

INSPECTION REPORT

LONG WHATTON C OF E PRIMARY SCHOOL

Long Whatton, Loughborough

LEA area: Leicestershire

Unique reference number: 120142

Headteacher: Mrs S M Landon

Reporting inspector: Mr P Baxter
25217

Dates of inspection: 26 February-28 February 2001

Inspection number: 189474

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-10
Gender of pupils:	Mixed
School address:	The Green Long Whatton Loughborough Leicestershire
Postcode:	LE12 5DB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P E Jordan
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Baxter 25217	Registered inspector	Under-fives English Geography History Music Physical education Religious education	The school's results and achievements How well are pupils taught? How well is the school led and managed?
Janet Harrison 11077	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
David Whalley 15401	Team inspector	Equal opportunities Special educational needs Mathematics Science Information and communication technology Art Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England primary school for pupils aged between four and ten years is much smaller than other schools nationally and it serves the rural community of Long Whatton in Leicestershire. It also has a Community Centre attached that provides facilities for the village and for the school. It has 49 full-time pupils of whom 25 are boys and 24 are girls. Most pupils come from the local area, which contains mainly privately owned housing. At present there are eight pupils with special educational needs in the school, a below average number. One pupil has a Statement of Special Educational Need, statistically this is above the proportion found nationally. No pupils come from ethnic minority backgrounds or from homes where English is an additional language. None of the pupils are eligible for free school meals, and this is well below the national average. Taken together, the children's attainments across the breadth of achievements on entry are above those found nationally, reflecting the relatively advantaged socio-economic background of the pupils.

HOW GOOD THE SCHOOL IS

Long Whatton is now a very good school with significant strengths, not least the close partnership with the local community promoted most effectively by the headteacher and chair of governors. By implementing national strategies in literacy and numeracy and by developing teamwork and a shared intention to raise standards, the quality of teaching is now a strength of the school. In response, the pupils show excellent attitudes and enjoy excellent relationships and make good progress. Even though it has above average funding, the school now provides good value for money.

What the school does well

- Standards are well above the national expectation overall at the ages of 7 years and 10 years, especially in English, mathematics and science.
- Most pupils achieve well in relation to their prior attainment as they move through the school.
- The pupils demonstrate excellent attitudes and share excellent relationships with all those who work in the school, and these enrich their learning.
- In response to a strong proportion of good, very good and excellent teaching, most pupils are now making good and often better progress in lessons.
- The headteacher, with wise counsel from the chair of governors, provides very good leadership, which identifies a clear educational direction, promotes strong teamwork and is very successful in improving provision and in raising the standards of pupils' achievement.
- The curriculum is strengthened by very good provision for children under five, strong links with the community and other schools, excellent provision for the pupils' social development and by good support for pupils with special educational needs.
- Pupils receive very good care for their pastoral and welfare needs.

What could be improved

- Although improved in word processing, standards in information and communication technology (ICT), and particularly the pupils' skills in data-handling, controlling mechanisms and in modelling using computer software are below those expected for pupils of this age across the school.
- Procedures for assessing pupils' work, other than in English and mathematics, are underused. This is particularly evident in ICT.
- The time allocated to teaching does not ensure effective learning in several subjects across the curriculum.
- Annual reports occasionally lack a clear picture of whether pupils are doing as well as they should for their age.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement in recent years and has been successful in rectifying most of the key issues identified by the previous inspection. Although weaknesses remain, particularly the pupils' attainment in ICT, overall standards of attainment, across the school have been raised from satisfactory to very good. This is particularly the case in English, mathematics and science, and pupils now make good progress over time compared to the satisfactory progress identified at the time of the

last inspection. The quality of teaching has been substantially improved, unsatisfactory teaching has been eliminated and the proportion of very good or better teaching has been increased significantly. Consequently the pupils' learning has been radically improved. Pupils now demonstrate improved, excellent attitudes and relationships and the very good quality of their behaviour has been maintained well to underpin their learning. The curriculum has undergone continued improvement, especially literacy and numeracy and religious education. Leadership and management, especially the improved development planning in plotting the efficient use of the funds available to raise standards, has been sharpened and is now more effective. A successful team approach underpins the headteacher's and chair of governor's strong belief that the school should be at the heart of the community and the school is very well placed to continue this improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	A
Mathematics	A*	A*	A*	A
Science	A	B	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Care must be taken when evaluating the pupils' performance in national tests and teachers' assessments due to the small number in each year group at this school and due to the fact that no pupils receive free school meals, which is a factor used to interpret the standards attained. Nevertheless, last year's results for 7-year-olds continued the trend of well above average performance and compared very favourably with the results found in similar schools. A feature of the results over the past four years has been the increasing and very high proportions of pupils attaining the higher Level 3 standard and the higher performance of the girls compared to the boys, mirroring the picture found nationally.

Inspection now shows that standards are rising throughout the school. Children under five make good progress and most are on course to exceed the early learning goals set for them to achieve by the age of five in language and literacy, mathematics and in their personal, social and emotional development. Standards match those expected in all other areas of learning. Most pupils make good progress in Key Stage 1 and their attainments at the age of 7 years are on course to be well above the national expectation overall. Attainment is on course to be well above the national average in all aspects of English and in mathematics and science. Attainment in religious education is on course to exceed the expectations of the Locally Agreed Syllabus but attainment in ICT is below the national expectation. Attainment is on course to match that expected nationally in all other subjects for pupils aged 7 years. Pupils continue to make good progress overall in Key Stage 2 and attainment is on course to be well above the standard expected of pupils aged ten years, particularly in English, mathematics and science. Attainment in history is above that expected of pupils of this age and attainment in religious education is above the expectations of the Locally Agreed Syllabus for pupils aged ten years. Attainment in ICT is below expectation and progress is unsatisfactory, for although provision has improved previous gaps in what the pupils were taught has restricted their skills, but in all other subjects the pupils' attainment matches the standards generally expected of pupils aged ten years. Most pupils achieve well in relation to their prior attainment as they move through the school. During the inspection, however, in response to strong teaching, progress was very good in over four out of ten lessons observed. Across the school, pupils are on course to attain the challenging targets set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes towards school and these have a correspondingly positive influence on their attainment.
Behaviour, in and out of classrooms	Very good; pupils are very clear about school rules and expectations and rise to meet them.
Personal development and relationships	Very good overall, pupils enjoy excellent relationships with each other and with all the adults who work in the school. Personal development is good.
Attendance	Very good, well above the national average.

The staff value the pupils' efforts and this enables the pupils to learn confidently and enjoyably. The pupils also learn well from each other.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Good	Good

The quality of teaching and learning is good overall. The vast majority of lessons observed during the inspection ranged between good and excellent. Teaching was excellent in 9 per cent; very good in 36 per cent; good in 36 per cent and satisfactory in the remaining 18 per cent of the lessons seen. There are significant strengths of the teaching and learning in literacy and numeracy, particularly the close adherence to national strategies and the teachers' clear identification of learning objectives, which are shared productively with the pupils. Other strengths include the teachers' careful questioning and the warmth of the relationships engendered and the management of the pupils' behaviour, these enrich learning significantly. Teaching is very good in English and religious education. It is good in mathematics, history and science and it is satisfactory overall in art and design, design and technology and physical education. Teaching is good in history in Key Stage 2, and it is satisfactory in geography in Key Stage 1. The quality of teaching is unsatisfactory in ICT and due to the school's cycle of planning in relation to the timing of the inspection, there were insufficient opportunities to judge the quality of teaching overall in music, and in geography in Key Stage 2 and history in Key Stage 1. The pupils' learning, including that of children under five and of pupils with special educational needs, is extremely well served by the teachers' strong encouragement of the pupils' excellent attitudes. In most lessons during the inspection, learning was successful and fun and helped the pupils to make at least good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with successful planning for literacy and numeracy. However, insufficient time is allocated to several other subjects and this restricts pupils' skills. Very good learning opportunities for children under five and strong links with the local community and partner institutions.
Provision for pupils with special educational needs	Good teaching and support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; excellent provision for the pupils' social development, very good moral development, good spiritual development and satisfactory cultural development, but scope to increase the pupils' awareness of multi-cultural Britain.

How well the school cares for its pupils	Very good, especially in ensuring the pupils' welfare and good behaviour. Satisfactory procedures and use of assessments of pupils' work overall; good in English and mathematics but unsatisfactory in several other subjects, restricting the teaching of the pupils' skills.
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The staff work successfully as a team and promote very warm relationships, which aid pupils' learning. The school promotes and enjoys a strong partnership with parents and lies at the heart of the community. These are strengths, which enrich the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides strong leadership and promotes teamwork successfully. There is a very clear educational direction. However, there are weaknesses in the development of several subjects, including ICT, art and design, design and technology, geography, music and physical education.
How well the governors fulfil their responsibilities	Good overall; under the very wise direction of an experienced chairman, the governors now act supportively as a critical friend to the staff of the school. With the exception of not fully reporting attendance figures, governors meet their statutory responsibilities.
The school's evaluation of its performance	Very good. The school monitors its effectiveness thoroughly, the significant improvements in the provision and standards since the last inspection clearly illustrate this.
The strategic use of resources	Staffing, accommodation and learning resources are generally used well to promote the pupils' learning. However, computers are under-used in helping pupils to learn in most subjects.

The provision of staffing, accommodation and learning resources is good overall and the good ratio of adults to pupils enables all staff to have a positive effect on the pupils' progress. Decisions and expenditure are well-founded on raising pupils' attainment and are made with due consideration of achieving best value. The strong community ethos and teamwork support the school's very good capacity to succeed in the future.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and the school is well led and managed. • They would feel comfortable about approaching the school with questions or a problem. • Parents consider that the school expects their children to work hard and achieve his or her best. • The teaching is good and the school is helping their children to become mature and responsible. • Parents are of the opinion that their children are making good progress in school. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • The quality of the information about how their children are getting on within the pupils' annual reports. • The extent to which the school works closely with parents.

The inspectors fully support the parents' very positive views. **The school works hard to promote a good partnership.** Communications with parents are satisfactory but the pupils' annual reports could provide a clearer indication of whether pupils are doing as well as they should for their age. Inspectors also find that whilst the school and community centre combined offer a satisfactory range of out of school activities, too many of them require additional subscription from parents, and there is scope to widen the activities offered at times which are closer to the school day.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Care must be taken when evaluating the pupils' performance in national tests and teacher's assessments due to the small number in each year group at this school and due to the fact that no pupils receive free school meals, which is a factor used to interpret the standards attained. Nevertheless, last year's National Curriculum tests and teachers' assessments for 7-year-olds showed that the pupils' attainments were very high in writing and mathematics and well above average in reading. In all three aspects, the proportion of pupils achieving the higher Level 3 standard was very high. When compared to the results found in similar schools, the pupils' performance was very high in mathematics and well above average in reading and writing.

2 Teacher's assessments generally matched the test results. In science and reading, however, the small size of the year groups assessed raised the unusual anomaly that whilst the proportion of pupils attaining the higher Level 3 standard were very high, the proportions of pupils attaining the average Level 2 standard and above were below and well below average respectively. Indicating the influence that the performance of one or two pupils had on the results achieved. Overall, however, the teachers' assessments showed the pupils' attainments in both subjects to be securely higher than the national average.

3 The performance of the pupils in the National Curriculum tests and teachers' assessments over the past four years was very high in writing and well above average in reading and mathematics. This indicates well above average standards overall and good learning, in response to consistently good provision, especially the challenging teaching. From 1996 to 2000, even though the boys performed well in the national tests and teachers' assessments, the girls outperformed them, matching the picture found nationally.

4 The children's attainments on entry to full-time schooling in the combined, Reception, Years 1 and 2 class are above those found nationally for children of this age. Most children show very positive attitudes to school and demonstrate well-developed language, mathematical and social skills.

5 Most children make good progress overall in response to carefully planned and directed teaching which extends the children's thinking skills successfully across all areas of learning in the Foundation Stage. As a consequence, most children are on course to exceed the early learning goals, set for them to achieve by the age of five years, in language and literacy, mathematics and in their personal, social and emotional development. Standards match those expressed by the early learning goals in all other areas of learning. This represents an improvement over the satisfactory standards identified at the time of the previous inspection. The teachers, nursery nurse and learning support assistant ensure that the children learn productively from each other and interact positively in the pursuit of learning. Teaching and learning for children under five is interesting, stimulating and often fun. The sharing of 'Big Books' extends the children's vocabulary skills well and frequently provides ideas, which are used successfully to enrich their writing skills. The staff use 'action songs', rhymes and a glove puppet named 'Porky Pig' to develop the children's counting skills, and following further sensitive yet rigorous questioning, the children acquire a good awareness of terms such as 'before and after'. Overall their skills are well developed by the time they enter Year 1 and they make a smooth transition into the next stage of learning, which is based on the National Curriculum.

6 By the age of seven years, at the end of Key Stage 1, the pupils' attainments are well above those expected nationally for pupils of this age. Teaching and learning is consistently good in the Reception, Years 1 and 2 class and the pupils, including those with special educational needs learn well and make good progress. Inspection shows that the pupils' attainments overall, reflect the standards identified in previous National Curriculum tests and teachers' assessments. This represents a significant improvement over the satisfactory standards judged at the time of the last inspection. Undoubtedly, the careful re-organisation and specific targeting of the learning for children in the Foundation Stage and for the pupils in Key Stage 1 has improved the quality of the learning environment. This has enabled the

teachers and learning support staff to focus successfully on the needs of individual pupils and to promote high standards of literacy and numeracy.

7 Under the careful direction of the headteacher, both as a manager and as a part-time teacher, the pupils are on course to achieve the appropriately challenging literacy and numeracy targets set for their attainment at the age of seven years. The pupils' attainments at seven years are well above the national expectations in reading, writing, speaking and listening, mathematics and science and are above the expectations of the locally Agreed Syllabus in religious education. The levels of attainment in these subjects represent significant improvements over the standards identified by the previous inspection. The development of the pupils' skills in ICT has failed to match the increasing national expectations and their attainment is below the standard expected of pupils aged 7. The standards in all other subjects match the national expectations and reflect those found at the time of the last inspection.

8 By the time they leave the school, at the age of ten years, the pupils' attainments continue to be well above the standard expected of pupils of this age. The continued strong and carefully planned teaching through Key Stage 2 ensures that the pupils are fully extended and build most effectively on their previous learning. By increasing the use of ICT, especially word processing, in supporting the pupils' learning, the teacher of the Years 3, 4 and 5 class is significantly promoting the pupils' presentation and standards in writing. The overall standard of pupils' attainment has been substantially improved since the last inspection in 1996 when standards were judged to be satisfactory.

9 The inspection evidence indicates that in Key Stage 2, especially at the age of ten years, the pupils' attainments are well above those expected nationally for pupils of this age in English, mathematics and science and standards are above the national expectation in history. Attainment in religious education is above the expectations of the locally Agreed Syllabus. Standards are below those expected nationally in ICT and match the national expectation in all other subjects.

10 The school has promoted higher standards by monitoring the quality of teaching and learning and by evaluating the performance of the pupils in the National Curriculum tests and teachers' assessments in Year 2 and in optional tests in Years 3, 4 and 5. These are used successfully to improve and refine the school's implementation and teaching of the National Literacy and Numeracy Strategies to ensure that pupils are being challenged appropriately according to their prior attainment. This has a beneficial impact on their achievement. The school sets appropriately challenging targets for pupils to attain by the end of these years and meets the wide-ranging needs of all pupils effectively. By scrutinising the pupils' work and results in tests, the teachers are aware of the higher performance of the girls and are adjusting their teaching appropriately to save the performance of the boys. As a result of the strong teaching observed, inspection identified no significant differences between the performance of the boys compared to the girls.

11 Most pupils, including those with special educational needs and potentially higher attainers, make good progress as they move through the school. In response to consistently good teaching, pupils extend their skills and understanding progressively. Inspection shows that children under five make good progress in all the recommended areas of learning within the Foundation Stage. Their learning continues smoothly in Years 1 and 2, where good progress is maintained in English, mathematics, science and religious education. Progress is unsatisfactory in ICT due to previous gaps in what the pupils were taught and owing to the limited amount of time previously allocated to developing the pupils' skills. Progress is satisfactory in all other subjects through this key stage.

12 In Years 3, 4 and 5 progress is good in English, mathematics, science, history and religious education. The pupils' progress remains unsatisfactory over time in ICT, where the implementation of the full curriculum in the subject has not yet had sufficient time to raise standards, for example, by promoting the pupils' skills in using computers to design their ideas. Progress is satisfactory in all other subjects. Observations of lessons during the week of the inspection shows that, in response to an increasing proportion of very good teaching, several pupils are making very good progress, especially in using their communication and study skills to enrich their learning in other subjects such as history.

13 Literacy skills are also promoted very successfully in other subjects. For example, when pupils discuss and write about terms such as 'faith', 'devout' and 'missionary' in religious education. Numeracy

skills are extended and utilised well in art, for example, where pupils discuss the precise measuring techniques used by impressionist artists.

14 The pupils are increasingly encouraged and taught to use ICT word processing skills to support their studies in other subjects. Displays of pupils' work around the classrooms reveals several examples of the pupils' presentational skills being enriched and used successfully in history. Generally, however, the pupils' ICT skills, especially their data-handling skills and their ability to model and control mechanisms are insufficiently developed or used to support work in mathematics and science and research in other subjects. The school is aware of these weaknesses and has planned additional training for the teachers and is purposefully increasing the numbers of computers available to resource the new curriculum and to provide pupils with more opportunities to develop their skills.

Pupils' attitudes, values and personal development

15 All pupils, including those with special educational needs, have excellent attitudes towards school. These excellent attitudes have a correspondingly positive influence on their attainment. In most lessons pupils are very eager to learn and enthusiastic. Several pupils spoken to during the inspection unhesitatingly described their lessons as fun. This was also clearly evident in the Reception area where children under five demonstrated the same excellent attitudes towards school and enjoyed their learning.

16 Pupils are keen to come to school and this is reflected in the very good attendance rates achieved, which at nearly 96 per cent are well above national averages.

17 All pupils, including children under five, behave very well in lessons and around the school. They are very clear about school rules and expectations and rise to meet them. Teachers set good standards in the classroom enabling pupils to learn with confidence. The school has had no occasion to exclude any pupil from education for poor behaviour in the last year. In lessons pupils are nearly always very attentive, concentrate well and show a great interest in learning. Many are particularly keen on the numeracy hour. On rare occasions, a few pupils, predominately boys can be a little restless when they sit on the carpet area for over long introductions to lessons. However, pupils are very keen to please their teachers and their willingness to try has a very positive impact on their standards of their work. In the playground and around the school pupils behave very well, there may be an occasional verbal 'fall out' in the playground, but this is very much the exception as generally pupils play very harmoniously and the older pupils take conscientious care of those younger.

18 Parents unanimously say that their children enjoy school. Pupils take a pride in their school and take part enthusiastically in the activities offered. They also enjoy the after school activities offered by the community centre such as the homework, French and football club.

19 Relationships throughout the school are excellent. Pupils know that the classroom teacher values them and respond very positively. Pupils with widely differing needs mix well together and are friendly across the age groups. There is no evidence of any bullying. Pupils treat buildings and equipment with respect. The excellent relationships enjoyed by all pupils, including especially children under five, underpin the equally positive attitudes to their school, which support their successful learning.

20 Pupils show an excellent understanding of the effect of their actions on others. This is demonstrated in the way those pupils with any special educational needs are well integrated into school life and by pupils' helpful attitudes. For example, in a science lesson the Year 2 pupils, without prompting, helped the Year 1 pupils to understand the experiment, and in explaining it also clarified their own understanding. On another occasion in a religious education lesson, Year 5 pupils showed a very good respect for feelings, values and other peoples' belief when discussing faith.

21 Pupils show good levels of initiative and personal responsibility, responding well to the opportunities that they are given. Pupils often help their teachers in lessons, tidying up or fetching items. They also carry out duties as monitors for the registers, library and cloakroom. However, there is scope to increase the range of opportunities for them to take responsibility as they grow older. The excellent response of the pupils to the increasingly very good teaching evident across the school, is underpinning the significant rise in standards.

HOW WELL ARE PUPILS TAUGHT?

22 The quality of teaching is good overall and it is a strength of the school. Following the previous inspection, when a significant minority of the teaching, particularly in Years 3, 4 and 5 was judged unsatisfactory, the headteacher aided by new and existing staff and governors, and with help from the local authority's consultants has monitored, evaluated and encouraged good teaching across the school. This has had a positive influence on the quality of teaching and on the pupils' learning. Since the previous inspection, the quality of teaching has been substantially improved, unsatisfactory teaching has been eliminated and the proportion of very good and better teaching has been increased 'twenty-fold'. Teaching in the Years 3, 4 and 5 class is now strong, continuing the very effective level of consistently good and better teaching across the school.

23 Teaching plays a key role in the promotion of good standards of attainment and in the very good behaviour of the pupils observed across the school. The result is that pupils enjoy their learning, demonstrate excellent attitudes toward their school and their education and want to work hard. The quality of teaching in the vast majority of lessons observed during the inspection ranged between good and excellent and none were less than satisfactory. Teaching was excellent in 9 per cent; very good in 36 per cent; good in 36 per cent and satisfactory in the remaining 18 per cent of the lessons seen. Teaching is now good overall, significantly better than the sound teaching identified at the time of the last inspection. As a result the pupils' learning is also good.

24 Teaching is good for children under five in their first year in reception - the new Foundation stage. Weaknesses in the provision for children under five, identified by the last inspection, have been rectified. The children are still organised in a combined Reception and Year 1 and 2 class, but the school has subsequently resourced a separate area where young children can be taught the full range of early learning experiences. The teachers of these children, with good support from the experienced nursery nurse and learning support assistant, now concentrate successfully on the early learning goals. Work is well matched to the children's stages of learning, with an appropriate emphasis on developing their skills, particularly in literacy, language and numeracy. Strong and consistent routines, excellent relationships between adults and children, and the teachers' very good knowledge promote the children's learning well.

25 The teaching is also good overall in both Key Stage 1 and Key Stage 2, and as for children under five, it is strongly underpinned by very warm relationships between adults and pupils and between the pupils themselves. The teachers use questioning most successfully and value the pupils' responses thereby encouraging all pupils to take a full and active part in lessons. Other features of the many successful lessons observed were the clear lesson plans and learning objectives that were shared productively with the pupils at the beginning of lessons and the enjoyment in learning promoted by the teachers. These are having a positive effect on the pupils' learning.

26 English and literacy skills are taught very well across the school. The teachers base their planning securely on the National Literacy Strategy and this ensures a secure progression in learning for the pupils, as a result standards in spelling, reading and writing are rising significantly across the school. From an early age the teachers and learning support assistants promote a love of books. Increasingly 'Big Books', initially based on well-loved nursery tales, are used effectively to extend the pupils' vocabulary and to encourage learning in other subjects, for example, about Judaism in religious education. Such lessons are well planned and follow recommended methods. In literacy, teachers show very good knowledge when discussing texts and pupils are given many opportunities to speak in lessons. The teachers also provide appropriate opportunities for pupils to respond orally in drama and in Christmas performances. All the teachers emphasise the importance of neatness and this has a positive effect on the pupils' writing. The teacher of the Years 3, 4 and 5 class also uses ICT to improve the presentation of pupils' writing. As a consequence of this very good and occasionally excellent teaching of English, a significant proportion of pupils is attaining high standards.

27 The teaching of mathematics and numeracy is good overall and occasionally it is excellent. Key elements of this successful teaching are the careful and detailed planning which is based securely on the National Numeracy Strategy and the teachers' high expectations. Science is also taught well and good

teaching is typified by the effective teaching of skills plus well-planned opportunities for the pupils to learn from investigations.

28 The teaching of religious education has been improved substantially since the last inspection and it is very good overall. Teachers now use artefacts and audio-visual aids such as video recordings successfully, to enrich the pupils' learning. Pupils show great interest in the subject and enjoy reflecting about quite challenging concepts such as how a faith in God can influence a person's life. Teaching is good in history in Key Stage 2, where the teachers' use the pupils' improving English skills to promote discussions and writing about the Tudors or about life during World War 2.

29 Observations of lessons shows that teaching is satisfactory overall in art and design, design and technology and physical education and teaching is satisfactory in geography in Key Stage 1. Owing to the school's cycle of planning in relation to the timing of the inspection, there were insufficient opportunities to judge the quality of teaching in music across the school and in geography in Key Stage 2 and history in Key Stage 1. Teaching is unsatisfactory overtime in ICT. Although a very good lesson was observed, teaching in recent years has had insufficient effect on pupils' learning and standards of attainment are below the national expectation. This has largely stemmed from a combination of inadequate resourcing and the teachers' insufficient knowledge and skills in the subject. These deficiencies are now being addressed, but gaps remain in the pupils' skills. Generally, teachers do not utilise ICT enough in helping pupils learn in other subjects, one exception being the effective use of word processing to improve the presentation of the pupils' work.

30 The teachers meet the needs of all pupils and include all pupils from the range of prior attainments in daily classroom learning. Their teaching ensures that all pupils have full and equal access to the curriculum and to all aspects of school life. Teaching of pupils with special educational needs is good and the teachers and learning support assistants work well together to ensure that pupils receive appropriately effective and sensitive support. Potentially higher attaining pupils are generally challenged successfully and their needs are more effectively met than at the time of the last inspection. This is illustrated by the increasing percentage of pupils attaining the higher standards in the National Curriculum tests. The teachers consider the performance of the girls compared to the boys very carefully and maintain equal opportunity and equal access to learning for all pupils.

31 The teachers use homework effectively to extend the pupils' learning. Parents support this form of pupils' learning well. Home-school reading diaries, spelling and writing tasks and work in mathematics provide good support for the work in school and help to improve the pupils' skills. The teachers value and mark the pupils' homework regularly and these promote the pupils' positive attitudes. Teachers assess pupil's written work well in English and mathematics and use these assessments effectively to identify new targets for learning and to focus future teaching and learning. Such written assessments are not used sufficiently in other subjects. The teachers interact well with pupils during lessons and use their knowledge of the pupils effectively to move learning forward. Such day-to-day assessment, through questioning, is good but observations are rarely recorded in subjects other than English and mathematics and this restricts the teachers' ability to build on the pupils' previous learning and to ensure the optimum acquisition of skills.

32 Generally, the improvement in teaching since the last inspection has been very significant. Except in ICT, where it still has some way to go, the well-developed teachers' knowledge has been the prominent reason for this improvement. This was seen during their responses to pupils' questions and answers during discussions. For example, in an English lesson in the Years 3, 4 and 5 class, the teacher's excellent knowledge of 'similes' and 'metaphors' enabled her to reply accurately to the pupils' questions about how to use 'figurative language' and 'personification' when writing poems. In an equally successful mathematics lesson in the Reception, Years 1 and 2 class the teacher showed excellent knowledge when questioning the pupils about their counting strategies.

33 Of equal importance is the consistently very good and occasionally excellent management of the pupils' behaviour. This was seen in an English lesson in the Reception, Years 1 and 2 class where, when observing Jewish artefacts, the teacher's warm but firm management of the pupils' behaviour enabled them to share very good and exciting learning. Most of the pupils demonstrate very positive attitudes to school but they need to be supported, interested and challenged and in the main the

teachers do this extremely effectively. For example, by using a glove puppet named 'Porky Pig' to enrich numeracy skills with very young children.

34 At times, however, the teachers plan too much work in lessons and rather than enabling pupils to find out for themselves, the teachers tend to 'over-direct' them into completing tasks. This restricts learning, especially of skills, and limits the opportunities, which pupils need to develop independence in their learning. This was a weaker aspect of the teaching of physical education that also limited the degree of physical fitness, which the pupils were able to acquire. Very occasionally, the teachers of children under five also tended to dominate learning too much, leaving insufficient time for the children to learn through trial and error or through discovery.

35 Teaching and learning in several subjects is restricted by too much time being allocated to English and mathematics which leaves less time for pupils to develop their skills fully. In addition learning in English and mathematics is occasionally strained by overlong lessons, which place too much stress on the pupils' ability to sustain concentration.

36 Overall, however, aided significantly by improved planning, teaching ensures that learning is mainly enjoyable and successful. Teaching was very good and better in over four out of ten lessons and resulted in equally very good progress by the pupils. This indicates that standards are rising and that the quality of teaching is promoting this improvement.

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

37 The quality and range of learning opportunities for children at the foundation stage are very good. The curriculum provided for these young children fully meets the statutory requirements. The teachers follow a scheme of work, which successfully incorporates all the areas of learning that are recommended for children before they enter Year 1. Teachers plan their lessons in detail and ensure that the children have access to a wide range of suitable activities and learning experiences.

38 In Key Stages 1 and 2, pupils are provided with satisfactory learning opportunities. All the required National Curriculum subjects and religious education are taught. The teachers follow very effective strategies for teaching basic literacy skills, both within literacy lessons and also in other subjects. The strategies for teaching basic numeracy skills are good. In mathematics lessons basic skills are very well taught, but the opportunity to extend these skills in other subjects is sometimes missed. For example, there are potential opportunities to extend understanding and knowledge of how to use data in geography and history and these are not always taken and this limits the pupils' skills. Throughout the school the teachers ensure that pupils are usually taught the required elements in ways that interest them. There is occasionally, however, insufficient variation in the manner of delivery of lessons and the strategies used by teachers have a uniformity about them. For example, on occasion pupils are expected to listen to the teacher for too long, in one lesson after another, throughout the day, leaving little time for them to study for themselves. In these lessons there is a slight decrease in the quality of the learning.

39 The impact of the curriculum is sometimes diminished by the daily timetable. There are occasions when lessons are too long. Some mathematics and English lessons, for example, are timetabled for well over an hour. This is too long for the pupils to sustain their concentration. During the inspection these lessons tended to finish early leaving a few minutes, which were not used effectively. The impact on the curriculum is that the time allocation for some subjects such as history, geography, art, design and technology, music and physical education is squeezed. This adversely affects the standards, particularly the levels of skill, which pupils acquire in these subjects. Overall, owing to the introduction of schemes of work in all subjects, there has been satisfactory progress in the curricular opportunities offered pupils since the last inspection.

40 The school has introduced the national literacy and numeracy frameworks as the schemes of work for English and mathematics very effectively and the Qualifications and Curriculum Authority's (QCA) curriculum guidelines as the schemes for most subjects. The locally Agreed Syllabus is used in conjunction with the QCA scheme for religious education. The use of secure schemes of work is having a beneficial impact on the ability of teachers to build consistently on skills, which pupils have learnt and

shows a significant improvement since the last inspection. Teachers' planning is detailed. In English and mathematics planning is of a very high standard. In other subjects, planning is comprehensive and of a satisfactory standard. Because the focus has rightly been concentrated on raising standards in English and mathematics, the planning for other subjects is less rigorous, especially in making clear the learning that is expected to take place. This has restricted the skills which pupils develop.

41 The school has appropriate policies for sex education and for personal, social and health education. These important aspects of pupils' education are presently taught largely in an incidental manner. However, because of the high level of commitment of teachers, the teaching of some aspects of these such as pupils' social development, is very good. The school has identified the need to introduce more rigour into this aspect of pupils' education, and is planning to provide a greater cohesion to the development of these skills.

42 All the teachers care deeply about the educational provision for their pupils. They work extremely hard and effectively to ensure that all pupils have full access to the curriculum. The provision for pupils with special educational needs, including those with statements, is good. Pupils are well supported by their teachers and the nursery nurse and by the high quality help given by the learning support staff. The sensitive support which pupils receive enhances their learning.

43 The provision for extra-curricular activities is satisfactory overall. A football club run commercially by a professional organiser provides good experiences for a large proportion of the pupils. A homework club organised in conjunction with the community also provides useful support for pupils. The school organises a good range of visits to the local area and beyond and these enrich the curriculum for all pupils. These extra-curricular activities, however, are small in number and all run on a commercial basis: parents have to pay for all of them. Given the strong community relationship with the school, there is scope to develop further the range of activities offered.

44 The school has very good links with the local community. The close association between the school and the community centre hall puts the school firmly at the centre of the community. There are very good links between the school and the village. Local groups who meet in the community centre hall also link with the school. There are good links with local churches and with individuals from the village who come into the school to enrich the curricular experiences of pupils. In a recent history project about 'Britain since 1930', for example, local people came into school to tell the pupils of their experiences during World War II. This brought alive their study and enabled pupils to learn even more effectively.

45 The relationship between the school and other nearby schools is very good. The local primary schools and the high school work very effectively together. This enhances the curricular opportunities for pupils and helps to smooth the transfer to the much larger high school. An example of this close co-operation is evidenced by the willingness to combine for such things as music and expressive arts' days. These not only provide rich learning opportunities, but also beneficial occasions for pupils to mix with their peers in other schools.

46 The overall provision for pupils' spiritual, moral, social and cultural development is very good. This shows a significant improvement since the last inspection.

47 The school makes good provision for pupils' spiritual development. In religious education lessons pupils have very good opportunities to reflect and to develop spirituality. Spirituality is also promoted successfully within whole-school assemblies. When pupils were thinking about special friends, for example, they were given the opportunity to think about why friends were special to them. During the assembly pupils were asked to share their thoughts in their prayers. This was very effective. Whilst there are instances of very good development of spirituality in other areas of the curriculum, these are largely unplanned. The youngest children, for example, marvelled at the new life in the school grounds and were amazed at the new plant growth in the cold weather.

48 The provision for pupils' moral development is very good. School rules are clarified carefully with the pupils from a young age. Teachers and other adults in the school provide very good role models. They also regularly remind pupils of the correct forms of behaviour and give reasons for them.

Expectations of pupils are very high. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy.

49 The school makes excellent provision for pupils' social development. The school functions as an extension of the successful family unit and the village's supportive spirit. The feeling of community is almost tangible. From the time they enter school pupils are encouraged to play a positive role in the school community. The pupils work together very well in lessons. Teachers provide excellent opportunities for older pupils to help the younger ones and to be aware of each other's feelings. This strong social cohesion is a feature of the school. It creates an environment where pupils are able to develop their full potential.

50 The provision for pupils' cultural development is satisfactory overall. The development of pupils' awareness of their own culture is good. Links with the local community, such as visits to local churches and visits from many members of the local community help to give pupils a good understanding of their own identity. The development of pupils' awareness of the multicultural diversity of our society is less well developed. Visits to a local synagogue help pupils to be aware of different religions and cultures. There are insufficient planned opportunities, however, in subjects such as art, music, geography or history for pupils to find out about other cultures and to prepare fully for life in Britain's multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51 The school takes very good care of pupils. When questioned pupils readily say that teachers and other pupils are helpful and friendly and that they feel confident in the school. Young children settle quickly into the school after an effective induction programme.

52 Procedures for child protection and ensuring pupils' welfare are very good. Effective child protection procedures, which comply with legislation, are securely followed. Teachers have clear guidelines and are well supported by the co-ordinator. The school takes very good care with health and safety. The issues identified in the last inspection report have been addressed. Close circuit television has recently been installed, which enhances the site security. Risk assessments are in place as required. Some parents park on the school playground in the mornings to drop off their children and this constitutes a risk to pupils' safety. The school is aware of, and has assessed, this risk and is currently seeking solutions, in co-operation with parents and the community centre. At this time the risk is minimised by supervision and by warning the pupils of possible danger.

53 The school has maintained the very good levels of care evident at the time of the last inspection. Pupils feel safe and confident in the family atmosphere in the school. Children under five are well supervised and supported. Pupils with special educational needs are well cared for both by their teachers and the learning support assistants. Gifted and talented pupils are given additional teaching support and the teachers are aware of their needs and make suitable provision, for example, by providing extension tasks matched to their higher levels of attainment. Provision for equal opportunity is effective and all pupils are fully integrated into learning activities and school life in general.

54 The school successfully promotes very good levels of attendance. Parents say that their children enjoy coming to school. Parents are very supportive and let the school know of any reasons why their children can not come to school, consequently there is no unauthorised absence. Registers are kept according to statutory requirements.

55 Procedures for monitoring and promoting good behaviour are very good. Since the last inspection the school has introduced a behaviour policy and this works effectively. The pupils appreciate the way teachers and learning support assistants praise their good work and they enjoy the recognition they get with the 'Pupil of the Week Award'.

56 Procedures to monitor and eliminate oppressive behaviour are excellent. Pupils are very confident that their teachers would intervene and resolve any cases of bullying, which are very rare in the school and simply not tolerated.

57 Procedures to support personal development are good. Assembly time and 'circle time', where pupils take part in classroom discussion, are used to promote good attitudes. Pupils are given a few good opportunities to develop initiative and self-responsibility, but generally there is scope to further develop these qualities. Pupils visit Castle Donington School in Year 5 and there are very effective links in place to ensure they make a smooth transition.

58 The procedures for assessing what pupils know and can do are satisfactory overall. Since the last inspection there have been several improvements in the way pupils' work is assessed and the use that is made of this information, but there remains work to be done.

59 The school makes good use of a baseline assessment of children's attainments when they first start school. This helps teachers find out what children already know and can do and they use this information to help the children make good progress. There is some good analysis of the data from nationally standardised tests. Given the small number of pupils in each year group, the data is used more effectively to identify the attainment and progress of individuals rather than to monitor the strengths and weaknesses of groups of pupils. As the amount of data has increased, there is a growing awareness of using it effectively to monitor curriculum strengths and weaknesses over time. This is good for it is helping to raise expectations and standards.

60 The school has very effective procedures for checking the progress pupils have made in English and mathematics. The teachers keep detailed records of the attainment and progress of all pupils and make very good use of detailed tracker records for pupils where there are specific concerns. These records are supplemented by informal tests to find out what pupils know and understand. Teachers use the information gathered from these assessments very effectively to inform their future planning. The good procedures make a very positive contribution to the high standards in both English and mathematics.

61 Other subjects have not been a particular focus for the school and the good procedures for assessment have not been extended to these other subjects. There are very limited formal procedures to assess pupils' attainment and progress in many subjects. The effect of this informality is minimised to some extent because the teachers know their pupils very well. However, there is a lack of a clear focus on what pupils know and can do and this affects the teachers' ability to plan to best effect in several subjects. This means that pupils do not attain the high standards seen elsewhere where assessment is more rigorous.

62 Procedures for assessing the work and progress of pupils with special educational needs are good and are mainly concerned with literacy, numeracy and social aspects. These assessments are used well to support future teaching and learning and to set targets to aid the pupils' progress. As with other pupils, the use of assessments is less effective in other subjects and this limits the pupils' development of skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63 Parents are very pleased with the school and play a full and successful role, in partnership with the school, in promoting their children's progress. The parents say that their children enjoy coming to school. They believe the school expects their children to work hard, that teaching is good and that the school helps their children to become mature and responsible. Parents have noticed improvements in the educational standards at the school, particularly in numeracy and literacy. Some parents considered that the range of extra-curricular activities was too limited and a few expressed concern that they were expected to pay for some of these, for example football coaching at the community centre.

64 The inspectors agree with parents' positive views. The inspectors agree with parents that there is scope to provide more extra-curricular activities. However, there is a satisfactory range of activities available at the community centre, which forms part of the school. In addition the school takes pupils on plenty of interesting visits to expand their horizons.

65 The school has maintained good and effective links with parents, who in turn give good support to the work of the school. Parents of children with special educational needs are fully and effectively involved at all stages and in reviews of their children's provision. Parents feel happy and welcome to visit the school. Any concerns they have are addressed well and speedily. The 'Friends of Long Whatton School' work hard in support of the school. They have helped to buy physical education equipment, computers and a digital camera. They also provide tea and mince pies at the Christmas play. Parents help take the children swimming every fortnight and a few parents have helped supportively in the classroom with reading or sewing. The school listens to and acts upon parents' suggestions, although does not formally canvass their views on school policies and decision-making.

66 Written communications sent home are of satisfactory quality. The prospectus and governors' annual report to parents do not include the required information on the attendance levels, a deficiency noted at the time of the last inspection. Parents are generally pleased with the information they receive on their children's progress both in the pupils' annual written reports and during the interviews with teachers. They have noticed improvements in this information with more specific detail and some targets for improvement. The written annual reports on children's progress meet statutory requirements and for older children include useful information about reading ages and mathematical levels. They could usefully be further improved with more parent friendly language and clearer indication of whether the child is doing as well as they should for their age.

67 Monthly newsletters are well presented and help to inform parents about life and successes in the school. Parents respond very well to any request the school makes for materials, recently sending in a lot of books about World War 2. More regular information about the forthcoming areas of work could increase this support. The home-school diaries work well, enable a useful dialogue between the teacher and home and support the pupils' reading skills.

68 Parents give very good support to their children's work at home. They demonstrate their support by high attendance at the progress consultation meetings with teachers and their support for homework, discipline, uniform and regular attendance. This has a beneficial effect on the pupils' attitudes and learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69 The leadership and management of the school is very good overall and have been strengthened since the previous inspection in 1996. The headteacher has ensured a strong focus on addressing the issues of the previous inspection and on promoting literacy and numeracy more effectively across the school. She has been extremely well supported by a very experienced chair of governors and by committed colleagues.

70 The headteacher provides strong leadership and promotes teamwork successfully. She also provides a significant example and contribution as a class teacher and as a subject co-ordinator. The headteacher and chair of governors share and promote a strong 'community-based' vision for the future and they have been successful in mobilising the full involvement and support of staff, governors and parents. This supports a significant and underlying strength, which is the warmth, and rigour of the relationships between all who work in the school and which promotes the pupils' excellent attitudes and willingness to learn. The teachers and non-teaching staff, in particular, work very effectively together and have been very successful in recent years in improving the quality of curriculum planning and in raising the quality of teaching across the school.

71 The future development of the school is securely planned within a detailed school development plan. This now acts as an effective mechanism by which the headteacher, staff and governors plan the future development of the school. The plan is informed by a review of the previous year's development, has a clear focus on standards, especially in literacy and numeracy and considers aims and priorities over a three-year period. This ensures good use of the finances available and fully supports the governors' intentions to achieve best value. However, at this time it is not fully informed by clear expectations of pupils' attainment across the whole curriculum and this is limiting improvement. Overall, the pupils' learning has been enriched by the shrewd appointment and deployment of new staff and by re-organising the provision for children under five. As a result efforts to continue school improvement and

to raise standards have been successful. In addition, the headteacher and colleagues have sustained an outstandingly warm and productive ethos that promotes the pupils' very good behaviour.

72 Leadership and management provide very good educational direction for the work of the school. By evaluating the pupils' performance in national and optional tests the headteacher sets appropriately challenging targets. By promoting consistently good teaching, standards in English, mathematics, science and religious education have been improved significantly since the last inspection. The team approach to the management of the teaching and learning through the school has strengthened the overall progression in pupils' learning.

73 However, whilst the headteacher and staff have achieved much in recent years, for example, by sharing the development of the curriculum, other aspects such as the specific prioritised development of several subjects such as, ICT, geography, art and design, design and technology, music and physical education has been restricted. The school is implementing a subject development plan for ICT and this is beginning to support the pupils' learning. However, in the other subjects mentioned, whilst pupils are attaining satisfactorily, many could achieve higher standards. Weaknesses in the assessment of pupils' work and in the monitoring of teaching and learning in subjects other than English and mathematics have not been addressed sufficiently.

74 Monitoring and evaluation of the school's performance is good overall. The headteacher, assisted by the co-ordinators of mathematics and special educational needs and with support from the local education authority visits classrooms regularly and monitors the quality of teaching effectively. This has had a very beneficial impact on the quality of the teaching, which has been improved well since the last inspection. The co-ordination of other subjects is completed by the staff operating as a team. This is effective in sustaining sufficient resources and in improving the quality of curriculum planning but it is less successful in identifying the precise standards expected of the pupils and this has restricted the teachers' ability to promote higher standards. The co-ordination of provision for pupils with special educational needs is good. The improvement of the provision for children under five in the newly equipped reception area has had a beneficial effect on the pupils' progress. The headteacher, assistant teacher and nursery nurse provide very good leadership to this aspect of the school.

75 The school's aims, values and policies are implemented very effectively. The school's aims and values are shared fully by the whole school community. The staff receive good support from the governors, parents and voluntary helpers from the community and all adults working in the school present very good role models for the pupils. Care and respect for each other are clearly evident in the daily life of the school and this strengthens the pupils' learning. The school also works well within a partnership of local schools and this enriches the curriculum opportunities provided for the pupils and enables a smooth and successful transition to the next stage of education,

76 The governing body is ably led by an experienced chairman, and generally meets its statutory obligations well. Daily acts of collective worship meet the statutory requirement and promote the Christian ethos of the school. Governors and staff take the health and welfare of the pupils very seriously. They have addressed the issues of the last inspection and ensure good provision. The headteacher provides accurate information to governors and by sharing specific responsibilities; the governors now act well as a 'critical friend' to the staff of the school. Additional funds for literacy and numeracy, for raising attainment, for special educational needs and for staff training and induction, are all used effectively. The staff, particularly the co-ordinator for special educational needs and the governors, implements the Code of Practice in full. The governors keep parents well informed with the exception of not reporting pupils' attendance fully in the prospectus and governors' annual report to parents. The staff ensure the equal opportunity of all pupils and are particularly effective in challenging higher attainers in literacy and numeracy and in meeting the needs of pupils with special educational needs with sensitivity.

77 The school is very well staffed and teachers and learning support staff collaborate successfully to promote the pupils' learning. All learning support staff and administrative and non-teaching staff strongly support the work of the school and the achievement of the pupils and are especially successful in ensuring that pupils feel valued and enjoy coming to school.

78 The accommodation is satisfactory overall and generally supports the teaching of the curriculum effectively. Good quality displays celebrate the pupils' work and enhance the learning 'atmosphere'. The school and adjacent community facilities are kept scrupulously clean and this encourages the pupils' excellent attitudes. The creation of a fully resourced area has significantly enriched the learning for children under five. The school has worked hard and with success to limit the disadvantage of classrooms being access-ways to other parts of the school and to the library. The use of the community hall is an aid to pupils' learning in dance and physical education.

79 Learning resources are good and have been improved since the last inspection. Resources for literacy and numeracy, and for children under five are particularly good. Resources are used well to support teaching and learning, except in ICT, where computers are insufficiently used to promote the pupils' skills and in supporting their learning across the curriculum.

80 The school provides good financial control and management. The headteacher assisted by a local authority bursar and by governors manages the funds made available to the school efficiently. 'Best value' is considered well and the school development plan is now linked more effectively to the budget available compared to the time of the last inspection and this is aiding the raising of standards. The significant 'carry-forward' of funds from 1999, has been utilised well to increase the number of computers in the school, to improve the resources for children under five and to maintain the effective adult-pupil ratio, which aids pupils' learning. The headteacher, bursar and school secretary work well together to ensure good financial control.

81 Pupils make good progress as a result of the good quality of education provided especially the strong teaching. Consequently, even though the school receives above average funding, the school provides good value for money. A strong community ethos and shared commitment are supporting the school's very good capacity to succeed in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(p) Linked with Key Issues of the previous inspection

* Issues already identified for development by the school.

82 In order to continue the successful development of the school and to bring all aspects of the pupils' achievement to a high standard, the governors, headteacher and staff should:

1. *Raise the pupils' attainment and progress in ICT across the school and continue to improve its contribution to pupils' learning across the curriculum by:
(paras.7,8,9,11,12,14,29,79,110,115,124,138-14)
 - continuing the planned training for teachers to raise their expertise;
 - ensuring that pupils are taught and are given appropriate opportunities to develop their skills in all strands of the subject.
2. Introduce and utilise more effective procedures for assessing pupils' attainment and progress in subjects other than English and mathematics so that:
(paras. 31,58,61,62,73,115,130,136,140,145,150,155)
 - pupils are taught and develop their skills progressively as they move through the school;
 - the pupils' annual reports provide parents with a clearer picture of whether the children are doing as well as they should be.
3. Ensure that the time allocated to teaching enables all the pupils to learn effectively across the breadth of subjects. (paras. 12,34,35,39,40,119,140)

83 In the context of the school's many developing strengths, the following points for improvement should also be considered for inclusion in the action plan:

- promote more specifically the wider cultural development of the pupils so that they are better prepared for life in Britain's multi-cultural society; (paras. 50,119,146)
- utilise the strong community and parental support to widen the extra-curricular opportunities offered to the pupils; (paras. 43,63,64,147)
- provide more information about the pupils' attendance in the prospectus and in the governors' annual report to parents. (para. 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9%	36%	36%	18%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y5
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	49
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y5
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	8

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	82 (86)	100 (86)	100 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (86)	100 (86)	82 (86)
	National	84 (82)	88 (86)	88 (87)

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

Figures are omitted where there are less than 11 pupils who took the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	49
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	22.3
Average class size	17.3

Education support staff: YR – Y5

Total number of education support staff	5
Total aggregate hours worked per week	83

Financial information

Financial year	1999/2000
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	£
Total income	159189
Total expenditure	163539
Expenditure per pupil	3207
Balance brought forward from previous year	21359

Balance carried forward to next year	17009
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Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	48	48	3	0	0
My child gets the right amount of work to do at home.	45	52	3	0	0
The teaching is good.	71	26	0	0	3
I am kept well informed about how my child is getting on.	52	42	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	26	0	0	0
The school expects my child to work hard and achieve his or her best.	68	29	0	0	3
The school works closely with parents.	52	35	10	0	3
The school is well led and managed.	58	39	0	0	3
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	16	45	29	3	6

Other issues raised by parents

Most parents who met with the inspectors felt that Long Whatton was a very good school. They were pleased with the school's close involvement with the community.

A few parents had concerns about the quality of the food supplied to the pupils at lunch-time. Inspectors sampled the meals and found that whilst the quality varies, the standard is satisfactory overall.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

84 Children enter the combined Reception and Years 1 and 2 class at the age of four years at the beginning of the term in which they become five years of age. The school has given a great deal of thought to the criticisms of the accommodation for children under five, evident in the previous inspection report, and has recently resourced a separate area where young children can experience the full range of early learning experiences. The teachers of these children, with good support from the experienced nursery nurse, focus the teaching well on the early learning goals. As a result, inspection now shows that most children are on course to exceed the goals in language and literacy, in mathematics and in personal, social and emotional development by the age of five. Standards match those expressed by the early learning goals in all other areas of learning. Overall, the standards achieved by most children are higher than the satisfactory standards identified by the previous inspection.

Personal, social and emotional development

85 The teaching is very good in this area of learning and all adults provide very good role models, which support the children's developing social skills. As a result, children settle quickly and confidently into school life. Most children arrive with positive attitudes towards school and in response to the warm, well-organised and interesting environment they grow even more appreciative of school and their excellent attitudes and relationships underpin their learning. The children make good progress in their personal and social development and interact cheerfully and confidently with each other and with the caring adults who support them. For example, the children are encouraged to share the large wheeled toys and do so unselfishly during play in the secure outdoor area. Caring attitudes are reinforced regularly by the adults who use 'Big Book' story times or 'action songs' to use and promote relationships to enrich learning in literacy and numeracy. Children with special educational needs are supported well and the children learn to understand and appreciate each others individual needs. Most children are on course to exceed the early learning goals set in this area of learning by the time they are five years of age.

Communication, language and literacy

86 Teaching is very good in this area of learning and the teachers, nursery nurse and learning support assistants, work hard and effectively to encourage children to talk, work and play with each other. The children are naturally friendly and they progress and build well on their early language and literacy skills. Most are on course to exceed the early learning goals in this area of learning by the time they leave the Foundation Stage- a significant improvement since the last inspection. The children are taught to enjoy books. By sharing 'Big Books' such as 'Mr. Grumpy's Journey' and 'The Three Little Pigs', the teachers and other adults use the children's excitement to develop speaking and listening and early reading skills through discussion and through acting out these stories. The nursery nurse in particular promotes language skills effectively using 'Action songs' such as "How do you do?" and 'Where are you?' at the beginning or at the end of other activities. The children have many opportunities to practice writing, initially experimentally in role play areas but then more formally with the teachers by copying their name and the teachers' writing.

Mathematics

87 Teaching and learning is very effective and it is often fun. The adults working with these children use action songs to promote number skills and activities include a good range of supported and discovery activities, such as identifying objects hidden in a 'feely bag'. Occasionally, however, the

'discovery' type of work is seen as play to enjoy after the hard work of interacting with the teacher. This reduces its effectiveness and the children have insufficient opportunities to experiment and to play in an area of learning prior to the more formal work with the teacher. Currently the children overcome this by their excellent attitudes to work and the teachers and adults too are very skilful in making learning with them very interesting and fun, for example by using a glove puppet named 'Porky Pig' to reinforce number skills. The teachers and support assistants work well together and use technical language particularly successfully to promote the children's understanding. Most children make good progress in this area of learning and are on course to exceed the early learning goals by the age of five- a substantial improvement since the last inspection.

Knowledge and understanding of the world

88 The programme and teaching in this area of learning is good and has improved since the last inspection when opportunities were restricted by the accommodation. Most pupils make satisfactory progress and are on course to attain the early learning goals set for them to reach by the age of five. Observations of the children working and playing in and out of class and of photographic evidence of previous events show that pupils enjoy and benefit from the full range of recommended activities. The children make regular visits to the local community. They study the village and its amenities, they visit farms and study the movement of young chicks brought into their classroom. The adults promote their observational skills well and these are developed further in the role play areas located in the classroom, for example, 'The Toy Shop' provides an ideal area where the children play, talk and work together sharing their ideas. By studying how toys move the children acquire appropriate understanding of their own senses and of simple forces such as pushes and pulls. The children have limited opportunities to use computers but most learn to use the keys and mouse to manipulate pictures on a computer screen and have satisfactory awareness of how to use computers to control floor robots. Through stories and full involvement in school assemblies the children attain an appropriate awareness of religious festivals and beliefs and develop a respect for the feelings of others. Overall, the children develop a satisfactory appreciation of the world around them by the time they enter Key Stage 1.

Physical development

89 The programme and teaching for physical development are satisfactory overall. Children have good opportunities to play robustly in the secure outdoor area, although at times the high level of supervision limits the children's ability to learn independently. In addition, the children receive satisfactory tuition in physical education with older pupils in Key Stage 1. However, as when they play outdoors, the children's learning is directed too strongly by the teacher leaving insufficient time for the children to raise their level of fitness or to follow their own ideas. There is an effective emphasis on skills however, and the children enjoy the dance and movement activities taught. Overall most children make satisfactory progress and are on course to attain the learning outcomes set for this area of learning for children aged five.

Creative development

90 The Children make good progress in this area of learning, responding well to the carefully planned activities and the effective teaching. The children develop good skills in designing and making through making toys using construction apparatus. They develop a good understanding by planning their work, for instance; planning, designing, making and eating jellies or by making and flying kites. Their artwork is supported by collage and paintings associated with favourite story or nursery rhyme characters, such as 'Elmer the Elephant' and the children acquire an appropriate awareness of colour, shape and form. Most children develop good cutting and pasting skills and receive good guidance from all the adults who support them. 'Action Songs' are used effectively to develop the children's awareness of beat and to extend their singing, but generally there is scope to improve the quality and range of musical activities and the level of the children's skills in music. By the age of five most children are on course to match the skills expected in this area of learning.

91 Overall the quality of teaching is good; often it is even better. And in response the children make good progress overall- an improvement since the previous inspection. Key elements of this successful teaching are the very warm relationships between adults and children and between the children

themselves, the teachers' careful questioning and the well-planned curriculum. Learning is securely based on all the recommended areas of learning laid down in the new 'Foundation Stage'. The teachers make productive use of the very good expertise of the nursery nurse and learning support assistants also help to meet the children's individual needs well. Children with special educational needs are particularly well supported and also make good progress in relation to their prior attainment and learning needs. The teachers also involve parents effectively in the education of their children and home-school reading and sharing of books is promoted well and has a positive effect in developing the children's early reading skills. The teachers make good use of assessments of the children's work to aid their learning and baseline assessments of the children's skills on entry are used productively to target and specific learning needs.

ENGLISH

92 The pupils' attainments at the ages of seven and ten, are well above the national expectation overall for pupils of these ages. This shows that standards have improved significantly since the last inspection, when attainment for pupils aged seven years and ten years were found to be satisfactory. This judgement also confirms the continuing improvement in standards indicated in the National Curriculum tests and teachers' assessments in recent years for pupils aged seven years and by the optional annual tests completed by pupils in Years 3, 4 and 5. These standards now show that most pupils achieve well in relation to their prior attainment.

93 Inspection evidence shows that the pupils' attainments at seven are on course to be well above average in reading and writing and in speaking and listening. The pupils respond most positively to the well-organised, very good quality teaching, which is carefully based on the National Literacy Strategy. Observations of lessons in the Reception, Years 1 and 2 class show that a significant proportion of pupils are on course to achieve the higher Level 3 standard, especially in writing, by the age of seven.

94 By monitoring and evaluating national test results for seven year olds and the optional tests for eight, nine and ten-year-olds, the teachers have been seeking to bridge the gap between the higher performance of the girls compared to boys, shown in these tests. Evidence shows that through focused questioning and consistently high expectations the teachers have been increasingly successful and no significant differences in the performance of girls compared to the boys are now apparent. Most pupils including those with special educational needs and potentially higher attaining pupils make good progress over time.

95 In response to the very good teaching, particularly to strong questioning, the pupils make good progress and learn well in speaking and listening. Attainment is well above average overall and several pupils, representing a significant proportion, achieve high standards by the age of seven and ten years. Most pupils become confident speakers who listen respectfully and carefully to the contributions of others. For example, in a religious education lesson in the Year 3, 4 and 5 class several pupils spoke with conviction and clarity about how faith might strengthen a believer's resolve at a time of difficulty.

96 Standards of reading are very good for the majority of the pupils and there are several really talented readers who have reading skills at a high level, well in advance of their chronological age. The teachers are careful to interest pupils and to nurture a love of books and this has a very beneficial impact on the pupils' attitudes and quality of their learning. Parents play a full and beneficial part through the home school-reading diaries and these help to promote the pupils' excellent attitudes which underpin their learning. By the age of seven, most pupils know how to use a dictionary and are familiar with the difference between fiction and non-fiction books. When heard to read most pupils strive to read with expression and most do so well. All classrooms have a good supply of books but the pupils' library skills, although satisfactory are not as fully developed as they should be bearing in mind their well above average reading skills for their age. By the age of ten most pupils read and enjoy a full range of books, readily expressing their favourite authors. Pupils are very familiar and confident with 'contents' and 'indexes' and use a dictionary and thesaurus accurately in support of and reflecting their increasingly capable use of language.

97 Standards overall in writing are well above average. In response to challenging tasks which have been carefully matched to their prior attainment, the majority of pupils across the school learn well and

show writing skills which are above those expected of pupils of this age. From an early age pupils are encouraged to record their ideas and to use their well-developed vocabulary skills to produce interesting and well-constructed pieces of writing. The teachers give clear and consistent guidance on how to refine and improve writing, this enriches the pupils' learning and consequently, pupils make good progress as they move through the school. Good and often very good teaching is enabling a substantial number of pupils to make even better progress in lessons. The scrutiny of work also revealed examples of high quality expressive writing. For example, pupils in Year 2 write imaginatively about being 'Lost in the Snow' or 'My Christmas Holiday' and pupils in Year 5 write in great detail and perceptively about the 'Roman Invasion of Britain' and about 'Robot Wars' and 'Strange Planets'. All these examples reflect the pupils' significantly above average skills.

98 The quality of teaching varies from good to very good and is very good overall. The teachers show real interest and enthusiasm for the subject; they combine these with very good knowledge and as a result the pupils respond very positively and enjoy successful learning. In the lessons observed learning was mainly very good for all pupils including those with special educational needs, consequently standards are rising still more across the school. For example, in a lesson in Years 3, 4 and 5, the teacher explained differences between 'similes' and 'metaphors' skilfully to promote the pupils' understanding and was particularly successful in using the pupils' ideas to move learning forward.

99 The teachers plan the curriculum very effectively, with close adherence to the National Literacy Strategy. The teachers target the chosen learning objectives very effectively in lessons and monitor the pupils' learning efficiently through careful day-to-day assessments of the pupils' work and progress. For example, in a lesson in the Year 3, 4 and 5 class, the teacher ensured through focused questioning, that all pupils were equally challenged, whilst at the same time skilfully ensuring that all pupils felt equally involved and equally valued. This was quite an achievement given a class with such a wide age and ability range. As a result all pupils extended their knowledge and understanding of life during World War 2 successfully.

100 The headteacher, as co-ordinator, provides good leadership. She has significant expertise and uses this successfully to ensure consistent good practice across the school. She has monitored and ensured the implementation of the Literacy Strategy very effectively through focused classroom observations of teaching and learning and this has had a beneficial impact on standards. For example, all teacher now share the learning objectives carefully with pupils at the beginning of lessons and review the progress made in a 'plenary' session at the end of the lesson. This is having a very beneficial effect on the pupils' acquisition of skills and is particularly helpful in consistently extending the pupils' vocabulary. All teachers now mark and assess the pupils' work and progress on a regular and detailed basis. Together with the teachers' good knowledge of the pupils this is enabling them to target new learning and to make sure that the pupils are building steadily on previous learning. This is having a very positive influence on the quality of the pupils' writing and consequently a significant proportion of pupils is on course to attain high standards by the time they leave the school.

101 Resources for learning are good and have been significantly improved in recent years and teachers ensure that resources, especially books, are readily available to the pupils. This supports the pupils' independence and library skills well. ICT is used with increasing effectiveness to support the pupils' presentational skills in writing, especially in the Years 3, 4 and 5 class, and is helping to raise standards even more. As yet, however, although used on an occasional basis, there is little evidence to show that computers are sufficiently employed to promote the pupils' research skills or to provide ideas for their creative writing. At times too much time is allocated to work in English at the expense of other subjects and whilst writing in history, for example, is enriched by the pupils' improving literacy skills, learning in other subjects such as geography are supported less.

102 Overall, however, the rising standards in English clearly illustrate the area of school improvement since the last inspection. Learning is interesting and is often fun and the many classroom discussions are contributing very successfully to the pupils' spiritual and social development.

MATHEMATICS

103 The pupils' attainments in last year's National Curriculum tests for 7-year-olds were very high in relation to the national average and in relation to the standard found in similar schools. Since the time of the last inspection standards have continually risen and, when taken together, standards over the past 4 years have been well above average. There are no nationally standardised test data for pupils at leaving the school in Year 5. Findings from the inspection support the results from national tests and also indicate that well above average standards are maintained throughout the school. Evidence from a scrutiny of pupils work, from lessons and discussions with pupils shows that standards of the oldest pupils are well above the levels expected nationally. Overall the improvements since the last inspection are very good and indicate that most pupils are achieving well in relation to their prior attainment.

104 By the age of 7 years the standard reached by pupils are well above expected levels. All pupils are confident with using mathematics. They all enjoy manipulating number and are able to try out different approaches to solving problems. When challenged to find out, if all even numbers can be divided by 2 without a remainder, the pupils tackled the problem with a degree of maturity that showed their confidence and understanding of number. Most have a good understanding of numbers to 1000 and are able to add and subtract large numbers mentally. They are able to recognise two and three-dimensional shapes and to describe their mathematical properties.

105 By the time they leave the school, most pupils have extended their mathematical skills well. Most have attained levels normally expected for older pupils aged 11 years at the end of Key Stage 2. Many have an impressive understanding of number. They can recall multiplication tables rapidly and compute using decimal fractions. Younger pupils are able to use some of their multiplication tables and are able to divide numbers to 100. A large proportion of the pupils have a good understanding of fractions and percentages. When they are working out problems they are able to check their results carefully and have a good awareness as to whether they are sensible. Higher attaining pupils are well supported with additional work and attain very high standards. The most gifted, for example, are able to calculate mentally difficult problems involving decimals and percentages. Pupils with special educational needs are also given extra support and make good progress.

106 Throughout the school the quality of learning is good and pupils make good progress. Despite the wide age range within the class teachers manage well at providing tasks that challenge all pupils. In the Key Stage 2 class, for example, Year 3 pupils were extending their knowledge of their 3 times tables whilst the older pupils were working with the 8 and 9 times tables. When working they concentrate well. In lessons their behaviour is always very good and frequently excellent. Collaborative work and discussions contribute positively to the pupils' literacy skills. Their very positive attitudes to their work make a very positive contribution to standards.

107 The quality of teaching in both key stages is good overall. During the inspection some teaching was excellent. All teachers show a determination to get the best from their pupils. They plan extremely carefully and this helps to make sure that the work provided for pupils is targeted carefully at the right level. One of the many strengths of the teaching at both key stages is the way on which the teachers manage the pupils. In Key Stage 2 for example, the pupils were practising their multiplication tables. Their teacher was very enthusiastic about the work. This enthusiasm was transferred to the pupils. It helped to promote their already positive attitudes by enthusing them to do even better. By asking carefully targeted questions, the teacher managed to involve all pupils and made them feel valued. The quality of their learning was enhanced further because the teacher had very high expectations of the pupils. All pupils knew what their teacher expected and rose to the challenge. These high expectations, which are consistently applied, are a positive feature of all the teaching. During mathematics lessons teachers find out what pupils know and can do. They use this information very effectively to help them make more progress. Occasionally lessons are too long and the pupils' concentration slips and this restricts progress. The quality of homework throughout the school is good and makes a positive impact on pupils' learning.

108 The school has adopted the national strategy for numeracy well. This has given a breadth to the curriculum. It has also helped to provide a consistency that was not present at the last inspection. Through their conscientiousness, teachers have ensured that the national strategy has been effectively introduced. They have adapted the national guidelines to meet the needs of the pupils in two ways.

Firstly teachers have been aware of the needs of the differing age groups of pupils in their class. Secondly they have also adapted their teaching and the curriculum to the needs of pupils of differing prior attainments. Work has been closely matched to the pupils' level of understanding and this has resulted in all pupils making good progress. The needs of pupils with special educational needs and gifted pupils are all met. It is testament to the good teaching that when asked, all pupils feel that the challenges they are given are just right for them. The most able and talented pupils are able to make progress and attain levels that are very high.

109 The leadership and management are very good. Although the co-ordinator takes the lead in managing matters relating to mathematics, there is a corporate approach to the subject. All teachers share a commitment to raising standards as high as possible and are fully involved in all aspects of decision-making. This is shown in the good level of training that all teachers have received. The very good teamwork has an extremely positive effect on all aspects of the subject, especially in raising expectations and consequently the standards attained by the pupils.

110 Resources are good and are generally used well to aid the pupils' learning. ICT is under-used, however, in promoting the pupils' data-handling skills. The very high level of staffing, both teachers and non-teaching staff, makes a very positive contribution to the standards achieved. The staffing is used very effectively. The non-teaching staff are included as part of the staff team and play a key role in helping pupils to achieve well.

SCIENCE

111 The pupils' attainment at the age of 7 years in last year's National Curriculum teachers' assessments showed standards, which were higher than the national average. The evidence from inspection supports these assessments and also shows that well above average standards are maintained in Key Stage 2. Not only are pupils attaining the expected level 2 standard at the age of 7 but a large proportion are attaining the higher level 3 standard. This indicates that most pupils, including those with special educational needs and potentially higher attaining pupils, are achieving well in relation to their prior attainment as they move through the school. The standards achieved in Key stage 2 represent an improvement since the last inspection when standards were in line with the national expectations. At the end of Key Stage 1, pupils have a secure knowledge and understanding of a number of aspects. Most pupils are able to describe the differences between living and non-living things. They are able to use scientific language to explain phenomena such as why a sound becomes fainter as it gets further away. These discussions and the recording of their findings aids their literacy skills. They have a good understanding of magnetic and non-magnetic materials and understand that some metals are magnetic, but others are not. When carrying out experiments they are beginning to understand the need for a fair test.

112 The oldest pupils in Year 5 are able to describe the main functions of the plant. They know, for example, the purpose and function of the 'stamen' and 'carpel'. Younger pupils in Key Stage 2 are able to name the main parts of a plant and are developing an awareness of the purposes of these. Through practical investigations older pupils are able to find out about thermal insulation of different materials. They know that solids can be separated from liquids through a process of filtration. Young pupils are developing good practical skills and are becoming aware of the need for fair testing. In practical investigations most pupils are able to make careful measurements, such as plotting temperature and producing the data from experiments in tables and graphs. These activities also promote their numeracy skills effectively. They have a good awareness of the need for accuracy when carrying out experiments. Throughout the school all pupils are included in lessons. The most able and those with special educational needs are given suitable challenges and this helps them to make good progress.

113 The pupils' behaviour and attitudes are very good and make a positive contribution to the high standards. They enjoy exploring scientific enquiries and are especially enthusiastic about practical investigations. These activities support their spiritual and social development. The pupils have a thirst for knowledge that helps them to learn effectively. They show a mature attitude to their work that helps to raise standards. In Key Stage 1, for example, the pupils were testing the absorbency of different materials using droppers and water. The younger pupils were helped and supported by the older ones. Not only did this help relationships in the class but it also helped the older pupils to consolidate their

own learning by assisting the younger ones. Through their very mature attitudes and sensitivity to the needs of others in their group, the quality of learning for all pupils was good.

114 Although only one lesson was seen during the inspection, the evidence from pupils' work shows that the impact of teaching at both key stages is consistently good. Teachers plan very carefully and conscientiously. They know their pupils well and this enables them to focus carefully on how to help pupils to make further progress. In lessons they manage the pupils very well. The teachers understand that pupils learn science through a combination of direct teaching of knowledge and skills and through practical investigations. They use a very good range of strategies to ensure that the quality of the pupils' learning is good. All teachers have high expectations of what pupils should do and this helps to promote high standards. In the one lesson seen, for example, the teacher had very high expectations of both the pupils' behaviour and also the standards of work expected from them. They were able to attain high standard partly because they were secure in their understanding of what their teacher expected from them.

115 The school has recently adopted schemes of work published by the Qualifications and Curriculum Authority. These schemes are being adapted to meet the specific needs of the school. The scheme is not yet fully implemented but is providing a useful structure to the curriculum. The school has recognised that there is a need to ensure that pupils are given greater opportunities to use ICT to enhance their scientific investigations. Although planning is good, there are not yet sufficient procedures to ensure that the assessments, made by teachers, are used to inform future planning and as a result, the pupils' acquisition of skills, for example, are restricted on occasions.

116 The leadership and management are very good despite the absence, through illness, of the subject co-ordinator at the time of the inspection. This is due the shared corporate approach to the curriculum co-ordination. All teachers share part of the leadership responsibility, although the co-ordinator leads staff thinking about the development of the subject. This shared responsibility is a strength of the management and ensures that all staff are equally committed to high standards. The staffing is very generous, not only are classes small, but also the high level of non-teaching support is very effective. As a consequence, pupils receive good support and progress confidently. The resources for learning are good and these are used well to aid the pupils' investigating skills.

ART AND DESIGN

117 The standards in art and design throughout the school match those expected nationally for pupils of this age. By the age of 7, pupils investigate and use a variety of materials to communicate their ideas and meanings. They use paints and other media to produce pictures and designs of a standard similar to others of their age. By the time they leave the school, pupils have extended their ability to produce detailed drawings, paintings, collages and patterns effectively. They have studied famous painters such as Rubens and Van Gogh and are able to produce their own paintings in the style of these artists. Standards have declined slightly since the last inspection, due mainly to the reduction in the time allocated to the subject. Whilst most pupils achieve satisfactorily in relation to their prior attainment, several potentially higher attaining pupils are not developing their skills to the full.

118 In lessons, the quality of teaching is good. However, the impact of the teaching over time on the pupils' learning is satisfactory due to the limited lesson time that teachers have to develop the pupils' skills. The pupils are managed very well and given good opportunities to extend their artistic skills. Almost all pupils enjoy art and apply themselves well to the tasks they have. They work well together when working in groups. Pupils are sensitive to the needs of others and are very helpful. In the lesson in Key Stage 1, for example, pupils were working in small groups, weaving using different fabrics and materials. They collaborated very well, reaching agreement about the colours and textures to be used in their collage. This was a very positive aspect of their work and helped to enhance the already very good relationships and attitudes in the class and significantly aided their learning. Such discussions also aid the pupils' literacy skills. Although teachers know their pupils well and make provision for differing groups, there are no procedures to assess the attainment of pupils. This means that teachers are not in a position to take sufficient note of pupils' attainment when planning for the future. This is a weakness that reduces the effectiveness of teaching on the pupils' learning and this restricts their acquisition of skill.

119 The curriculum is satisfactory and covers all the required elements of the National Curriculum. However, there insufficient time is devoted to the subject to provide the depth of curriculum coverage that teachers would desire in order to develop the pupils' skills to the full. The leadership and management of the subject are satisfactory. There is a shared commitment to improve standards further and staff work well together. However, development lacks a clear focus on the standards to be achieved and this is limiting the level of the pupils' skills. Resources for learning are satisfactory and with the exception of ICT are used effectively to support the pupils' learning. Studies of impressionist painters enrich the pupils' spiritual development but, as a whole, the subject is not fully used to promote the pupils' wider cultural awareness.

DESIGN AND TECHNOLOGY

120 Standards throughout the school are in line with those expected nationally. This is an improvement since the last inspection when the attainment in some aspects of design and technology were below the expected standards. Staff have worked hard to improve the standards in the subject at a time when for understandable reasons they were focussed to a greater extent on literacy and numeracy. By the age of 7 pupils plan what to do next, based on their experience of working with materials and components. They use construction equipment to help them produce structures. Their designs are often very imaginative, such as making clothing for a play out of paper. They plan simple recipes to support their cooking activities. For instance, normally pupils would make pancakes on Shrove Tuesday, but this did not happen this year as it coincided with the inspection. By the end of Year 5 pupils make realistic plans to achieve their aims, for instance, when making money containers. They evaluate designs and processes such as the alternative ways of making bread effectively. Most pupils, including those with special educational needs, generally make satisfactory progress in lessons and generally achieve appropriately in relation to their prior attainment. However, due to the previously restricted curriculum in the subject a few potentially higher attaining pupils do not develop their skills to the maximum possible.

121 The pupils' attitudes and behaviour are very good. In lessons they listen very attentively to their teachers and this helps to promote their learning. They have a real desire to learn that extends beyond school. They link their learning in school to their experiences outside the school. In a lesson where the older pupils were finding out about different types of bread, for example, pupils remembered the breads they had eaten when on holiday in different countries. This desire to learn is a significant feature which generally underpins good learning in lessons.

122 The quality of teaching is satisfactory. Teachers plan carefully although the focus of the lesson is sometimes not as sharp as it might be. This reflects the relative lack of development for the subject compared with some others such as English and mathematics. In lessons teachers manage the pupils very well. They know each child very well and use this knowledge effectively to build excellent relationships. There is an obvious mutual respect between adults and pupils. This is because the teachers and other adults value the pupils and respect them as individuals. The excellent relationships are a feature of the teaching which strongly supports the pupils' confidence and learning. A small example occurred during the lesson seen. When the teacher made a factual error she suddenly realised. The pupils not only accepted the error, but also worked with the teacher to find the correct answer. It was apparent that the pupils treated the teacher with respect as a friend. The weakness of teaching is the lack of procedures to assess the extent to which pupils have made gains in their skills of designing and making. This results in an imprecision in the planning which restricts the effectiveness of the teaching and learning. The overall impact is that standards are not as high as in some other subjects and not all pupils reach their full potential in the subject.

123 The leadership and management of the subject are satisfactory. There is a shared commitment to improve standards further and staff work together very effectively. The very high level of staff, both teaching and non-teaching, is beneficial. The small classes, especially in Key Stage 1 mean that teachers are able to provide much more individual support for pupils than if the classes were larger and this helps the pupils to make progress. The teachers, however, do not take this advantageous staffing for granted and all staff are effectively deployed.

124 The curriculum now includes all strands of the subject and is satisfactory overall. Resources for learning are good. They are accessible to pupils and are used well to support learning. However, ICT is not used to best effect in enabling pupils to develop their ideas.

GEOGRAPHY

125 As at the time of the previous inspection, standards are in line with those expected nationally of pupils of a similar age. The implementation of the QCA scheme of work is ensuring appropriate teaching of the required strands of the subject and as a consequence most pupils achieve satisfactorily in relation to their previous attainment. In the Years 3, 4 and 5, Key Stage 2 class, the pupils consider environmental issues and write with concern about pollution. They show sound skills and knowledge when describing places such as ports and harbours. Pupils aged ten attain expected standards when comparing and contrasting life in Mali, West Africa, with Long Whatton. Pupils aged 7 show appropriate knowledge and skills when locating familiar buildings and places in Long Whatton and when questioned they demonstrate a satisfactory awareness of the facilities and amenities necessary to establish a settlement.

126 The vast majority of pupils, including those with special educational needs make satisfactory progress. Occasionally a few pupils make better progress, for example, when in Years 1 and 2, they complete topic studies of animals. Generally, however, geographical study is not a strong area of the curriculum and the pupils' literacy, numeracy and spiritual needs are not enhanced by work in this subject.

127 The quality of teaching is good in Key Stage 1 and in the lesson observed the pupils responded warmly to the teacher's use of a 'Big Book' on 'Scottish Islands'. The teacher used questions well to move the pupils' thinking from the book to a map of the United Kingdom. This had a positive effect on the pupils' learning and enriched their understanding of maps. Occasionally, however, a few opportunities to focus discussion more specifically on geographical issues were missed and this restricted the pupils' acquisition of skills.

128 Due to the school's cycle of planning and the timing of the inspection, there were no opportunities to observe teaching in Key Stage 2; consequently no judgements are made about the quality of teaching in this key stage.

129 The quality of the planned and taught curriculum is satisfactory. It was criticised by the last inspection and few examples of co-ordinated leadership and management in this subject were identified. Since then, the subject has been developed, initially through the implementation of the action plan, which followed the last inspection and more recently by the introduction of the recommended QCA scheme of work. Evidence from a scrutiny of the teachers' plans shows that they have been improved since the last inspection, but have yet to have a significant influence on standards.

130 Leadership of the subject is satisfactory. It has been aided by 'action planning' but it is still undertaken relatively informally by the teachers planning together. This ensures a satisfactory amount of resources for learning and helps to develop a good match between the aspects studied and the resources available. However, there is little use of assessments of pupils' work to inform teaching and learning and little monitoring of teaching in the subject to improve practice. This is unsatisfactory since teachers lack sufficient information about the development of the pupils' skills and this restricts the teachers' ability to help pupils to attain their full potential. Consequently, standards in the subject are not as high as they could be.

HISTORY

131 Standards in are in line with those expected nationally of pupils aged 7 and are above those normally expected of pupils aged ten. This represents an improved standard in Key Stage 2 since the last inspection. The increased emphasis on writing and the use of the pupils' improved literacy skills and on the use of ICT, are bringing significant improvement to the presentation and depth of the pupils' writing in this subject. Particularly in the Years 3, 4 and 5, Key Stage 2 class, where the pupils extended writing about life during World War 2, during the 'Blitz' and as 'evacuees' showed above

average levels of understanding and knowledge. Opportunities for the pupils to develop their ideas and to reflect about historical evidence promote a pride in their work and encourage them to refine and improve their contributions. As a result an increasing proportion of pupils are achieving well in relation to their prior attainment.

132 By the age of seven years, most pupils know about 'Guy Fawkes' and several other well-known historical figures. When questioned the pupils describe how cooking has changed in the home over the past 100 years and know that toys and games have also evolved over time. By the age of ten, when they leave the school, most pupils have an appropriate awareness and understanding of the passage of time and the impact on human existence. They write knowledgeably about life in Tudor Times, making perceptive comparisons between the possessions of the rich and poor citizens of that time compared to the present day. When questioned, pupils express how they might have felt when taking refuge in an 'Anderson Shelter' during a German air raid in the Second World War.

133 Most pupils, including those with special educational needs, make good progress across the school. Several pupils, often potentially higher attaining pupils show good levels of initiative and by researching individually using CD ROMS or reference books, they acquire above average knowledge, skills and understanding of the contributions of people such as Doctor Barnardo. An increasing number of pupils are demonstrating these skills and standards are rising across the school.

134 The quality of teaching is good in Key Stage 2 and pupils respond well, showing positive attitudes to learning and working with each other. Teachers are knowledgeable and are careful to value the pupils' contributions and reply thoughtfully so that pupils feel involved. This warmth and consideration shown by the teachers enables them to extend the pupils' thinking by using focused questioning and this in turn enriches the pupils' learning. As a consequence the pupils' awareness of what it might have been like to be a World War 2 'evacuee' is developed and their understanding of history is strengthened. Due to the school's cycle of planning and the timing of the inspection no teaching was observed in Key Stage 1, as a result no judgements on the quality of teaching are made in this key stage.

135 The curriculum is planned effectively. The quality of the planned and taught curriculum was criticised by the last inspection and few examples of co-ordinated leadership and management were identified. Since then, the subject has been developed, initially through the implementation of the action plan, which followed the last inspection and more recently by the introduction of the recommended QCA scheme of work. Teachers now plan their lessons more effectively to promote the pupils' progressive development of skills and this is having a positive impact on their learning.

136 History is a strong subject across the school. Effective leadership ensures that a good supply of resources enriches the learning. The pupils' work is marked carefully and teachers generally have a good knowledge of the pupils' improving understanding, however, assessments of the pupils' work are not always noted or used to best advantage to inform future teaching and learning. This is unsatisfactory since teachers are less able to ensure that all pupils acquire the necessary skills as they move through the school.

137 Through the many discussions and opportunities to write extensively, work in the subject contributes well to the pupils' developing literacy skills and to their spiritual development.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

138 Standards in ICT for pupils aged 7 years and for pupils aged 10 years are below those expected nationally for pupils of these ages. Pupils do not achieve enough. This shows that standards have not kept up with the increasing expectation since the last inspection. There are two significant factors that have contributed to standards becoming below expectation. Firstly the resources for ICT have, until recently, been unsatisfactory. The school has recently acquired sufficient computers to make a computer suite within the Key Stage 2 classroom. The software needed to use these computers effectively is not yet fully in place and at the time of the inspection they were not completely in use. Secondly, there is a lack of staff expertise that has been recognised by the school. The school has made arrangements for the specialist training of staff that will improve their skills, but this has not yet taken place.

139 Many pupils have access to computers at home and bring with them a range of skills and knowledge. By the end age of 7 most pupils can use computers to draw and to assist their writing and can also use them to run programs that support work in other subjects. To support their work in art and design, for example, they have experience of using a simple drawing program. Although they have used ICT to explore the use of control technology, for example by instructing a floor robot to move around objects, these skills are not well established. By the time they leave school most pupils are able to use a word processor. Their skills are used well to improve the presentation of the pupils' writing and this aids their literacy skills. At home many are able to make use of the 'Internet' and know how to use 'e-mail', but these facilities are not yet available in school. They have limited experience of using computers to input data and to use this data to produce graphs and other statistics. However, there is insufficient opportunity for these skills to be sufficiently developed and work in the subject is not contributing as much as it could be to the pupils' numeracy skills. Although planned, there has been no opportunity for pupils to learn how to use ICT for modelling, such as using 'control sensors' to measure temperature or noise levels. Overall, progress for most pupils, including those with special educational needs, is unsatisfactory.

140 During the inspection it was only possible to observe one ICT lesson. The quality of teaching in this lesson was good, but the overall effect of teaching over time is unsatisfactory. This is largely due to the reasons stated above, but also because the time devoted to the direct teaching of ICT skills is small. The curriculum is not yet well established. A new scheme of work has recently been introduced. This will ensure that all the elements of the National Curriculum are systematically taught and will provide a better structure to the curriculum. This scheme has not yet had sufficient time to make an impact on standards, but is already making a positive impact on the quality of planning for the subject. Although teachers now plan carefully, they do not yet have procedures to assess what pupils know and can do. This is a weakness for it restricts the teachers' ability to develop the pupils' skills that has a negative effect on standards. Teachers manage the pupils well. The relationships are excellent. The very positive relationships help to promote very good attitudes and make a positive contribution to pupils' learning. In lessons pupils are very enthusiastic. They want to learn and this is a significant feature of their learning.

141 The school has recognised the weaknesses of ICT. The curriculum manager has produced a good development plan for the subject that identifies clear methods to improve standards. Resources have been improved and they are now good but they have yet to be used to best effect to raise standards to expected levels.

MUSIC

142 The pupils' attainments in the subject are in line with the national expectations for pupils aged seven years and match those generally expected of pupils aged ten in Year 5. These findings reflect the standard identified for pupils aged seven in the last inspection when no judgement was given about attainment in Key Stage 2. However, due to the limited time specifically allocated to listening to and appraising music, achievement in relation to prior attainment is not high enough for a significant number of pupils.

143 Observations of pupils singing in assemblies, of children singing 'action songs' in the Reception, Years 1 and 2 class, of recorded Christmas pantomimes, and of specialist teaching to pupils in the Years 3, 4, 5 class, show that pupils respond well to their teachers and to the opportunities offered. Most learn to use instruments respectfully and extend their knowledge and understanding of pulse, beat and rhythm. By using mainly percussion instruments, most pupils, including those with special educational needs make sound progress in acquiring appropriate skills. The teachers of younger children and pupils promote the singing of 'action songs' and of favourite rhymes such as 'Eyes, ears, knees and toes' and 'Baa-Baa Black Sheep'. These give them a good start in learning to work together to make and enjoy music.

144 The specialist teacher employed to teach one lesson per week to the pupils in Key Stage 2 builds on the pupils' positive attitudes most successfully. In the one very good lesson seen, the teacher used her strong knowledge of the subject to challenge, to question and to include all the pupils most effectively ensuring that they developed appropriate skills and understanding. The teacher managed the

pupils' behaviour very successfully through a combination of humour and high expectations. The pupils responded positively and applied themselves productively and progressed well in gaining an understanding of notation. Normally this teacher would teach all the pupils once each fortnight, but due to the timing of the inspection, no other lessons could be seen therefore no overall judgement on the quality of teaching can be made.

145 The specialist teacher also provides a satisfactory overview of the curriculum and of the development of the subject across the school, She helps to ensure that an appropriate amount of resources are available to aid teaching and learning. Teaching and learning in music is not supported by regular assessments of the pupils' work and progress, however, and this is restricting the teachers' ability to monitor the pupils' skills and to target their improvement. As a result standards are not as high as they could be.

146 The school is beginning to increase the use of music to enrich learning in other situations and subjects. Annual productions at Christmas time help to develop the pupils' singing skills but do not include sufficient opportunities to play instruments. Assemblies often start with pupils listening to music and the teachers are careful to talk about the music played. This promotes the special status of assembly and collective worship and aids the pupils' spiritual development. The singing of hymns in assembly is not a regular feature, however, nor was there evidence to suggest that music is used to best effect in promoting the pupils' awareness of wider cultures different to their own. As a result the subject's contribution to these areas is underdeveloped.

PHYSICAL EDUCATION

147 Inspection shows that the pupils' attainments meet the national expectations at the age of seven years and match those expected of pupils aged ten in Key Stage 2. These findings indicate that the standards identified at the time of the previous inspection have been broadly maintained. The pupils were found to be making effective progress in their acquisition of skills and this continues. Most pupils exceed the nationally expected standard in swimming by the time they leave the school, deriving significant benefit from the fortnightly swimming tuition. The pupils have regular opportunities to develop their dance and gymnastics skills by using the community hall-an area of criticism by the last inspection which no longer applies. Several pupils also obtain additional support when attending the weekly lunchtime football club although, as with the swimming, provision is funded by parental contribution. The school has a strategy for assisting parents with fees but occasionally a few may not feel able to apply and this is a weakness of funding activities in this way. Overall, the pupils achieve appropriately in relation to their prior attainment.

148 Observations of lessons and of the pupils at play show that most pupils, including those with special educational needs, build progressively and effectively on their prior awareness of space and extend their knowledge of healthy and safe practice. They achieve appropriately in skills such as balancing and move with increasingly good co-ordination. Promoted and encouraged by the teachers, the pupils demonstrate very good attitudes to the subject. They co-operate well and learn productively from their teachers and from each other. From a very early age, children in the Foundation Stage use the equipment in well, in the secure outdoor area provided for them. They share readily and are careful not to dominate the space used by their friends. These very positive attitudes support learning well.

149 The quality of teaching is satisfactory overall. In the two lessons observed, one in each key stage, both the teachers planned carefully and set high expectations of effort and behaviour. The pupils responded purposefully and worked hard to improve their level of performance in activities such as dance and movement. The teachers used their well -developed subject knowledge effectively when demonstrating or teaching skills but tended to spend too much time on such activities rather than enabling the pupils to learn actively and rigorously through movement. As a result the pupils experienced too little aerobic activity and the benefit of the careful warm-up sessions which began each lesson was wasted. The teachers' emphasis on skills was creditable but the pupils had insufficient time to practice, refine and improve their skills or to formulate their own ideas or express them as ways of moving and this restricted their learning. The strength in the teachers' planning aids the progressive acquisition of skill but few pupils increased their levels of physical fitness during the lessons observed and this was a weakness. A positive aspect, however, was the skilful way in which the teachers used questions to

promote concentration and the care taken to involve all pupils, including those with special educational needs into the learning process.

150 The curriculum is planned effectively and the teachers ensure appropriate resources through purposeful teamwork and joint planning. However, this approach to managing the subject is not effective in developing the use of assessments of pupils' work and progress to target higher standards. As a result, several pupils who are capable of working at a higher level are not doing so and learning in the subject is not as rigorous or as active as it might be. Most pupils co-operate well during physical activity and this helps to develop the pupils' social skills. Music is utilised successfully on occasion in dance activities, but overall, physical education does not contribute to the maximum in promoting the pupils' spiritual development and joy of learning.

RELIGIOUS EDUCATION

151 The pupils' attainment is above the expectations of the locally Agreed Syllabus for pupils aged seven years and for pupils aged ten. This represents a significant improvement over the below average performance of 7-year-olds and average performance of ten-year-olds found at the time of the last inspection. Raising the attainment of the pupils aged seven years was a Key Issue of that inspection. Since then the school has targeted the raising of standards through a detailed action plan and through a clear priority on religious education within the school's development plan. As a result standards have been raised quite substantially, and the vast majority of pupils achieve well in relation to their prior attainment as they move through the school.

152 The teaching is now solidly based on teaching all strands of the subject as laid out in the locally Agreed Syllabus. The teachers of pupils in the combined Reception and Years 1 and 2 class now ensure that pupils acquire an appropriate knowledge and understanding of other world faiths as well as Christianity. From an early age pupils become aware of stories from the Christian religion. This remains the main route by which the pupils are taught to recognise and understand celebrations and festivals. More frequently than at the time of the last inspection, pupils are taught to compare and contrast how people remember and celebrate festivals such as the Hindu festival of 'Diwali' with more familiar Christian celebrations of Christmas and Easter. During the inspection, for example, the pupils in Year 1 and 2 were studying Judaism following a visit to a synagogue and were enriching their awareness of other religions successfully.

153 The quality of teaching is very good overall, and consistently so in the two lessons observed, one in each key stage. The teachers used their very well developed knowledge to interest the pupils and to challenge them to reflect and to consider how others might be influenced by their religious faith. Teachers prepare their lessons very thoroughly and plan the use visual aids and artefacts very successfully to motivate the pupils. For example in a lesson in Key Stage 1, the teacher used a range of Jewish artefacts such as the 'Mezuzah', the 'Yad' and the 'Torah' to enthuse the pupils. This was most effective and when the cloth covering these artefacts was removed the pupils' genuine expressions of awe and wonder enriched their learning. Also, in a lesson in Key Stage 2, the teacher obtained a similarly productive response when showing the pupils excerpts from a film about the life of Eric Liddell, the Olympic runner, 'The Chariots of Fire'.

154 The teachers use questions very carefully to develop the pupils' understanding and skills and by responding positively to the pupils' ideas they promote their understanding well. Teaching is particularly successful in creating opportunities for the pupils to reflect and to consider ideas of their own and this has an extremely strong impact on their learning. As a result pupils have good awareness of religion and its effect on human life. Occasionally teachers plan too much work and try to cover too many learning objects in a single lesson and this weakens what could be very effective learning indeed.

155 The headteacher, as co-ordinator, provides good leadership and has targeted the raising of standards well since the last inspection. The curriculum has been much improved since the last inspection and it is supported well by the new QCA scheme of work and is well matched to the expectations of the locally Agreed Syllabus. Teachers, through good questioning, know their pupils well, but responses are rarely recorded sufficiently and assessments of the pupils' work and progress are not used to best effect in encouraging even higher standards. The subject is resourced well and displays of

religious themes and artefacts enrich the school environment and provide useful support for the pupils' learning. Work in the subject is now a strength, which is helping to use and promote the pupils' improving literacy skills, and is also contributing strongly to the pupils' spiritual and cultural development.