and maintained by the premises officer and cleaning staff. A playground of sufficient size is situated at the rear of the school and is marked out for a range of playtime games. There is an area for climbing, a number of seats around the perimeter and several small garden areas. The school does not have its own grassed area, but is able to use the adjacent college grounds for sport and other educational activities.

82. The quality and quantity of learning resources, including those for children under the age of five, are generally satisfactory and there has been some improvement since the previous inspection. The resources for information technology are at present unsatisfactory and there is a shortage of historical and religious artefacts and construction kits. Resources in music and physical education are generally good.
83. The library contains a substantial number of books both fiction and non-fiction. However, a significant number of these books are outdated and do not support the National Curriculum. Outdated books on the shelves sometimes make it difficult to see the high quality books, of which there are a number, amongst them.
84. Resources beyond the school are used effectively to extend the curriculum, for example, a day trip to Crich Tramway Museum and a weekend residential stay at Kingswood in Norfolk.

The efficiency of the school

85. Financial planning is satisfactory and this reflects the position at the time of the last inspection. The school has established broadly effective procedures for the management of the budget. The very efficient bursar initially plans the budget based upon predicted pupil numbers and historic budgetary procedures. The budget is then adjusted by the headteacher and the deputy and is then presented to the finance committee and full governing body for approval. Subject leaders are responsible for identifying spending priorities in their own subjects.
86. The governing body has striven to ensure financial decision making is well considered, but there are no formal procedures in place to monitor the cost effectiveness of major spending decisions. For instance, whilst overall spending on teaching staff is lower than average, expenditure on support staff is higher than average. Whilst this may be suitable there appears to be no fully agreed rationale for such decisions other than being historic. Teaching staff are deployed in a satisfactory manner. Some good and very good examples were observed during the inspection of effective use of support staff. In these instances, the teacher and support staff work closely together liaising and evaluating the impact of their teaching.
87. The use of specific grants for special educational needs is appropriate and this allows these pupils to make satisfactory progress. The use and effectiveness of additional support for literacy has a positive impact on pupils' progress but would benefit from closer monitoring. The school development plan is appropriately costed and linked to areas of priority. The school makes satisfactory use of its resources to support and enhance teaching and learning. Teachers provide an appropriate range of resources in lessons and seek to ensure that they have a beneficial impact on the progress that pupils make. The weakness is that because of a lack of appropriate computers there is insufficient use of information technology to promote personal study and research.
88. The school makes satisfactory use of its accommodation. Rooms which do not house classes are used to provide additional teaching areas for the withdrawal of groups of pupils with special needs. Plans are in hand to convert a spare room into a computer suite. Appropriate use is made of the school's grounds for work in science and

geography. Effective use is made of the accommodation to provide a good range of extra-curricular activities. Visits outside the local area and the use of visitors to school make a valuable contribution to the pupils' educational experiences.

89. The secretary-bursar undertakes day-to-day financial and general school administration. She also undertakes many important budgetary management procedures extremely efficiently. The last audit of financial resources made only minor recommendations, which have all been addressed.
90. The school has found it difficult to remain within the budget in recent years due to rapidly falling rolls and the current expenditure exceeds the school's income. The school is fully aware of such issues and the bursar, headteacher and deputy headteacher have drawn up an appropriate three-year financial management programme.
91. The cost of educating a pupil at the school is high compared with schools nationally. Pupils' attainment in English and mathematics is satisfactory as it is in most subject areas and pupils make sound overall progress. Taking into account the generally average attainment on entry, the generally favourable socio-economic circumstances of the local area, the satisfactory attitudes and behaviour of most pupils and the sound quality of teaching, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

92. At the time of the inspection there were nine children under the age of five attending the school's "4+ base". This is a long established arrangement and the school is considering changing the name of the group to the Reception class as is usually used in other schools, in order to emphasise an environment geared to the first stages of compulsory education
93. The current year group is smaller in number than is usual in the school and ensures the children receive a good amount of individual support. These children are admitted on a full time basis at the beginning of the year of their fifth birthday. Many children have attended local playgroups before admission to the school. The results of baseline assessments carried out in the last two years indicate that the attainment of the majority of children is below average in many areas of their development. Observation of the current group of children indicates a wide range of attainment, but overall attainment is broadly what is to be expected of children of this age. Children under five, including those with special educational needs, make sound progress in their first year in school and by the age of five the majority of pupils have attained the nationally recommended Desirable Learning Outcomes, in the six key areas of learning. While a small number of children exceed these targets several children do not attain the expected levels.
94. The teaching of children under five is satisfactory and is provided by a nursery nurse under the direction of the Year 1 class teacher. Activities are appropriately planned around the Desirable Learning Outcomes and children are managed effectively. The relatively newly established staff team works well together to provide a happy, supportive and caring start to the education of the youngest children. This is instrumental in establishing positive attitudes to learning and contributes to the satisfactory progress that the children make. An established priority is the personal and social development of the children and the development of confidence and the building of self-esteem. The teacher and nursery nurse have a good understanding of the importance of structured play but on occasions the planned activities do not provide a sufficiently high level of challenge to enable the children to make good progress towards the first stages of the National Curriculum.
95. There is no school specific scheme of work for the year group and many subject policies do not identify the needs of the youngest children in school. Staff make satisfactory use of on-going short term assessments when planning work for children. Staff are wisely considering extending the usage of assessment routines in order to more closely track the progress children make in all areas of their development as planning does not always take account of the needs of children who make different rates of progress.

Personal and social development

96. The school has established an effective induction programme for children and this contributes to the satisfactory standards of personal and social development of the children. In only their fifth week in school the children are well settled into school routines and are happy and confident. Children relate well to the nursery nurse and other adults with whom they come into daily contact and work well with other children in the mixed age class. Most children share resources happily and have an understanding of how they can help others. Staff are keen to develop children's independence and encourage children to select and put away equipment. This is a well-considered strategy that assists the children's development of social and moral awareness.

97. Children under five are well behaved. They follow the good example of the older pupils in the class and of some older pupils in the school. Most have a good understanding of what is acceptable and unacceptable behaviour. Many understand the convention of putting up their hands when they want to answer a question. The majority of children display satisfactory levels of concentration and listen carefully to what the teacher or nursery nurse say even in sometimes quite lengthy introductions.
98. The children's personal and social development are ongoing priorities for the 4+ group. Many opportunities are provided for children to develop and practise the necessary social skills when working in groups and in role-play in the home corner shop. The teaching and rates of progress in this area are good and most children's attainment is in line with the expectations of the desirable learning outcomes.

Language and literacy

99. When children enter the school they have widely diverse skills of speaking and listening. The nursery nurse makes particularly effective use of questions to encourage the children to describe what they observe and understand. By the age of five, the attainment of most children is broadly in line with what is expected in this area of learning. The speech of some children is well developed and they communicate effectively with teachers and classmates. Several children speak in sentences with the higher attainers having an appropriate vocabulary. Some can give full and detailed answers to questions, and express their own ideas clearly. Several children are willing to initiate conversations with adults. Whilst some children have less well-developed speech, their needs are appropriately met through a range of language activities. Almost all children listen well when the teacher or nursery nurse explain what they have to do or give them information. Most enjoy listening to stories and taking part in songs and rhymes.
100. Almost all children know that writing and pictures convey information. Many understand which part of the book to look at first and that pages are turned consecutively. However, at this early stage of their time in school few children recognise any words in their reading books and whilst several say that they like looking at books few appear eager to recognise words or letters. The higher attaining children can tell the story of familiar books by referring to the pictures. Lower attaining children can identify familiar parts of well-known stories. Most children take reading books home on a regular basis though reading record books do not indicate areas for children to focus upon and few key words are emphasised. All children in the class visit the school library to look at books but children are not allowed to take home such books.
101. Observations of the children show that a small number of children can write their own name and some can copy letters and simple words. Several children enjoy using a large white board and markers to practise letter formation. However, in the activities observed opportunities were not consistently provided to practise and develop early writing skills. Overall the teaching and progress in areas of language and literacy are satisfactory.

Mathematics

102. By the age of five the majority of children attain the desirable learning outcomes in this area of learning. Structured play, including dry and wet sand and water activities, help children to make appropriate progress in their understanding of shape and measures. Many children recognise 1p coins and can roll these onto a board and cover a marker if the coin lands on an appropriate square. Most children can name shapes including a circle, triangle and square after they have printed these shapes they can make body shapes for Cynthia Circle, Robert Rectangle and Tracey Triangle.

103. Most children have a reasonable understanding of pattern and copy and generate repeated patterns of colour and shape. Some children recognise and name numbers to 10 and can join in parts of class counting activities for registration. Children develop a reasonable mathematical vocabulary which is extended and consolidated by judicious input and questions from the teacher and nursery nurse. The teaching of mathematics is satisfactory.

Knowledge and understanding of the world

104. Many children enter the school with a below average understanding of the world in which they live. The progress that they make in school is satisfactory, as is the quality of teaching. The sample of last year's work shows that children have satisfactory understanding of materials and can name some that are rough, bumpy and furry. When learning about foods they identify which tastes they like best of all and when undertaking topic work about themselves they identify their eyes, ears and nose. Recently children have learnt about the rainbow and name the colours and collect items for their colour table display.
105. Whilst some children have well developed curiosity in their surroundings several show relatively little interest in what happens within their class or other parts of the school. Whilst the children have been involved in discussions about harvest and take part in assemblies celebrating the beauty of Autumn few children can explain what this is. The classroom displays do not always stimulate the children's curiosity in the natural world.
106. The mixed age class has two computers available for the children to use and occasionally children use these to match numbers. Some higher attaining pupils can use the arrow keys to control which direction a screen figure needs to move towards a given number.

Physical development

107. The majority of the pupils attain the desirable learning outcomes in areas of physical development and several have good co-ordination when using a range of outdoor play equipment. Most children have a good awareness of space and move around the classroom with purpose and accuracy. By the age of five, most walk, run, jump and balance with a good degree of control. Children develop satisfactory fine motor skills and can hold and use scissors, pencils and paintbrushes with reasonable skill. With support the children can fasten together pieces of card with a split pin to make a paper windmill. The school has a small outdoor area specifically for the 4+ group and this is used for a variety of small-scale activities.
108. Many pupils have good gross motor skills and can push a 'sit on' aeroplane around the playground. They push and steer a scooter and sit on tyre, and steer a toy pram around the yard. They can throw rope quoits at a target and climb up and over a large permanent wooden climbing frame. In a physical education lesson children move around the school hall with an appropriate awareness of space and other children. They jog and stop to a given signal. They stretch to make a tall or wide shape and twist their body to make a spiky shape. Most move on their hands and feet and change directions when required. Teaching in this area is satisfactory, as is the rate of progress.

Creative development

109. By the age of five, children attain the desirable learning outcomes in the creative area of learning. The teaching in this area is generally satisfactory, as is the rate of progress made by most children. Recent work on display shows that pupils can cut

and stick shiny pieces of paper onto a shape collage. They can print with a variety of items onto shapes to be displayed on a large rainbow, and shape figures. Children have also recently made box models by sticking junk materials together and painting them.

110. Displays also show that children have painted large adult shaped stars and adult drawn nursery rhyme figures. Whilst the nursery rhyme figures and story figures displayed in the library are attractively displayed the nature of the task limits the natural spontaneity and imagination of the children. There are few examples of carefully observed drawing or individual painting and work often lacks the boldness and flair often associated with pieces of art produced by young children.
111. Children take part in a variety of musical activities, including joining all the Key Stage 1 pupils for short singing and action song activities. Here the children join in happily with the words and actions that they know and enthusiastically mirror the actions of older pupils. Teaching and progress are satisfactory.

English, mathematics and science

English

112. The results of the 1998 National Curriculum tests for seven year olds show that the percentage of pupils reaching the level expected (Level 2) was close to the national average. The percentage of pupils reaching the next higher level (Level 3) was above the national average. The overall attainment level was judged to be in line with the national average and average for similar schools. Test results in writing show that the percentage of pupils reaching Level 2 was above the national average and close to the national average at Level 3. Again overall attainment was found to be in line with the standards achieved for all and similar schools. Taking the years 1996 to 1998 together pupils' performance in both reading and writing has been close to the national average. Teacher assessments in 1998 for speaking and listening showed pupils' performance levels again to be at an average level. 1999 test results showed 88 per cent of pupils achieving Level 2 or above in reading and 79 per cent of pupils achieving at least Level 2 in writing. Inspection findings indicate a very similar picture with pupils' overall attainment in reading, writing and speaking and listening to be at an average level. Test evidence has shown over the last three years that girls have performed better in writing than boys and the school is looking at writing tasks that have been set to ensure that they are equally appealing to both boys and girls. No significant evidence was found during inspection to indicate varying patterns of achievement between boys and girls. The school has successfully implemented the National Literacy Strategy and in its literacy action plan has clearly indicated the need to improve spelling, writing and presentation. These are accurate priorities to identify.
113. By the end of Key Stage 1, reading standards are average with a good percentage of pupils achieving above the expected level. Pupils read simple passages accurately, fluently and with understanding. The higher attaining pupils read with a good degree of expression and use punctuation well to give added emphasis to text. Pupils are developing knowledge of a wider range of authors but not all pupils are adept at outlining why they like a particular story or character. When reading text, pupils show satisfactory levels of understanding and they have built a range of strategies to help them decode unfamiliar words. Pupils are often to be found reading on, or looking for picture or context clues and of course using their phonic skills. Standards in writing, although satisfactory overall are less secure. Pupils are provided with a range of writing tasks such as news, creative stories and descriptive pieces, but the titles do

not always enthuse pupils. The higher attainers put together a sequence of sentences well, paying good attention to capital letters and full stops. Most other pupils' writing is consistent in shape and size with a minority not able to do this. A small number of pupils do not present their work well but the majority take a pride in their work. The main area of weakness is spelling. Many pupils make simple spelling errors and this detracts from the overall quality of their work. This is mainly the result of a lack of strategies to help them with both the spelling of familiar and unfamiliar words. Speaking and listening skills are at an average level. Many pupils are attentive listeners and are keen to ask and answer questions. The skilful questioning by teachers constantly demands that the pupils make contributions to discussions. Some pupils have a limited vocabulary but this does not prevent them having their say. On occasions pupils do not listen sufficiently well to what others have said before making their own contributions.

114. There is no nationally comparable information available for pupils at the end of Year 5 when the pupils leave this school. Inspection findings indicate that for the oldest pupils in school attainment is at an average level.
115. Reading standards for the majority of the oldest pupils are average. The pupils read accurately from both fiction and non-fiction books. The higher attainers do so with a real sense of expression and enjoyment whilst other pupils read mechanically but accurately. Many pupils discuss the plot and characters of books and know how to access information from books using the index, contents and in some cases the glossary. Pupils' knowledge of a wide range of authors is somewhat limited. The pupils often understand the significant ideas or themes within the text they are reading but are at the early stages of reading the 'sub-text' or 'reading between the lines'. Writing standards for the majority of pupils are average but again there are areas of weakness. The pupils write descriptively, carry out character analyses, write newspaper articles and write creative pieces of work. The higher attainers use paragraphs well and good use of punctuation helps to bring more life to pieces of creative writing. There is clear evidence that pupils plan, draft and edit their work and they are expected to use dictionaries and a thesaurus to improve the quality of their work. A significant percentage of pupils are making spelling mistakes in familiar as well as unfamiliar words and do not recognise spelling patterns readily. An area of concern, recognised by the school, is the presentation of work. A sizeable minority of pupils do not present their work in an acceptable manner. The rest of the pupils do, and their script is often legible and clear. Speaking and listening skills are average overall. The majority of pupils listen to the instructions of the teacher and to the contributions of their classmates. This scenario however is marred by a minority of pupils who speak over classmates' contributions or ones who are reluctant to join in question and answer sessions even though they clearly have the knowledge to do so.
116. At Key Stage 1 pupils make satisfactory progress over time and in some lessons for the older pupils progress is good. At this key stage the consistency of teaching and the constant use of skilful questioning means that the pupils are developing skills across all areas of the subjects at an appropriate rate. To enhance progress in the area of spelling there is a need to ensure that pupils are systematically taught a range of skills and strategies to help them improve their spelling. Wider, constantly stimulating topics for writing would be beneficial in further developing pupils' ability to write for varying audiences and purposes. At Key Stage 2 progress overall is again satisfactory. Within some of the lessons observed for the younger pupils progress was often good. Pupils are acquiring skills at a steady rate but again there is a need to ensure that pupils are provided with the necessary strategies to help their spelling skills develop at an appropriate rate. The attitudes of some of the pupils at this key stage, particularly the older pupils, are not positive and this is impacting adversely on the progress they make. Scrutiny of books shows that in some lessons, the amount of

work completed is limited and does not reflect the ability levels of the pupils concerned. Pupils with special educational needs at both key stages make satisfactory progress, The targets that are identified in their individual education plans are often challenging but achievable. Progress is certainly enhanced when support staff and the class teachers liaise and work closely together to ensure that pupils' needs are consistently met.

117. The attitudes to work shown by pupils at Key Stage 1 are often good. Pupils are attentive and are keen to do well. They show an eagerness to join in discussions. They work well in small groups or independently, showing appropriate levels of concentration and perseverance. The positive attitudes displayed by pupils make an important contribution to the progress that they make. At Key Stage 2 attitudes to work are far more variable but satisfactory overall. A good percentage of pupils are enthusiastic learners. They want to do well and please their teachers. Many pupils offer considered points of views in discussions and work industriously when set tasks. However a significant minority of pupils at this key stage do not exhibit favourable attitudes to work. In Years 3 and 4 and more in Year 5 the pupils do not always listen to the teachers' instructions and then show uncertainty as to what to do. On occasions their behaviour is unsatisfactory because they disrupt the very pertinent contributions of their classmates. The main area of concern is the reluctance to ask or answer questions or to make contributions when they are clearly capable of doing so. These attitudes are sometimes reflected in the quality of presentation of their written work which is often unsatisfactory. For these pupils their attitudes have an adverse impact on the progress they make. However, staff provide appropriate levels of praise, encouragement and support and this together with the more positive attitudes displayed by the majority of pupils ensures that overall attitudes have a favourable impact on progress that pupils make.
118. The quality of teaching is satisfactory overall with examples of good teaching observed at both key stages. A small percentage of teaching at Key Stage 2 is unsatisfactory. Planning is often good ,based on the format suggested to successfully implement the National Literacy Strategy. In the best lessons there is a good balance between teacher and pupil talk and the skilful and incisive line of questioning brings out the best from the pupils. On occasions introductions are too long and the pupils lose interest. The choice of shared text is often good and is most effective when pupils are given the chance to read aloud, either individually or as a group as often as possible. The activities that are provided for group work are more often than not at an appropriate level and provide sufficient challenge to keep the pupils motivated without relying too heavily on adult support. Where teaching is most successful, for the older pupils at Key Stage 1 and the younger pupils at Key Stage 2, pupils are managed well, expectations are good and pupils are left in no doubt as to what is expected from them in terms of attitude, application and attainment. Where teaching is satisfactory but not as effective, explanations of the tasks that pupils are to carry out are not made clear and this results in confusion. As a consequence progress is not as brisk as it could be. In other lessons there is simply a lack of pace. Where teaching is unsatisfactory too much time is spent on discussion, there is some confusion by both teacher and pupils concerning tasks and pupils produce little written work. All teachers mark pupils' work on a regular basis. There are good examples where it is used to clearly outline what pupils need to do to improve their work. This is an effective strategy which needs to be consistently applied across the school because it has a positive impact on the progress that pupils make. All classes have good levels of support from either nursery nurse, ancillary support and special needs support. This support is often of a good standard particularly when there are good channels of liaison and communication with the class teacher, support staff are present at the start of lessons, and adults establish a good rapport with the pupils. The setting of

homework has improved over recent months and is now set on a regular basis and matches the different attainment levels of pupils. Homework is starting to have a more positive impact on the progress that pupils make.

119. Policies and schemes of work to support the subject are of a sound standard and are regularly updated and reviewed particularly with the introduction of the National Literacy Strategy. This strategy has been introduced effectively and is clearly providing a more structured framework for the teaching of literacy skills. Teachers stress the importance of developing pupils' literacy skills in other areas of the curriculum such as history, geography and science. The school has rightly identified the need to ensure that pupils are consistently provided with opportunities to undertake personal study and research by using books and using computers. At present insufficient use is made of computers to promote this area of pupils' learning.
120. The subject is led in an effective manner by a knowledgeable and enthusiastic co-ordinator. She has produced a literacy action plan that accurately identified as areas for improvement spelling, writing and presentation of standards. Together with the headteacher and the deputy headteacher she has started to analyse test data in order to identify areas of weakness and then to set individual and group targets. The school is to introduce further tests throughout the school so that there will be more information generated from which to identify areas for improvements. These initiatives are to be welcomed but their recency means that they are not yet sufficiently embedded to have a significant impact on raising standards. Opportunities have been provided for the co-ordinator to observe lessons across the school. This is in its early stages of development and as yet specific targets have not been set for improvement or the dissemination of what constitutes good practice. However this is clearly identified in the literacy action plan as the next step in addition to the regular scrutiny of pupils' work. The co-ordinator maintains and updates a portfolio of pupils' moderated work that is a useful document in ensuring the accurate assessment of pupils' work. Resources are satisfactory overall. The school has a good sized library that is used in an appropriate manner. However a significant percentage of books are outdated and need to be removed. This is particularly important because within the library is a good selection of high quality fiction and non-fiction books which are often hidden by poor quality outdated books.
121. The standards in English have improved since the time of the last inspection as well as the quality of teaching. The priorities identified in the literacy action plan, together with the proposed more rigorous monitoring of teaching and learning suggests the school is appropriately placed to continue to raise standards in this area of the curriculum.

Mathematics

122. The end of Key Stage 1 National Curriculum tests in 1998 show that the attainment of pupils at the age of seven was above the national average in comparison to all schools and in comparison to schools with similar characteristics. The proportion of pupils reaching the expected standard was close to the national average but the proportion of pupils attaining at levels above those expected was above average. The provisional results of the 1999 National Curriculum tests show that a larger proportion of pupils attained the expected level than previously. This rose from 75 per cent of pupils in 1998 to 88 per cent of pupils in 1999. However a lower proportion of pupils attained the higher levels falling from 31 per cent of pupils to 25 per cent. In recent years trends in attainment have shown slight fluctuations with overall attainment being very close to the national average. Inspection evidence indicates that attainment is currently in line with that expected for seven-year-olds. Any differences between inspection findings and test results can be explained by differing ability levels of the

different cohorts of pupils.

123. There is no nationally comparable information available for pupils at the end of Year 5 when the pupils leave this school. However, observation of pupils and their work indicate that the attainment of the majority of pupils is in line with expectations for their age.
124. The National Numeracy Strategy has recently been introduced throughout the school, albeit with the younger pupils taking part in adapted activities. Most pupils now take part in a satisfactory range of mental mathematics activities at the start of each lesson. Some of the older pupils count forward and backward in 30's although many initially struggle with this. In Years 3 and 4 the majority of pupils count from zero to fifty in fives rapidly and many know how many fives there are in 50, 40 and 25. When the class teacher uses a measuring stick most identify which line indicates 45 and know what 10 divided by 5 is. Most of these children use number markers to indicate what the number bonds to 20 are. In Year 2 the majority of pupils count on and back from a given number to 100. They put pupils holding number cards to 15 in the correct order and some higher attaining pupils can find the number three before 9, and 2 after 5, and know odd and even numbers. Pupils in Year 1 identify how many buns are left when 3 have been taken away.
125. Most pupils are able to use different amounts of money to solve number problems. The majority of pupils in Years 4 and 5 put eleven different amounts of money to £20 in descending order and can change each amount into pence. Most pupils in Years 3 and 4 measure a range of items to the nearest centimetre and understand that a half is mid way between two numbers. Many estimate the length of items with reasonable accuracy. In Year 2 most pupils classify three-dimensional shapes according to mathematical criteria. They identify a cuboid, cylinder and some higher attainers recognise a triangular prism. In Year 1 pupils recognise and name a 1p and 2p coin and draw a given number of coins. The sample of pupils' work shows limited evidence of open-ended investigational and problem solving activities where the pupils select and use mathematical strategies themselves.
126. The progress that pupils make, including those with special educational needs, is variable though overall it is satisfactory. The progress of pupils in the mixed Year 5 is sometimes erratic mainly as a result of the less positive attitudes displayed by a minority of pupils. Progress in Year 3 and parts of Year 4 is often good particularly in the development of mental arithmetic strategies. Pupils in Year 2 also often make good progress in mental mathematics. Pupils in Year 1 make sound progress overall. Progress in the development of the skills of mathematical investigation and problem solving is under-developed. Pupils are not consistently provided with opportunities to make choices in such activities.
127. Pupils' attitudes to the subject are mostly good except in Year 5 where they are predominantly sound though with a small number of pupils showing unsatisfactory attitudes to mathematics. Many pupils in Years 2 and 3 and some Year 4 groups are enthusiastic about mental mathematics which they tackle very positively. These pupils listen and concentrate well and produce neatly presented work. Pupils in Year 1 also generally show positive attitudes to work and listen and join in mental mathematics activities happily. Pupils in Year 5 and some Year 4 groups do not always show consistently positive attitudes. In introductory activities very few contribute answers and several take no active part in such activities. Pupils' books show that the standard of presentation of work is on occasion poor. Overall, however, the positive attitudes towards work displayed by the majority of pupils make an important contribution to the progress they make.
128. The teaching of mathematics is satisfactory and is often good in Years 2 and 3 and for

some pupils in Year 4. Teachers have secure subject knowledge and most have a clear understanding of the needs of pupils who make different rates of progress. The quality of lesson planning is satisfactory. This identifies work for lower, average and higher attaining pupils. However, the identification of learning objectives is variable and sometimes does not clearly identify exactly what the pupils are to learn. The organisation of pupils is often good and includes teaching of the whole class and group and individual tasks as appropriate. The use of time in lessons is variable and on occasion teachers spend too long reviewing previous work and outlining the tasks at the expense of pupils' practical activity. The quality of verbal feedback to pupils is generally good; teachers give praise to motivate pupils to try harder, though on occasion more constructive comment would be appropriate. The marking of pupils' work sometimes fails to identify how the pupils could improve their work.

129. The co-ordination of the subject is satisfactory and led by an enthusiastic co-ordinator, supported by the deputy headteacher. The newly appointed co-ordinator attempts to monitor the quality of medium term planning. However, there are no opportunities to monitor short term planning, teaching and the standard of work produced. This has allowed inconsistencies in teaching to occur as noted in the sample of pupils' work over the past year. The school has very recently extended assessment procedures to include the testing of pupils in all year groups as an aid to specifically tracking the progress of pupils as they move through the school. The co-ordinator has plans to ensure that this and other assessment information is subsequently well used. The use of information technology to support the teaching of mathematics is under-developed.

Science

130. Results of the 1998 National Curriculum teacher assessments for Key Stage 1 indicate that pupils' attainment in science was above average in the number of pupils attaining the expected level, though average in the proportion attaining the higher levels. The 1999 teacher assessments point to attainment at similar levels. When pupils leave the school at the end of Year 5 their attainment is mostly in line with what is expected of pupils of that age. The findings of the inspection are that the current levels of attainment are in line with national expectations at the end of Key Stage 1 and for the oldest pupils at Key Stage 2. This judgement reflects that observed in the previous inspection. Pupils on the register of special educational needs generally achieve standards that are appropriate to their previous learning and make satisfactory progress.
131. The overall progress of pupils over time is satisfactory but shows some variation between year groups. The progress of pupils in Years 2 and 3 and groups in Year 4 is often good. However, progress in Year 1 and Year 5 and parts of Year 4 is less rapid though satisfactory. Progress in most aspects of science is appropriate but it is slower in the development of scientific investigation than other areas. The sample of pupils' work indicates that the nature of open-ended investigative work is sometimes limited to discussion and teacher directed observation.
132. Pupils in Year 5 and groups in Year 4 test the absorbency of paper to see which soaks up a given amount of water in a specified time. Pupils understand the concept of a fair test and the importance of ensuring there is the same amount of paper and water used. Recent work also shows that pupils have looked at objects made from different materials and observed the uses of materials around school. Pupils in Year 3 and groups in Year 4 understand that magnets can attract a range of metal objects. Many know what a magnetic field is and know that magnets both attract and repel other magnets. Many pupils understand the use of forces and know that some items need a push and others need a pull to make them work. They know that there are large and small forces and that some forces, such as pushing against a wall, do not move

anything. In Year 2 pupils make careful observations of fruits and vegetables. They express their preferences when tasting fresh and tinned pineapple realising that one is crunchier and the other is sweeter. Pupils have tasted different types of apples and made a block graph of their preferences. Pupils in Year 1 understand some of the changes that occur, as they grow older. They look at photographs and put them in order.

133. In the majority of lessons pupils are attentive and observant and their attitudes to learning are generally good. Most pupils concentrate well on the task in hand and many can maintain concentration in quite lengthy introductions to activities. Most carry out tasks in a sensible manner and use materials carefully. While many pupils in the school are willing to offer their ideas in review and task setting activities, a small number of older pupils do not listen attentively or show appropriate levels of concentration when carrying out observations.
134. Teaching is satisfactory with some good practice at Key Stage 1 and satisfactory in Key Stage 2. The teachers' knowledge of science is generally good. Teachers make good use of questions to stimulate pupils to describe what they think and observe. The expectations of teachers are generally appropriate to pupils' understanding. Most teachers manage pupils well. The planning of lessons although sometimes brief is satisfactory. The use of time is satisfactory although on occasion introductions are too long and pupils who are anxious to begin practical tasks struggle to maintain concentration. The use of resources is generally good although the use of the same papers in investigating absorbency limits the comparative investigations possible. The quality of day-to-day verbal feedback is good, but the quality of the marking of pupils' work varies between very good and unsatisfactory. At its best, marking clearly outlines what pupils need to do to improve.
135. The time allocations for the teaching of science are less than is usually seen and as yet the school has no process for monitoring the use of teaching time. The school acknowledges that the development of science has not been a high priority recently and the role of the subject co-ordinator is not utilised to its full potential to have a significant impact on the raising of standards. The co-ordinator has good subject knowledge and shows a good awareness of the strengths of the subject and areas for development. However, limited opportunities have been provided to monitor the quality of lesson planning, teaching and learning. This has allowed the use of open-ended investigation to remain to some extent at the same less than satisfactory level identified in the previous inspection. The use of assessment in science has rightly been identified as an area for development and the school has drawn up plans to carry out a more detailed analysis of test data and then set appropriate targets for individuals and groups of pupils. The use of information technology to support the teaching in science is less than satisfactory.

Other subjects or courses

Information Technology

136. The school has put together a detailed action plan that clearly outlines a strategy for improving standards in information technology. The plan outlines the need to improve resources, to provide extensive staff training and to review its present scheme of work to take account of the guidelines provided by the Qualifications and Curriculum Authority. Particular emphasis is given as to how the Internet and the National Grid for Learning can be utilised to the full. Planning is also well under way to install a networked computer suite with computers provided by a multi-national company based near the school. In addition to these computers, the school already has at least one computer in each classroom. Pupils attend a residential centre annually and visit

the computer suite at the local high school to help improve their skills. However inspection findings based on lesson observations, scrutiny of pupils' work and teachers' planning and extensive dialogue with pupils clearly show that pupils' attainment at the end of Key Stage 1 and when pupils leave school is below average. The skills, knowledge and understanding that enable pupils to be confident computer users have not been progressively taught over time. Consequently pupils do not have a secure grasp of the full potential of information technology. Not all teachers have the necessary knowledge and expertise to adequately support pupils or to set them challenging tasks. The school development plan shows that improving standards in this area of the curriculum is a major priority. The readiness of staff to undertake training, the commitment of staff and governors to raising standards and the allocation of appropriate funds suggest that the school is now better placed than in previous years to make urgent improvements in this area of the curriculum.

137. By the end of Key Stage 1, pupils have satisfactory keyboard skills and can write simple sentences and use a mouse to 'drag', for example clothes when dressing the teddy bear. Pupils are developing a better understanding of the functions of different keys but are uncertain as to how to change the font and style, how to load programmes and how to print work. Examples were seen of computers being used to support pupils' work in other areas of the curriculum but the tasks were not of a challenging nature. Pupils have a less than satisfactory understanding of the potential of information technology in their own and the wider world. Little evidence was seen of pupils communicating information in tabular or chart form. The school does have programmable robotic toys but no evidence was available to indicate how proficient pupils are at inputting a sequence of instructions.
138. By the time pupils leave school, they have acquired basic keyboard skills but are not consistently able to identify the functions of all the icons on the screen. Some evidence was available of pupils' work that had been word-processed but opportunities are not always provided for pupils to draft and edit their work using a computer. Younger pupils at this key stage were seen using computers to carry out study and research tasks but a significant percentage lacked familiarity with the programmes. This results in the tasks taking a considerable amount of time to complete. Discussions with the older pupils revealed that they had undertaken personal research tasks on the human body. Observation and dialogue indicate that pupils are not proficient at loading, saving, retrieving information or in using a computer to display, for example, scientific findings in graphical or tabular form. Pupils are not conversant with terminology such as spreadsheets or databases. The pupils in the older class are presently learning about the mechanics of sending information using e-mail but this is at an early stage of development. Overall pupils do not have a good awareness of the profound influence computers have and will continue to have on the world in which we live. No evidence was seen of pupils using computers to control and monitor events.
139. The progress of pupils in both key stages, including those with special educational needs is unsatisfactory. During the week of inspection in discrete lessons taught or within other lessons, progress was satisfactory. However pupils have not been provided with enough high quality experiences and activities covering the full spectrum of the subject to have enabled them to acquire the necessary skills and understanding at an appropriate rate. The lack of challenging activities linked to other areas of the curriculum where computers could be used most effectively has also hampered progress. This is partly due to a lack of resources, both hardware and software, and a lack of staff expertise, knowledge and confidence.
140. The pupils enjoy working on the computers. They do so with a sense of enjoyment and show appropriate levels of concentration and perseverance. A small number of

pupils bring considerable computer knowledge from home and they show willingness to help classmates who may be struggling to operate the computer effectively. On occasions pupils become a little frustrated when they cannot operate a programme as well as they would like or the computer does not work properly.

141. Only one discrete lesson of the direct teaching of information technology skills was observed during the inspection. This was satisfactory. The teacher was explaining the benefits of communicating by e-mail and had arranged for an e-mail to be sent directly to school and the lesson concentrated on responding to the e-mail. She showed appropriate subject knowledge, kept the pupils' interest and attention but was restricted by the fact that there was only one computer between the class of thirty-seven pupils. By the end of the lesson the pupils had developed a greater understanding of the potential of e-mailing, and in the development of appropriate technical language. Scrutiny of teachers' planning shows that not enough opportunities are provided to capitalise on the potential of information technology in all areas of the curriculum. Teaching over time has been unsatisfactory because of a lack of the direct teaching of the necessary skills to ensure pupils are confident users across all elements of the subjects.
142. The co-ordinator is knowledgeable and enthusiastic and has drawn up an appropriate and achievable programme of improvement. The role of co-ordinator has not yet been satisfactory in monitoring and evaluating teaching and learning across the school in order to have a significant impact on raising standards.
143. The previous inspection report identified significant weaknesses in many areas of school life. Weaknesses were identified in information technology but the school had to prioritise areas for improvement and as a consequence improvement in this area of the curriculum has not been as good as the school would have wished. However the thorough action plan, the imminent improvement in resources and the high priority that all staff and governors place on raising standards in this area of the curriculum indicates that the school is now better placed than it was to improve.

Religious education

144. By the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 5, the standards achieved fail to meet the expectations of the Locally Agreed Syllabus for religious education. The school has spent a considerable amount of time extending the work done in Personal, Social and Health Education and this forms the basis of much recent work for the older pupils. Whilst this links to aspects of the school and diocesan schemes of work the balance of activities covered is unclear and little work on developing knowledge and understanding of origins and beliefs of Christianity or other principal religions has recently been covered by some pupils. The previous inspection indicated that standards in Key Stage 1 were sound but that there was insufficient evidence for a judgement on standards to be made in Key Stage 2. There is currently limited evidence of work done in religious education in some year groups at the beginning and end of the pupils' time in school. The progress made by all pupils, including those with special educational needs, is therefore unsatisfactory.
145. In Year 2 pupils know some parts of the story of 'Jesus gives the people food' based upon the feeding of the five thousand. They know that Jesus wanted people to think about how they should behave towards each other and some understand that different accounts of the same event may vary. The sample of pupils' work indicates that pupils have written about thanking God for harvest food and the story of 'The Sower'. In Year 3 / 4 pupils understand some aspects of the story of bringing a sick man to Jesus. Many can outline the difference between the Old and New Testaments and can name some of the Gospels. In Years 4 and 5 pupils think about how they behave in groups and the effects of peer pressures. Many are able to create simple

role plays of what someone of their age should do when asked to steal a pencil by a group of new friends. Overall, however, pupils do not have a deep enough knowledge of Christianity or other leading world religions to enable them to make comparisons; nor do they have a well developed understanding of the impact that faith or beliefs have on differing peoples' lives.

146. In the lessons observed the response of the pupils was satisfactory overall. Younger pupils listen well to stories and their behaviour is good. The response of some older pupils to role-play situations is more varied. Several find it difficult to settle after a role-play of disagreements and struggle to listen to and comply with subsequent role-play tasks. When asked to demonstrate their role-play some pupils take this opportunity seriously and carry out the task very well indeed. A small number of pupils find this more difficult to achieve.
147. During the week of the inspection, the quality of teaching was found to be satisfactory at both key stages. A detailed scrutiny of work and discussions with pupils show that over time teaching has been less than satisfactory because pupils have not covered the full requirements of the Locally Agreed Syllabus in sufficient depth. In the lessons observed teachers showed appropriate subject knowledge and used questioning well to extend pupils' knowledge and understanding. At its best, the teacher was directly providing pupils with religious knowledge while at the same time encouraging pupils to use their own experiences to develop a greater understanding of the impact of religion on people's lives.
148. The co-ordination of the subject is unsatisfactory. The school has no formal systems of assessment or monitoring. The monitoring of teaching and learning has failed to identify weaknesses in the balance of different aspects of the curriculum. The lack of recording of work undertaken makes it difficult for staff to know whether the work covered is duplicating that already done or if there are gaps in the curriculum. Whilst the school's scheme of work and the Diocesan syllabus both identify the development of knowledge and understanding of the major religions of the world as a feature of the curriculum, there is little evidence to suggest that this has been an important element of recent work. A restricted range of religious artefacts limits the opportunities to help bring the subject alive and make it more interesting for pupils.

Art

149. Standards in art are generally above what is expected of pupils of this age and this shows an improvement since the previous inspection. The school values highly the quality of artwork produced and goes to pains to ensure that this is very well displayed. This has been a part of the school's strategy to raise the standards in the school by indicating to pupils, parents and the community that the quality of work is important. The high quality of the art work on display now and as seen in photographic evidence considerably enhances the school environment and helps to raise the self esteem of pupils. The progress of the majority of pupils including those with special educational needs is good, especially when creating work in the style of famous artists.
150. Pupils in Year 4 and 5 have worked in the style of famous artists. They have recreated pictures of Giverney and other famous works of Monet. These pupils have also produced striking pictures in the style of Turner of 'A Town on a River at Sunset'. They have mixed primary colours in complementary colours to make bright repeating patterns. In Years 3 and 4 pupils have produced pictures reflecting Indian art including paintings, drawings and pieces of sewing featuring the use of sequins. They have also created work in the style of Matisse. Pupils in Year 2 have created pictures of their faces using beans, lentils and pasta as part of their topic on food, and they have created a paper collage of their favourite meal on a paper plate. They have also

created impasto paintings of 'The Sea at St. Marines'. They study pictures of faces using fruit and vegetables by Archimboldo and try to recreate such techniques using cut outs from magazines. Pupils in Year 1 have produced prints and pictures of autumn and created their interpretations of Van Gogh's sunflowers.

151. Whilst it was possible to observe only one art lesson, the quality of pupils' work shows that their attitudes to the subject are good and that they take pride in creating good quality work. In the one lesson observed pupils used paint, pastels and chalks appropriately and worked with satisfactory levels of concentration and perseverance. A small number of pupils did not work as hard as they were able in order to produce work of a high standard.
152. The quality of teaching as reflected in the high quality of work widely on display is good. The subject knowledge of some teachers is particularly good and the expectations of the pupils are high. Very occasionally the expectations of younger pupils are limited by the strategy of painting adult drawn figures. Teachers make good use of verbal feedback to encourage pupils. Teachers manage pupils well.
153. The co-ordination of the subject is satisfactory overall with some features that are good. The school has identified art as of importance and this has ensured good work is produced. However, some aspects of the art curriculum including ceramics, textiles and three-dimensional techniques are not at the same high level as other aspects of art but are satisfactory nevertheless. Staff acknowledge that the development of the school has been supported by the high quality of work produced by a regular supply teacher, who brings a good level of subject knowledge to the school. However, as in other subjects the co-ordinator has limited opportunities to monitor the quality of teaching and learning in all year groups. As in several other subjects the use of information technology to support the teaching of the subject is not exploited to the full.

Design and technology

154. Limited opportunities were provided, due to timetabling arrangements, to see many examples of design and technology being taught. Scrutiny of pupils' work, teachers planning, photographic evidence and dialogue with pupils shows that work is at a level appropriate for pupils' ages throughout the school. The progress of pupils, including those with special needs, is satisfactory at both key stages. Pupils are provided with an appropriate range of tasks and activities to complete. Pupils acquire the necessary skills and knowledge at a steady rate as they move through school.
155. At Key Stage 1 pupils are proficient at making models using a range of materials and their cutting and joining skills are at a satisfactory level. They join materials appropriately. Little evidence was seen to indicate that sufficient attention is paid to the design elements of the models they make or if they evaluate one finished product to see if in future they could do this better. The pupils are provided with opportunities to bake. This often makes good links with other topics the pupils are studying and provides opportunities to extend their mathematical skills in measuring, estimating and weighing. Pupils use construction kits and attainment is enhanced when tasks are made more challenging, for example, when the pupils are given a specific design brief which restricts the range and number of component parts they are allowed to use.
156. At Key Stage 2 tasks in design and technology are increasingly being used to support work in other areas of the curriculum. For example the building of wooden frames is to be used later in the year when pupils will be asked to build Tudor houses. Pupils work with various materials including fabrics, wood, paper and card. They show satisfactory skills in scoring, folding and in joining materials together with glue and by other methods. Pupils show an awareness of the need to strengthen some joints to ensure

rigidity. When making wooden frames the pupils showed satisfactory cutting skills and an appropriate degree of accuracy. Evidence indicates that insufficient emphasis is placed on pupils evaluating their work.

157. Attitudes to design and technology are often good. When baking, pupils showed great enthusiasm and eagerness and showed a good level of knowledge about hygiene. Pupils often handle materials and equipment in a safe and sensible manner. Behaviour in lessons is often of a good standard although occasionally pupils become a little over excited. Pupils work well together in groups. On occasions pupils are so keen to move to the making component of the lesson that they do not pay due regard to planning, measuring, and checking their work. Overall the positive attitudes shown by the pupils make a useful contribution to the progress they make.
158. The quality of teaching is satisfactory at both key stages. Teachers' planning is sound and outlines what pupils are to learn within the lesson. Expectations are appropriate although not enough emphasis is consistently given to the design and evaluation element. When teaching is most effective, pupils are taught the skills that are required directly. In one lesson a parent helper taught pupils how to hold the saw and wood correctly. Consequently the angle of cutting was improved and the joint was made more secure. In another lesson where the teacher stressed the importance of originality, the board games that they were making did not end up uniformly the same and did show good touches of originality. Resources are usually well chosen but pupils would benefit from being provided with more opportunities to make choices about their work.
159. The subject has not been given a high priority within the school due to the need to develop more important areas of the curriculum. The co-ordinator has not had opportunities to monitor and evaluate teaching and learning across the curriculum but has a good grasp of the subject's strengths and weaknesses. Documentation for the subject is currently being reviewed and, although adequate at present, the school is to incorporate the guidelines provided by the Qualifications and Curriculum Authority into its planning. The co-ordinator has rightly identified the need to emphasise the designing and evaluating elements of the subject more and to improve the quality and quantity of construction kits across the school, which are unsatisfactory. Overall, resources are at an acceptable level and of reasonable quality. Standards in the subject have been maintained since the last inspection.

Geography

160. Progress in geography is broadly satisfactory and standards are similar to those found in most schools. This indicates that standards have remained as seen in the previous inspection. Two lessons in Key Stage 2 were observed. Judgements are based on a scrutiny of pupils' past and present work and discussions.
161. Pupils in Year 5 and groups of Year 4 pupils undertake topic work on water. Many are familiar with the features of the water cycle. They discuss how water can be transported in warm countries and know that Egypt has a desert climate. Pupils can draw simple maps of their tabletop, classroom and school. Pupils in Years 5, 4 and 3 have all recently undertaken a study of India. They have looked at maps and can locate India and the major cities. They can identify physical features including desert, highland and rivers. Pupils can identify some of the major similarities and differences between their homes and school and those in India. There is limited recorded evidence of work in Key Stage 1 but planning indicates that pupils have studied their local area and discussions indicate that they are familiar with some of the local geographical features.
162. The response of older Key Stage 2 pupils is satisfactory. The majority of pupils listen

quietly but a small number do not actively participate in discussion unless specifically asked a question. Whilst a number of higher attaining pupils show enthusiasm a significant minority of pupils are passive and uninvolved in large parts of the lessons observed, despite lively and enthusiastic teaching. When making notes or drawing maps of the school water supply several pupils make little effort with the presentation of their work, which is untidy and not completed to a high standard. Other pupils in the group present work in a most acceptable manner and clearly take a pride in their work. The sample of work of pupils in Year 3 and groups of pupils in Year 4 show much pride has been taken in the standards of presentation of their work.

163. The standard of teaching is satisfactory. Teachers generally have good subject knowledge and give appropriate information on India and the sources of water. The teacher of the older pupils works hard to provide information and interest and fully involve all pupils in question and answer sessions. The verbal feedback to pupils is enthusiastic. Lesson planning is brief but satisfactory overall. The management of pupils whilst satisfactory overall, on occasions allows them to remain off task. The marking of recent work varies between very good and unsatisfactory. Where it is most effective marking makes clear to pupils what they need to do to improve. Where it is less than satisfactory, targets and the need to improve are not clearly stated.
164. The co-ordination of the subject is satisfactory although the school acknowledges that the development of the subject has been a low priority. As in many other subjects the co-ordinator has limited opportunities to undertake the monitoring of weekly planning, teaching or standards of learning. The use of information technology to support the teaching of geography is unsatisfactory.

History

165. Pupils' work at both key stages is at an appropriate level for their ages. Pupils of all ages and levels of attainment make steady progress as they move through school. They acquire a sound body of historical knowledge and gradually acquire the skills of historical research so that they can begin to make judgements about how and why things are different now than in the past.
166. Key Stage 1 pupils sequence events in their own lives and gain an early understanding of the concept of chronology. By studying their own toys and toys from the past they begin to recognise that manufacturing processes and the materials used have changed considerably. The younger pupils use simple words and phrases related to the passing of time such as old, new, before and after. Through the use of artefacts and photographs they come to realise that information about the past comes from different sources of evidence. Through the study of their own family, buildings such as hospitals and famous historical characters such as Queen Elizabeth 1 and Queen Victoria pupils develop a greater awareness of how life in the past was both similar and different from life now. Attainment would be enhanced by more opportunities being provided for pupils to handle artefacts and to develop their skills as historical enquirers through a wide range of primary and secondary sources of evidence.
167. In Key Stage 2 pupils continue to develop their historical knowledge through the study of the Victorians, the Tudors, Britain since the 1930's as well as other periods of history. The pupils have a secure knowledge of these periods of history and discuss, for example, the differing lifestyles, diet, work patterns and housing of Victorian children in comparison to themselves. Pupils' understanding of change is satisfactory and they are starting to show an early awareness of cause and effect. Pupils are able to express moral views about, for example, the Victorian factory owners and the condition they let their employees work in. Opportunities are increasingly being provided for pupils to undertake personal study and research. This is appropriate

although more opportunities to use the computer and to use artefacts as a source of evidence would further enhance pupils' ability to develop as inquisitive historical enquirers.

168. Attitudes to learning are generally positive throughout the school. Most pupils show an eagerness to learn about the past and ask and answer questions sensibly. Behaviour in lessons is satisfactory. On occasions a small minority of pupils do not listen attentively enough but on the whole pupils are attentive and as a result the attitudes displayed have a beneficial impact on the progress made.
169. The teaching of history is satisfactory overall with some good teaching observed. Lesson planning is appropriate and the tasks that are provided match the learning objectives. Expectations are usually of a good standard but scrutiny of pupils' work shows that not enough is expected of pupils in terms of how they present their work. On occasions work is poorly presented. Resources are well prepared. In a good lesson observed for the younger pupils at Key Stage 2 the teacher showed good subject knowledge, managed the pupils well and left the pupils under no misapprehension about what was expected in terms of behaviour, attainment and application. Of particular note was the fact that the pupils were actively encouraged to find things out for themselves using books and the computer. This practice is not consistent enough across the school. All teachers mark pupils work on a regular basis and it is at its most effective when it is used to point out to pupils what they need to do to improve. Again this good practice is not consistently found in all classes. Homework is being increasingly used to enhance pupils' progress and some good examples of the setting of research tasks were seen. This should be built on and extended across the age groups.
170. The policy statement to support the subject is in need of review because it does not provide sufficient guidance for teachers. The school is to adopt the Qualification and Curriculum Authority's guidelines to act as a scheme of work. This is appropriate. The co-ordinator is enthusiastic and has good subject knowledge but has not been provided with sufficient opportunities to monitor teaching and learning across the school. She has recently devised assessment grids which are useful in assessing and tracking pupils' attainment and progress. The pupils visit many historical places of interest such as Bosworth, Shugborough, and museums in Leicester. Visiting drama groups have provided pupils with an insight into the dress and lifestyle of the Tudors. The resources to support the subject are satisfactory in terms of books but there is a need to develop a greater range of historical artefacts to enhance pupils' progress and help bring history to life.

Music

171. Music is a notable strength of the school and the standards pupils achieve are above those expected for their ages. By the time pupils leave school a significant minority are very accomplished musicians across all elements of the music curriculum.
172. At Key Stage 1, pupils enjoy singing a range of songs in different styles and have a good sense of rhythm and pitch. Older pupils clap a steady beat and generate and copy quite complex rhythmic patterns. Pupils sing well in both class activities and in assemblies. They show a good sense of occasion. Pupils recognise and name a wide variety of percussion instruments and describe the sounds they produce. The higher attainers are very skilled at describing the mood of the music they hear and have good knowledge of pictorial notation as a means of recording their musical ideas. Many opportunities are provided for pupils to compose their own music and many pupils are confident performers.
173. At Key Stage 2, pupils have a very well developed sense of rhythm. The quality of

singing is high as pupils are often enthused to give of their best. Pupils have a good understanding of the concept of composition and in class lessons generate some good ideas. Pupils have a good grasp of graphical and pictorial notation. Pupils listen carefully to recorded music, accurately describe the mood and show good appreciation of the style and form of well known composers. Pupils discuss dynamics, tempo or timbre, express preferences about music they hear and in their own composition. In addition to the very good experiences provided for pupils in class lessons a high percentage of pupils attend recorder lessons provided by a member of staff. This enables pupils to extend their ability to perform and read music. A wide range of peripatetic musicians visit the school, which allows the pupils to learn a wide range of musical instruments such as clarinet, violin, flute, saxophone, and cornet. A significant number of pupils take advantage of this facility, on a fee paying basis, and when pupils leave school many are already on their way to becoming very accomplished musicians and performers.

174. Pupils at both key stages make good and often very good progress as they move through the school. Sufficient account is always taken of pupils' previous learning. The quality of teaching and the high priority the school gives to the development of music results in pupils gaining a good range of skills and knowledge at a brisk pace. Pupils who have special educational needs make similar progress to their classmates and are fully integrated into all activities. Pupils of all ages enjoy making music and take a full and active part in lessons and assemblies. They generally respond well to their teachers and work effectively in small groups. Most pupils listen to their teachers and to each other and are appreciative when listening to recorded music or live music composed by their classmates. There are times in practical lessons when a small number of pupils become over excited and lack a sense of self-discipline. The overall positive and enthusiastic attitudes that pupils show towards music have a most beneficial impact on the progress that they make.
175. The quality of teaching is good overall with an example of very good teaching observed at Key Stage 1. The school is fortunate to have members of staff who have a high level of musical expertise and they use their knowledge and expertise very well to enthuse the pupils. Teachers constantly use appropriate technical language and this outlines to pupils a high level of expectation. Teachers provide many opportunities for pupils to listen to music, to appraise and to perform. This provides a very effective balance to the curriculum. In the lessons observed pupils were managed well and constructive criticism and praise were provided in equal measure enabling pupils to consolidate and then build on their performance. Excellent examples were seen of teachers' own skills being used to enthuse the pupils and also to develop a sense of awe and wonder. In one singing lesson for the whole of Key Stage 1 the teacher's accomplished piano playing kept the pupils highly motivated. In assembly the leaving music was played by the headteacher. At the end pupils and parents applauded spontaneously.
176. The subject is led by a talented musician who has developed the subject well across the school. Policies and schemes of work are satisfactory. No formal monitoring of teaching or learning takes place but the co-ordinator does teach some classes other than her own and this enables her to have a good grasp of music across the school. Extra curricular activities, which are well attended, include recorders and choir. The pupils regularly perform either as soloists, as a choir and as an orchestra at fairs, Christmas concerts, at other schools as well as community events. A wide range of musicians have visited the school including professional musicians, Indian musicians and a steel band. Pupils have visited musical venues such as De Montfort Hall. Tuned and untuned instruments are in good supply. The high standards of music identified in the last inspection have been maintained and the subject continues to be a major strength of the school.

Physical Education

177. By the time they leave the school, the pupils demonstrate standards of skill and knowledge in physical education that are similar to pupils of that age. The majority of pupils, including those with special educational needs, make satisfactory progress in all areas of the curriculum. The school makes suitable provision for the subject and the curriculum includes dance, gymnastics and games and opportunities for older pupils to learn to swim.
178. Pupils in Year 1 follow instructions to move and stop to a given signal. They walk, jog and run and change direction as required. They move on their hands and feet and most move backwards and forwards. Most pupils understand that their heart pumps blood around their body and that it beats faster when they have undertaken exercise. Pupils in Year 3 and some in Year 4 jog on the spot to a beat, they move eight steps forward, back and to the side in response to a piece of music. They design a sequence of dance movements with a partner using different parts of their body and on different levels. Older pupils currently undertake weekly swimming lessons and most are approaching the nationally agreed minimum standard for swimming and many exceed this. Older pupils also have the opportunity to take part in extra-curricular football and netball activities and these activities are well attended.
179. Pupils are usually keen and enthusiastic to take part in physical education activities although on occasion when backing music is loud they become excited and noisy. Most younger pupils listen carefully to instructions and consider how they can improve their performance. Most pupils appreciate the need for safety when working with others. Pupils are suitably dressed for physical activity.
180. Only two lessons were observed and in these the teaching was satisfactory. The expectations of teachers are appropriate to the pupils' age and experience although some pupils in Year 1 are capable of more demanding tasks than those observed. Teachers' management of pupils is satisfactory although on occasion pupils are allowed to become noisy and this affects the concentration of other pupils. Some use is made of pupils' performance to demonstrate good practice but this is not a widely used strategy. Support staff are well used to support the efforts of the youngest children.
181. There is a satisfactory policy and scheme of work, which gives structure and direction to the subject. There is a good range of resources that are used appropriately. Whilst the Key Stage 2 classes are large the size of the hall is generally adequate when used carefully. No opportunities have been provided for teaching and learning to be monitored by the committed and enthusiastic co-ordinator, in order to build upon the good practice that exists and to remedy any weaknesses.

38. PART C: INSPECTION DATA

182. SUMMARY OF INSPECTION EVIDENCE

- A total of 31 hours 30 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher and the deputy headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with a member of the finance committee.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors took their meals with the pupils and observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. 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 – Y5	115	1	38	12

Teachers and classes

Qualified teachers (YR – Y5)

Total number of qualified teachers (full-time equivalent)	4.48
Number of pupils per qualified teacher	25.7

Education support staff (YR – Y5)

Total number of education support staff	5
Total aggregate hours worked each week	103.5

Average class size:	28.8
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Financial data

Financial year:	1998/99
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	£
Total Income	231820
Total Expenditure	240196
Expenditure per pupil	1876
Balance brought forward from previous year	6346
Balance carried forwards to next year	-2031

PARENTAL SURVEY

Number of questionnaires sent out:	82
Number of questionnaires returned:	25

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	28	66	0	6	0
I would find it easy to approach the school with questions or problems to do with my	44	47	3	3	3
The school handles complaints from parents well	19	50	22	3	6
The school gives me a clear understanding of what is taught	16	53	25	6	0
The school keeps me well informed about my child(ren)'s progress	31	53	13	0	3
The school enables my child(ren) to achieve a good standard of work	22	59	13	3	3
The school encourages children to get involved in more than just their daily lessons	28	53	13	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	13	59	3	25	0
The school's values and attitudes have a positive effect on my child(ren)	28	63	3	6	0
The school achieves high standards of good behaviour	16	56	22	6	0
My child(ren) like(s) school	41	53	0	6	0

1. Percentages are rounded to the nearest integer and may not total 100%