

INSPECTION REPORT

MARKET HARBOROUGH CofE PRIMARY SCHOOL

Market Harborough, Leicestershire

LEA area: Leicestershire

Unique reference number: 120144

Headteacher: Ms Jackie Fisher

Reporting inspector: Mr John Messer
OFSTED Inspector number: 15477

Dates of inspection: 3 – 6 July 2000

Inspection number: 189787

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
School category:	Voluntary controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Fairfield Road Market Harborough Leicestershire
Postcode:	LE16 9QH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Clarkson
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Messer	Registered inspector	Art	What sort of school is it?
		English as an additional language	How high are standards? a) The school's results and achievements
			How well are pupils taught?
			What should the school do to improve further?
Gillian Smith	Lay inspector		How high are standards? b) 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?
Dennis Maxwell	Team inspector	Mathematics	
		Information technology	
		Music	
		Physical education	
Mo Ashby	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	
		Under fives	
Anne Hogbin	Team inspector	English	
		History	
		Special educational needs	
Morag Thorpe	Team inspector	Design and technology	How well is the school led and managed?
		Religious education	
		Equal opportunities	

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England voluntary controlled primary school has 394 pupils on roll and is larger than most primary schools. There is an almost equal balance of boys and girls except in Year 6 where there are more than twice as many boys as girls. Around twelve per cent of pupils are entitled to free school meals, which is broadly in line with the national average. Children are admitted to the reception class in the academic year in which their fifth birthday falls. Pupils are from a wide range of social backgrounds: some are the children of Traveller families and the proportion who come from relatively advantaged home backgrounds is in line with the national average. Children's attainment on entry to the school is broadly average but the full range of ability is represented. Five pupils have Statements of Special Educational Need and a further 60 are entered on the school's register of special needs because they need some extra learning support. Seven pupils speak English as an additional language and several are at an early stage in the development of English speaking skills. Relatively few pupils, around three per cent, are from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

This is an effective school that is emerging from a difficult period and is now entering a new phase in its development. The quality of teaching is mostly good and results in pupils making good progress in most classes. By the time they leave the school at the age of eleven, standards in English are broadly in line with national expectations, in science they exceed expectations but in mathematics they are below national expectations. Governors give good support and the leadership and management of the school are sound. The school now provides satisfactory value for money.

What the school does well

- The headteacher and governors have succeeded in making significant improvements in the quality of education provided.
- The school strives hard to raise standards and has been largely successful.
- By the age of seven, pupils achieve good standards in English, mathematics and science.
- Most of the teaching is good and much of it is very good.
- Relationships between pupils and teachers are good.
- Moving the school into new accommodation has been managed well.
- Support staff make a major contribution to the quality of education provided.

What could be improved

- By the age of eleven, pupils' standards in mathematics and information technology are lower than they ought to be.
- Computers are not used enough to support teaching and learning across the curriculum.
- The data on pupils' attainment and progress is not analysed precisely enough to identify areas for improvement.
- The deployment of teaching staff does not result in the most effective teaching for the older juniors.
- The management of pupils' behaviour is sometimes unsatisfactory and this has an adverse effect on learning.
- The school's performance is not monitored and evaluated well enough and so effective action is not always taken as a result.
- The school's priorities are not securely linked to financial planning.
- Attendance is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in October 1996 the school had serious weaknesses. Since then the school has improved significantly and now has no serious weaknesses, though the management of educational provision for some of the oldest pupils gives cause for concern. The school has successfully managed a smooth relocation to new accommodation and now all classes are under one

roof. This promotes better continuity in learning. The quality of teaching is now much better than it was in 1996. Most of the key issues raised in the last report have been tackled successfully. Standards have improved significantly, especially in English, mathematics and science. A well balanced curriculum is now provided for children under five. Curricular planning has improved and schemes of work have been introduced for all subjects. Several areas remain underdeveloped. Assessment procedures are now satisfactory but data are not used with sufficient precision to improve standards. Resources are inadequate to enable curriculum co-ordinators to develop their subjects effectively. There are now no obvious health and safety issues which need to be addressed. The school is now well placed to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	A	D	D	
Science	C	A	B	B	

When compared with all schools and when compared with schools which have pupils from similar social backgrounds, standards are above average in English and science and below average in mathematics. The school set targets for this year's tests in English and mathematics. These were challenging for this year's group of Year 6 pupils and their performance fell short of the targets. The rise in standards in the four years between 1996 and 1999 has been above the national trend. Across the school pupils achieve well and make good progress in all years except the top classes, Year 6. Particularly good work was seen in the writing of five to seven-year-olds and in art and in history in most year groups. Computers are not used enough to support teaching and learning and standards in information technology are below national expectations for eleven-year-olds. Pupils achieve what is expected of them in religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to learning, are eager to please and keen to succeed. This is not always the case in Year 6.
Behaviour, in and out of classrooms	Mostly good throughout the school but a small minority of pupils present challenging behaviour.
Personal development and relationships	Satisfactory but there is scope for pupils to take more responsibility and to use their initiative.
Attendance	Unsatisfactory. Rates of attendance are below national averages.

Pupils enjoy school and most work hard in lessons. They are anxious to do well and usually give of their best. In many classes there are several pupils, usually boys, who are uncooperative and reluctant to do as they are told. Their attention-seeking behaviour is distracting and adversely affects learning. Teachers have to work hard to manage such behaviour and are mostly successful but in some cases the school's behaviour policy is ineffective. A significant number of pupils arrive at school looking tired and these pupils find it difficult to concentrate. Relationships are mostly good throughout the school and pupils work and play together happily. Attendance is unsatisfactory and a number of parents take their children on holiday during term time.

TEACHING AND LEARNING

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

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

Teaching is at least satisfactory in 96 per cent of lessons; it is good in 41 per cent, very good and occasionally excellent in 29 per cent but it is unsatisfactory and occasionally poor in 4 per cent. In most classes pupils make good progress and learning is effective. This enables all pupils to achieve at least appropriate standards when taking into account their prior levels of attainment. Teaching is especially effective where specific skills are taught in an interesting way. In many classes the good relationships which have been developed between teachers and pupils mean that behaviour is not an issue but in a significant minority of classes teachers have to work hard to manage pupils' challenging behaviour. Most are successful but pupils' learning in one Year 6 class is adversely affected. Literacy and numeracy are taught well and pupils develop skills in these areas effectively. Pupils with special educational needs, higher attaining pupils and pupils with English as an additional language receive sound support and make satisfactory progress. Pupils' learning develops successfully day by day in each class though it is sometimes disrupted by the misbehaviour of a small minority.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A well-planned, broad and balanced curriculum.
Provision for pupils with special educational needs	Pupils are supported well in class: they are given suitable tasks and they receive extra help from learning support assistants.
Provision for pupils with English as an additional language	Adequate support is given by a specialist teacher, who visits the school once a week.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. In each class a suitable programme of personal and social education is organised and taught effectively.
How well the school cares for its pupils	A caring learning environment in which pupils feel secure has been successfully established. Pupils' academic performance is not tracked with sufficient precision to reveal clearly what the next steps in learning should be.

The school works hard to develop a close partnership with parents and is largely successful but communication between the school and parents is not always as clear as it might be. The curriculum

is well planned and is based on good policies and good schemes of work for all subjects. The statutory requirements to teach the full Programmes of Study prescribed by the National Curriculum are met in all subjects. The curriculum for children under five is rich and varied. Sound levels of care are maintained so that pupils can feel happy and secure and learn well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound leadership.
How well the governors fulfil their responsibilities	Governors provide good support and are closely involved in decision-making processes.
The school's evaluation of its performance	Procedures for monitoring and evaluating the work of the school are not systematic and result in inconsistencies.
The strategic use of resources	Resources are adequate to support teaching and learning but there is only a very small contingency reserve so no funds are currently available to support curricular developments.

The headteacher has successfully managed the school over the past five years and has promoted a significant improvement in standards. Governors are strongly supportive and understand all the issues affecting the school. There is an adequate number of teachers and a very good number of support staff to support learning. Accommodation is now satisfactory and there is a good amount of teaching space but the school has yet to decide how best to function within the open-plan design. Curriculum co-ordinators work hard to develop their subjects but they are constrained by a lack of money.

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. • Their children make good progress. • The teaching is good. • They would feel comfortable about approaching the school with questions or problems. • The school is helping their children to become mature and responsible. • The school expects children to work hard. 	<ul style="list-style-type: none"> • Behaviour. • The range of activities outside lessons. • The partnership between parents and the school. • The amount of homework their children receive. • Information about how their children are getting on. • Leadership and management of the school.

Whilst most parents are generally satisfied with the school, there is a significant amount of dissatisfaction. Most parents recognise that the school has improved greatly over the past five years. Inspectors agree with most of the parents' positive comments but their findings show that more could be done to help pupils to become mature and responsible. Inspectors judge that the school provides a good amount of information about pupils' progress. They agree that behaviour could be improved and find that homework is not set consistently across the school. In their view the school is led and managed properly and the school strives hard to work in close partnership with parents. There is an adequate range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with an exceptionally wide range of achievements. Overall, however, their attainment on entry is broadly in line with that which might normally be expected of four-year-olds. On entry many children have poorly developed speaking skills and a significant number have poor social skills but in most cases writing skills are above average. They make good progress in the reception classes and the majority are on course to meet the nationally defined learning outcomes for five-year-olds in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Attainment in personal and social development of most five-year-olds does not meet the learning outcomes described in the national guidance. The youngest children make good gains in confidence and, by the time they are five, many have well-developed language skills. Many speak fluently and talk about their work sensibly but most still find difficulty in expressing themselves clearly. They have a clear understanding of how letters make words and how words can be built to make sentences. Many have well-developed early reading and writing skills.
2. Inspection findings show that, by the age of seven, at the end of Key Stage 1, pupils' achievements exceed national expectations and pupils attain standards which are better than might be expected when set against their prior achievements in English, mathematics and science. Pupils also attain standards which exceed national expectations and represent good achievement in relation to prior learning in art and history. Standards in design and technology, information technology, geography, music and physical education are in line with national expectations and pupils' achievements are in line with what might be expected in relation to their prior levels of attainment. In religious education pupils attain standards which meet the expectations of the Locally Agreed Syllabus. Nearly all pupils read fluently and most have a good understanding of how to use dictionaries, contents and indexes though they have too few opportunities to develop research skills when using reference books in the library, computers with CD-ROMs and the Internet. In writing, seven-year-old pupils achieve standards which exceed national expectations. Most write a series of sentences which are legible, accurately spelt and extend ideas logically. Pupils speak confidently and listen attentively to stories and poems. They follow instructions carefully and ask sensible questions. Pupils calculate quickly and many remember number facts with ease. They are beginning to learn their multiplication tables and are gaining confidence in arithmetic. They can see patterns in sequences of numbers and are developing a good grounding in mathematics. In science they understand that pushing and pulling are forces and that the wind, magnets and gravity exert a force. They use the digital camera to take pictures and know how to program a robot to make it move according to their instructions. They have a good knowledge of a wide range of artists and use this to inspire their own paintings, which are often of high quality.
3. The National Curriculum tests and assessments for seven year olds in 1999 confirm that pupils make good progress through the course of Key Stage 1 and attain standards in writing and science which are well above the national average; in mathematics they are above national averages. In reading the school's results indicate that standards are in line with the national average. Over the past four years, the school has maintained standards in reading and writing which have been consistently close to national averages whilst in mathematics they have exceeded the national average. An analysis of results over the past four years shows that girls perform better than boys in reading, writing and mathematics. The school has begun to analyse the reasons for this imbalance in order to determine how best to achieve greater parity. There was no discernible difference in the performance of boys and girls in the lessons seen.
4. Inspection findings show that by the end of Key Stage 2, pupils attain standards which are in line with national expectations in English, exceed such expectations in science but fall below national expectations in mathematics. Given the standards attained by pupils at the end of Key

Stage 1, the natural expectation is that, if progress is satisfactory, pupils will attain standards which are above national expectations by the end of Key Stage 2 in English, mathematics and science. The results of the National Curriculum tests for eleven-year-olds in 1999 confirm that this was not the case in mathematics, where results were below average. In English and science they were above average last year but this year the as yet unpublished results indicate that there has been a decline in results in English and mathematics. Inspection findings for this year's cohort of Year 6 pupils show that standards are not as high as they should be in mathematics but are satisfactory in English and exceed national expectations in science. When compared with similar schools, results in 1999 were above average in English and science and below average in mathematics. The standards attained by this year's cohort are lower than last year's. Most pupils read fluently and with good understanding but a significant proportion find difficulty in writing clearly or at length. Eleven-year-olds are unable to recite all the basic multiplication tables and many find difficulty in recalling simple number facts. They also find difficulty in applying number skills effectively when trying to solve problems. In science pupils know how to classify materials according to set criteria and have a good understanding of life processes and living things. They make electrical circuits which include switches and know how to test materials to see which conduct electricity and which will not. They have developed satisfactory skills in setting up experiments to test hypotheses as well as in investigating scientific phenomena and drawing conclusions.

5. By the end of Key Stage 2, pupils attain standards that meet national expectations and represent sound achievement in relation to prior learning in geography, design and technology, music and physical education. In religious education standards meet the expectations of the Locally Agreed Syllabus. Standards are in line with national expectations in history, but pupils' prior attainment indicates that they should be higher. Standards fall below national expectations in information technology but exceed expectations in art. Higher-attaining pupils are not always sufficiently stretched, particularly in mathematics, and there is a measure of underachievement. The quality of learning is good in Years 3, 4 and 5 but progress declines in Year 6. Learning in the last part of the key stage does not proceed at the pace of learning in Years 3, 4 and 5. This is largely because teaching is less effective in Year 6.
6. Over the past four years, between 1996 and 1999, the school's overall upward trend in performance at the end of Key Stage 2 has exceeded the steadily improving national trend, largely due to a continuous improvement in the school's English results. There is evidence to suggest that this improvement has faltered. This year's as yet unpublished results are not as good as last year's and since 1998 there has been a decline in the standards attained in mathematics. The school set targets of 72 per cent for the proportion of pupils expected to attain Level 4 in English and 74 per cent in mathematics this year, 2000. As 78 per cent attained this level in English in 1999, it would seem that the school was not setting itself targets which are sufficiently challenging in English. Inspection evidence, however, indicates clearly that, because this particular group of Year 6 pupils' prior attainment has been consistently below the standard expected, in fact for these pupils the targets were challenging. Initial results from this year's tests show that the school's performance is indeed significantly lower than last year's and the targets have not been met. This is partly due to this particular group having a larger proportion of lower-attaining pupils than is usual in the school. It is also due to the inconsistencies in teaching that these pupils have experienced over the past two years when they have been taught by teachers whose continuity of service has been broken for a number of reasons. There is also an unusual gender imbalance, with boys outnumbering girls by more than two to one. An analysis of results over the past four years shows that girls perform better than boys in English, mathematics and science. The school is conscious of these discrepancies and has started to conduct an investigation into why they occur and what action to take to achieve closer comparability. There was no discernible difference in the performance of boys and girls in the lessons seen.
7. Pupils on the school's register of special educational needs make satisfactory gains in their learning. Those in Key Stage 1 and those who have a formal statement of educational need make good progress in relation to their prior attainment and the targets set for them. In Key Stage 2, although pupils with special educational needs make satisfactory progress, lessons are not always well planned to take sufficient account of their specific needs. In several classes their needs are not referred to in short-term lesson plans. These pupils know in

general terms why they are receiving extra help but they are not always made aware of the targets which have been set for them. As a consequence they have no clear view as to how they are progressing, or what they need to do to improve. Consequently the progress which these pupils make is slower than it could be.

8. Across the school pupils show positive attitudes to learning and rise to challenges set. They learn effectively in the reception classes and make good progress. Learning continues to be effective and pupils make good progress through Key Stage 1 though the pace varies from class to class and overall is better in Year 2. The pupils' good progress is maintained through the first three years in Key Stage 2 but deteriorates in Year 6 where a significant amount of time is not used productively and learning is often ineffective. By the time they leave school at the age of eleven many pupils have not developed skills associated with literacy, and even more markedly with numeracy, which they should have done. This indicates a significant degree of underachievement. Many can write at some length both imaginative and factual accounts, using a legible joined script and mostly accurate spelling, but a significant proportion are not able to write effectively. Pupils have too few opportunities to use their skills of research in conducting investigations independently as most tasks are too teacher-directed and learning is constrained. Pupils do not develop sufficiently high levels of competency in numeracy. They measure accurately, for example, when making Aztec temples in design and technology, though opportunities to apply their mathematical skills in other subjects are infrequent and are not planned systematically.

Pupils' attitudes, values and personal development

9. The previous inspection found that pupils' attitudes to their work were usually positive but that the behaviour of a small minority of pupils was unacceptable. This continues to be the case. While the majority of pupils are eager to please and keen to succeed, there continues to be a small minority who are difficult to motivate and have little interest in the activities and opportunities presented to them. These pupils present persistently tiresome behaviour but they do not warrant identification as having specific behavioural or emotional difficulties. The attitudes and behaviour of pupils vary widely but the overwhelming majority behave well. The situation is much the same as in 1996. Overall, attitudes and behaviour are satisfactory.
10. Around a third of the parents who completed the pre-inspection questionnaire indicated that they have a number of concerns about the standard of pupils' behaviour. Although behaviour is judged to be satisfactory overall, inspectors agree with several of their concerns. During lessons, a relatively small number of pupils, who are mainly boys, have their own agenda. They are frequently reluctant to learn and have to be constantly coaxed and cajoled into participating in the class activity. Their lack of interest in and commitment to learning can serve as a persistent distraction during the lesson and can have an adverse effect on the progress that their classmates are able to make. All too often, they do not listen to what their teacher is saying and spend most of their time whispering to others and being silly. As mentioned in the previous report, their attention-seeking behaviour demands an undue proportion of their teacher's attention and energy. Their commitment to learn is also undermined by the fact that many of these pupils arrive at school yawning and clearly have not had enough sleep. This makes them fractious and easily distracted.
11. The more co-operative and committed majority tolerate the antics of their classmates very well and are extremely patient. While they occasionally become exasperated, they do their best to ignore these individuals and quietly and conscientiously get on with their work. These pupils enjoy coming to school and are interested in the range of activities provided. Many of the new classrooms are open plan and pupils cope well with the intermittent distractions that emanate from the adjoining class or corridor. Despite the manifest demands that some pupils place upon their teachers, relationships between pupils and their teachers are usually good and the school has a good atmosphere. Although there is some boisterous behaviour around school, pupils look after each other well and are concerned if someone is upset or needs help. There was one temporary exclusion of a pupil during the year preceding the inspection.
12. The social and personal development of children aged under five is unsatisfactory. Although these young children can, for example, get themselves dressed and undressed for a physical

education lesson, they are often restless and unwilling to listen to their teacher when she is explaining what they are to going to be doing during their lessons. Although they enjoy practical activities, they can easily become distracted and start to misbehave.

13. The personal development of the older pupils is satisfactory. When they are provided with opportunities for responsibility, the majority respond responsibly. Pupils of all ages can help to look after the school pets and older pupils may also become 'Danger Detectives', who tour the school in a search for any health and safety hazards, or members of the school's environmental 'Green Group'.
14. Attendance continues to be below the national average. When pupils are absent, it is usually because they have been ill or have had a medical or dental appointment. Over twelve per cent of absences, however, are the result of pupils being taken out of school for family holidays. The absence of these pupils inevitably means that they miss the work that is undertaken by their classmates during their absence and this could place them at a disadvantage in the future. In addition, there are a number of travelling pupils on roll and the overall level of attendance is affected by the extent to which they travel during term time. The irregular attendance of these pupils adversely affects their learning as well as the published statistics about the school's performance in National Curriculum tests.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is mostly good. The teaching of the under fives is good overall though there is insufficient emphasis on teaching the skills associated with personal and social development. Teaching in Key Stage 1 is mostly very good. Teaching in Key Stage 2 is mostly good and it is better in Years 3, 4 and 5 than in Year 6 where it is unsatisfactory and occasionally poor in well over a third of lessons. In Key Stage 1 teaching is very good in English and mathematics. In both key stages teaching is good in science, art, design and technology and history. In Key Stage 2 teaching is good in music and physical education but there was insufficient evidence in these subjects to make judgements about the quality of teaching in Key Stage 1. In both key stages teaching is satisfactory in geography and religious education and in Key Stage 1 it is satisfactory in information technology. The teaching of information technology is unsatisfactory in Key Stage 2, particularly in Year 6. The teaching of mathematics at the end of Key Stage 2 is also unsatisfactory. The quality of teaching is much better than at the time of the last inspection. There is a close link between the quality of teaching and the progress which pupils make. Where teaching is good, learning is effective and pupils make good progress.
16. Examples of exceptionally good teaching were seen in English, mathematics, science and art in both key stages as well as in design and technology in Key Stage 1 and in history and physical education in Key Stage 2. No teaching was unsatisfactory for the under fives, in Key Stage 1 or in Years 3, 4 and 5. Unsatisfactory teaching occurred in mathematics and religious education in Year 6. Teaching is especially effective where the skills to be taught in a lesson are clearly identified and when the learning intentions are shared with pupils. Teaching is less effective where teachers plan what they intend that the pupils will do in a lesson rather than which skills are to be taught. Where teachers fail to give any reason for the tasks they set, pupils' learning lacks purpose. In one lesson on forces, for example, no clear reason was given as to how knowledge of the relationship between different forces, such as pushing and pulling, magnetic attraction, the power of wind and the force of gravity, might be of use in the real world. It was just an exercise with no particular relevance or rationale. Where teachers share learning objectives with pupils and give examples of the application of skills in meaningful situations, learning becomes more purposeful. When studying a range of skills associated with creating a quilted design, for example, the pupils were aware from the start what the end product should look like and the teacher referred to the use of quilts in everyday life.
17. Teachers plan their lessons together in year groups and this helps to maintain consistency among classes. The planning is thorough and helps to generate continuity in learning. There are occasions, however, where one teacher teaches the same planned lesson much more effectively than another in a parallel class. Literacy lessons are taught well in Key Stage 1

where there is appropriate emphasis on the teaching of reading in a balanced way so that pupils develop a good understanding of phonics whilst also developing a good knowledge of words recognised on sight. In nearly all classes in Key Stage 2, the exception being one year 6 class, the National Literacy Strategy is taught effectively and pupils make good progress in developing skills in reading and writing.

18. Numeracy is taught satisfactorily in most classes. There is an appropriate emphasis on developing the quick recall of number facts and there are good teaching techniques for developing sharp responses to number questions. Several teachers lack confidence in the subject and their knowledge of facts and understanding of mathematical processes are not always secure. Teachers use the correct mathematical vocabulary and use good questioning strategies to check on pupils' understanding. In a minority of lessons the teacher did not leave enough time at the end of the session to highlight the key facts and ideas which pupils had learned during the course of the lesson.
19. Homework is not set consistently. In some classes in Key Stage 2, for example, it is set regularly while in others the teachers set homework irregularly.
20. Throughout the school pupils' learning is enhanced significantly where they show positive attitudes and are keen to succeed. In most classes pupils show great interest in their work and often sustain concentration for long periods. Teachers promote a serious approach to work and pupils are willing to please. Relationships between pupils and teachers are good and gentle humour is used well. Control is generally good and most teachers deal well with the challenging behaviour of some pupils. Time is used efficiently and most lessons proceed at an appropriate pace.
21. Teachers assess pupils' work satisfactorily on a daily basis but marking is inconsistent. In a minority of classes work is marked with helpful comments that show pupils how they might improve their work but this is not always the case. Assessment records and the longer term assessment of pupils' attainment and progress are inconsistent. This means that, whilst teachers' daily lesson plans are thorough and often detailed, they are not always based on what pupils have already learned and what the next steps in learning should be. Thus, pupils' learning is not always well matched to their specific needs. The school does not formally identify gifted or talented pupils and teachers' plans do not indicate how work will be adjusted to meet their specific needs. As a result these pupils are not always provided with sufficient challenge to meet their learning needs.
22. Learning support staff make a good contribution to the quality of teaching, especially in supporting pupils who need extra help. They have received adequate training and work in close association with teachers, though they do not always participate in planning. Pupils with special educational needs benefit from sound teaching, either by being provided with appropriate tasks matched to their levels of development during the course of a lesson or by being provided with extra adult support in class. This sound support enables them to learn effectively and make satisfactory progress. When pupils are performing less well than others in the age group, teachers monitor their work closely and classroom assistants give them extra help in literacy and numeracy lessons. Once pupils are placed on the special needs register clear targets are set for them and these are recorded on Individual Educational Plans. Teachers have only recently been required to write and review these plans themselves as the special needs co-ordinator used to complete them. In Key Stage 1, the quality of such plans is good. Teachers are thoroughly aware, through their close observations and monitoring of pupils' progress, exactly where difficulties lie and skilfully adapt work and teaching methods to address them. The quality and effectiveness of individual plans and provision within lessons for special needs pupils are variable within Key Stage 2, reflecting different levels of expertise among teachers. Consequently, pupils with special educational needs make better progress towards their targets in some classes than others although nowhere is their progress unsatisfactory. Pupils with Statements of Special Educational Need receive good quality support from their special needs assistants, who work closely with the class teacher and outside specialists to provide the most appropriate teaching for them. Pupils in Key Stage 2 with special needs benefit from small-group teaching during certain weeks of the year in the extra literacy and numeracy 'booster classes' that are provided to raise standards.

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

23. The curriculum provided by the school is satisfactory. The areas of weakness described in the last inspection report have been addressed successfully and improvements have been made. A broad range of learning opportunities is offered to all pupils. The statutory requirements of the National Curriculum are met in the core subjects of English, mathematics, science and information technology and the school follows the Locally Agreed Syllabus for religious education.
24. The school offers children under five a good range of learning experiences, which provide a satisfactory balance between play and more structured activities. The curriculum for the youngest children is based on national guidance and includes all the recommended areas of learning. It makes a good overall contribution to the intellectual development of all pupils and provides satisfactory opportunities to promote children's creative and physical development as well as their knowledge and understanding of the world. Provision for their personal and social development is unsatisfactory. A good start has been made on introducing the Literacy and Numeracy Hours to pupils in the reception classes.
25. The allocation of time to various areas of the curriculum has been balanced effectively so that there is appropriate provision for the National Literacy and Numeracy Strategies in both key stages. However, the time spent on getting ready for lunch in Key Stage 1 and in dealing with aspects of behaviour management in Key Stage 2 results in a considerable loss of teaching time over the course of a year. Overall, the curriculum effectively prepares pupils for the next stage in education, except in mathematics and personal and social development, where a minority of pupils in Year 6 are not sufficiently well prepared.
26. Art, design and technology, information technology, geography, history, music, physical education and science are taught as separate subjects. Plans show good coverage of the National Curriculum Programmes of Study and national guidance from the Qualifications and Curriculum Authority is used well to support curricular planning. In some year groups teachers share their curricular strengths by teaching the parallel class the subjects in which they are more expert. This organisation promotes effective and equal access. In Year 3, for example, one teacher teaches literacy to the whole year group and the other teaches mathematics to all. The curriculum is balanced but the school still has some way to go to clarify learning and assessment objectives for non-core subjects.
27. The nationally recommended Code of Practice for pupils with special educational needs is in place. The co-ordinator is absent on sick leave and, for the time being, the headteacher is monitoring the school's provision. Teachers, in the absence of the co-ordinator, oversee the pupils' needs and check that up-to-date and appropriate Individual Education Plans are in place.

The pupils with special educational needs and those few pupils with English as an additional language have equal access to the curriculum. This is promoted effectively by providing support within the classroom rather than by withdrawing pupils from their lessons to give extra help.

28. There has been a good range of in service training to ensure that all teachers are competent to teach all elements of the National Literacy and Numeracy Strategies. These strategies have been successfully implemented. Governors and the senior management team have ensured that these initiatives are now an integral part of provision.
29. The school provides satisfactory extra-curricular opportunities. In Year 6 pupils go on a residential visit where they are introduced to many interesting outdoor pursuits such as abseiling and canoeing; they also receive further training in information technology. There is a football and a netball club. Pupils also compete in games of football and netball against other

schools. There is a singing club and a small group of pupils learn to play a good range of musical instruments. French and an art club are organised by the staff. This is sufficient to meet the older pupils' needs although younger children have few extra-curricular opportunities. A significant proportion of parents indicated that they believe that the range of activities provided outside lessons is unsatisfactory but overall the inspection team judged them to be adequate.

30. The school endeavours to ensure equality of access and equal opportunities for all pupils and is largely successful. The organisation of classes and groups is intended to offer all pupils the same facilities. At the end of Key Stage 2, there have been some shortcomings in this respect over the past two years: because of staff absence the continuity of provision has been erratic. Pupils learning English as an additional language have satisfactory support in class and a specialist teacher visits for a short time each week. The school has recently identified the need to analyse data rigorously in order to establish reasons for the lack of progress of pupils in Key Stage 2, particularly those pupils who arrive at the school part way through the key stage. They have also recently considered further ways to provide for gifted and talented pupils and have a draft policy that outlines strategies to meet the needs of these pupils. The school successfully ensures that equal opportunities are offered to pupils who are travellers. They are integrated into their chronological year and improve on their prior attainment.
31. There is a satisfactory programme in place to prepare pupils for adult life. There is a sex education policy. Pupils receive sex education as appropriate for their age. The school has a draft personal, social and health education policy. Most teachers provide satisfactory opportunities to further develop pupils' understanding, although the lack of schemes of work for these areas of the curriculum results in some omission of relevant aspects, particularly in Key Stage 2. The introduction of a drugs awareness policy and close liaison with community police further improve provision.
32. The local community makes a good contribution to pupils' learning. Links with the Market Harborough Council raise pupils' awareness about problems in their local environment. Members of the clergy visit regularly to lead assemblies and pupils visit a local church to enhance their work in religious education. Governors give valuable time and expertise to the school, which effectively enhances curricular provision, and a few parents of the younger pupils contribute by offering their time and sharing their skills in the school.
33. The reception teacher visits new entrants in their nursery or playgroup setting before they start school in the reception class. This liaison is beginning to contribute to greater continuity in the early years provision. There are satisfactory links with the local secondary school, with which constructive relationships have been developed. Several days are devoted to the planned induction of pupils to their secondary school; this involves all pupils in Year 6. As part of the process the Year 7 teacher visits to meet all the pupils together. The induction procedures help most pupils in Year 6 to settle well into their new school.
34. The school makes satisfactory provision for the spiritual development of pupils, aiming to ensure that there are opportunities to extend pupils' knowledge and to give them insight into Christian values and beliefs and those of other world religions. Pupils of all ages are given time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are given occasional opportunities to feel awe and wonder by their discoveries and experiences in science, design and technology, art and literacy lessons. Assemblies include opportunities for prayer and further consideration of values and beliefs and make a satisfactory contribution to pupils' spiritual development.
35. Satisfactory provision is made for pupil's moral development. This aspect was weak in the last inspection. The school has implemented many strategies to bring about an improvement although there is still some way to go in order to cater for the wide and varied needs of all the pupils. There are frequent opportunities to hear stories with morals. During assemblies and religious education lessons, pupils consider the principles of truth and justice, and reflect on being fair to and caring for others. School rules and a comprehensive behaviour policy are effective for the many pupils who understand the difference between right and wrong and know how they are expected to behave. Others find this difficult. In one discussion, for example,

pupils claimed that they were advised by parents to respond aggressively in school confrontations and stated that they had been told that if they were hit in school then they should retaliate with a punch which was twice as hard as the one which they had received. Pupils take part in personal and social lessons which are sometimes in the form of 'circle time' to reinforce aspects of moral development. This is a special time when pupils sit in a circle to discuss issues. These lessons are used as a platform for pupils to air their opinions or share their worries. However, there is no cohesive programme of study to ensure that all pupils are enabled to develop more mature attitudes with regard to aspects of moral development. The school has not gone far enough to influence the moral code of a significant minority of pupils. Older pupils in particular do not often demonstrate that they have respect for the moral values which their school promotes

36. The provision for pupils' social development is broadly satisfactory but it does not meet the needs of a significant minority of pupils throughout the school. Adults develop the self-esteem and confidence of most pupils in the community. They act as good role models and set standards by personal example. Pupils are involved in community projects and raise money for charities. Pupils are given a satisfactory range of tasks which help the school and there are plans to introduce a school council. Currently there are too few opportunities for pupils to be fully involved in the smooth running of their school. There is a 'bubble time' strategy that enables pupils to seek counselling from an adult or any pupil of their own choice should the need arise. Generally there are very few opportunities for younger and older pupils to work together in situations that would advance the social development of both age groups. Now that the school is no longer on a split site there are more opportunities to develop such links between year groups than there were in the past. Pupils are given time to express their feelings and ask questions during circle time, which enhances their personal and social development. Rewards are given for achievement, and qualities of courtesy, co-operation, effort, motivation and independence are recognised. However, these awards of certificates for social development do not have an impact on the older pupils, many of whom have little regard for them. There are too few opportunities for pupils to show initiative and take responsibility, and insufficient recognition of the mature attitudes that some pupils display.
37. The school makes satisfactory provision for pupils' cultural development. There are good opportunities to extend pupils' knowledge of Christian festivals and traditions and other world faiths. Lessons in art, history and geography give pupils some opportunity to extend their knowledge and give them experience of other cultures and traditions. This is enriched through educational visits to support their topic work. There are opportunities for singing, dancing and music making derived from various different cultures. Since the last inspection the school has considered some opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society. There is now a multicultural policy. Links with local agencies outside the school enhance the teaching of world faiths and visits from students on foreign exchange contribute to this part of the curriculum.

38. Provision for pupils with special educational needs is satisfactory and all statutory requirements are met. They have full access to the curriculum and to extra-curricular activities. However, insufficient use is made of computer programmes to aid their learning. All pupils on the school's special educational needs register have clear and suitable individual education plans. Pupils with special educational needs in Years 3 and 4 have periods of more intensive teaching as part of the extra government-funded literacy support and pupils in Year 6 have booster classes in numeracy to raise standards. The concern expressed by several parents to the inspection team that special needs provision is unsatisfactory is partly based on the misconception that, because there are no longer small groups withdrawn from classes for special teaching, then provision is not as good as it was. This is not justified. Classroom assistants work effectively with groups under the teacher's guidance in the classrooms following the school's policy of inclusion.
39. Appropriate provision is made to promote equal access to the curriculum for all pupils and most pupils have equal opportunities; the exception being pupils in Year 6, who have not experienced the same continuity in their learning as other year groups. The equal opportunities policy emphasises the aim of encouraging an environment where all people are valued and respected irrespective of race, gender or special requirements. The school successfully achieves its aim of inclusion and welcomes pupils from both the local community and the wider range of communities of the area. The headteacher, staff and governors analyse results by gender and previous attainment but there is insufficient monitoring to ensure that the policy is consistently applied in practice, and there are inconsistencies in teaching, in provision for homework and in recording progress in reading. The new school building has appropriate facilities for people who need wheelchair access.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The previous inspection found that this school provided good quality academic and personal support for its pupils and, in some respects, this has been maintained. All members of staff work together as a team and everyone does their best to make sure that pupils are well looked after during the school day. The personal support and guidance provided ensures that pupils are encouraged to work hard and to achieve a good standard of work. There continue to be shortcomings, however, in the effectiveness of the school's procedures for monitoring pupils' academic performance and in the extent to which assessment information is used when planning what the pupils will do next. In addition, the management of pupils' behaviour is occasionally unsatisfactory and this can have a detrimental effect on the progress that the rest of the class is able to make. Whilst procedures for pupils' personal welfare are securely in place, the shortcomings in the educational guidance provided by the school and in the ways in which pupils are helped to improve the quality of their work and to make progress lead to an element of underachievement.
41. The school collects a great deal of data on pupils' attainment but such data are not used well to create a clear picture of each individual's progress. Pupils take the statutory tests when they start school, the end of key stage tests and an annual reading test in Key Stage 2. These help the school to compare pupils' attainment against the attainment of pupils nationally as well as within the local education authority area. This year the school has used a wider range of formal tests to provide information on standards being reached in each year group in Key Stage 2 for English, mathematics and science. Teachers have started to use the testing procedures suggested within the new units of work from the Qualifications and Curriculum Authority to determine the level of pupils' knowledge and skills for subjects other than English and mathematics. Teachers and classroom assistants in Key Stage 1 regularly assess how well pupils are progressing towards becoming independent readers. As pupils move through Key Stage 2 these procedures become inconsistent and consequently, in some classes, teachers are insufficiently aware of the lack of progress of their weaker readers.

42. The school management is not yet using the data available from its assessment procedures in sufficient detail to identify the strengths and weaknesses in its curriculum in order to make changes to raise standards year on year. However, it is starting to do so. For example, in Key Stage 2 more non-fiction texts have been introduced to encourage progress in boys' reading. Teachers in Year 2 have noticed that pupils who score below the expected level for their age in the Key Stage 1 reading test have a less developed vocabulary. Consequently, they have made plans to give more emphasis to developing speaking, listening and oral pre-reading skills next year for the lower-attaining pupils.
43. The procedures for monitoring pupils' academic progress are unsatisfactory. The school has not yet developed a system designed to track pupils as they move through the school to see whether they are making sufficient progress. Recognising this, the school plans to use nationally available testing material for this purpose and to set individual targets. There is currently too much inconsistency in the quality and regularity of recording pupils' achievements to be useful in monitoring over a longer term. Although there is a clear policy on recording pupils' progress in reading, for example, the policy is not applied consistently in all classes. Consequently, it is difficult to monitor the rate of some pupils' progress. To remedy this situation, the school has recently begun to develop whole-school assessment and recording procedures which are designed to enable pupils' academic progress to be monitored effectively in spelling, reading and mathematics. Low scores in tests are not always used as a trigger to place pupils on the school's register of special educational need, nor to determine whether they should move up or down a stage at their review times. The register itself is not monitored to see whether provision is effective or whether the curriculum is adapted sufficiently to enable these pupils to make sufficient progress.
44. The support given to pupils to make progress academically is generally satisfactory, although there are inconsistencies in practice between classes. Most teachers talk to pupils about how they are getting on and what areas need improvement. The marking of work often pinpoints errors and shows pupils how to correct their mistakes. Marking frequently acknowledges effort but does not always indicate what pupils need to do to extend their thinking or raise the standard of their work. Examples of very good marking occur in the writing books in one of the Year 6 classes but such good practice is infrequent. The practice of setting formal individual targets for improvement, evaluating them and moving to more challenging targets is not yet established throughout the school, although it happens effectively in some classes. Of note are the targets set in Year 1 and displayed as footballs shooting into a goal on a wall display and the very precise and thoughtful targets written out by pupils and displayed in Year 2. The majority of end-of-year reports show in broad terms what pupils should concentrate on to improve further. An innovation last year was the introduction of a page on which pupils were invited to evaluate their own learning and to say how they planned to improve their performance.
45. The assessment and monitoring of the attainment and progress of pupils with Statements of Special Educational Need are good. Teachers and learning support assistants have very good liaison procedures to monitor pupils' progress from day to day. The Individual Educational Plans are linked closely with the need shown on the statements and are regularly monitored and reviewed in line with the national Code Of Practice.
46. Procedures for monitoring pupils' personal development are satisfactory and are largely based upon teachers' close knowledge of their pupils' individual circumstances. Personal, social and health education is effectively taught through specific lessons as well as during science and religious education. The school nurse provides very good support for pupils and parents alike during her fortnightly 'drop in' sessions.
47. Procedures for monitoring and promoting good behaviour are unsatisfactory. The recently revised behaviour policy is not consistently implemented. As a result, the management of pupils' behaviour is occasionally unsatisfactory. In the interests of trying to provide for the more interested majority, some teachers turn a blind eye to the persistently attention-seeking behaviour displayed by a small but significant number of pupils. The 'traffic light' system, whereby incessantly disruptive pupils are sent to spend time in another class, can amount to little more than a period of authorised inactivity because pupils are not given any work to do during the time that they have been sent out. Although the occasional incident of bullying does

occur, there is clear evidence which indicates that the school addresses these problems quickly and effectively.

48. Procedures for monitoring attendance are satisfactory. Registers are regularly reviewed and, by using a computerised system, the school is able to keep a close eye on individual attendance and pick out any emerging trends at an early stage. Although the majority of absences are because of illness, a significant number continue to be the result of family holidays during term time. These absences inevitably mean that the pupils concerned miss out on the work that has been undertaken by the rest of the class and result in gaps in their knowledge and understanding.
49. The procedures for promoting child protection are good. Detailed records are kept and the designated teacher liaises very closely with external agencies and the school nurse. Health and safety procedures are good and governors undertake regular safety audits of the buildings. Statutory requirements are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. This school sees a close partnership between home and school as fundamental to its work and is keen to increase the extent to which parents are involved in the day-to-day life of the school. While most parents are generally satisfied with most aspects of the school's provision, views expressed during the pre-inspection parents' meeting and through the pre-inspection questionnaire indicate a considerable level of dissatisfaction on the part of a significant minority of parents. Some of the dissatisfaction is justified but it is also partly due to misconceptions and to a lack of sufficiently clear communication between the school and parents.
51. Parents have concerns about a number of important areas. They include misgivings about the overall standard of behaviour, the level of homework set, the quality of information provided, the extent to which the school works closely with parents, the range of extra-curricular activities and the way in which the school is led and managed. The inspection supports their concerns about the overall standard of behaviour and the level of homework set. Some pupils behave inappropriately during their lessons and the sanctions employed by the school are not always effective. Although a new homework policy has recently been adopted, teachers do not always stick to the guidelines in the policy and homework continues to be set inconsistently. The school is keen to work closely with parents but there are many occasions when homework is neither completed nor returned to school. Parents' concerns about the level of information provided were not substantiated. At the start of each term, they are provided with a curriculum newsletter that clearly sets out the various topics that will be covered by their child. This gives parents ample opportunity to support their children with this work at home, should they wish. In addition, annual reports are of good quality overall. They provide parents with a clear indication of the work that has been undertaken over the last year and of the progress made by their child. Governors send an informative newsletter to parents each term. There are also regular opportunities for parents to discuss any emerging concerns with teachers. Meetings held to inform parents about the National Literacy and Numeracy Strategies have not been well attended. Concerns about the leadership and management of the school are not supported by inspection evidence, though the deployment of teaching staff in Year 6 over the last academic year is an area for serious concern. The range of extra-curricular activities was found to compare well with what is provided in other schools.
52. The majority of parents do their best to support the work of the school and several regularly give voluntary help during the school day. The impact of this support is positive and helps and encourages the pupils to do well in their work. The active parents' association organises social and fund-raising events and the proceeds are used appropriately to increase the range and quality of learning resources available. Funds have recently been used to provide additional computing and play equipment and these facilities broaden pupils' learning opportunities.
53. There are indications that a proportion of parents are not sufficiently co-operative. During the inspection it was apparent that a significant number of pupils were visibly tired when they

arrived at school. They yawned and stretched their way through their lessons and this lethargy made it more much difficult for them to be actively involved in their learning and to achieve work of a high standard. In addition, the taking of term-time holidays is the second most common reason for absence. A relatively high proportion of parents take their children out of school for at least ten days with the inevitable result that their children miss out on large areas of class work. Being absent for such a substantial period of time interrupts their learning and adversely affects their progress.

54. Parents are informed as soon as their children are placed on the school's register of special educational needs and thereafter they are kept fully informed about their progress. Parents whose children have Statements of Special Educational Need are involved in reviewing the targets set for their children in accordance with the Code of Practice.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher and senior management team give the school sound leadership and this is reflected in significant improvements since the previous inspection in:-

- levels of attainment in most subjects;
- more detailed curricular planning for all subjects;
- increased responsibility given to subject co-ordinators;
- good quality teaching in the majority of classes.

56. The majority of the key issues identified during the last inspection, when there were some serious weaknesses, have been successfully addressed. The headteacher has managed the school effectively over the past five years. Governors are strongly supportive of the school and have developed a clear understanding of all issues affecting it. There has been a shared commitment to providing new school buildings and the recent move to a new site has been well managed. Pupils are now taught under one roof in an attractive building which is conducive to learning. The new open-plan classrooms are not yet used as effectively as they could be. Pupils and teachers are learning to cope well with the new environment and are beginning to adjust their working practices appropriately. The school is working towards a review of how best to use the open-plan spaces more effectively.

57. Members of the senior management team are aware of the school's strengths and weaknesses. The issues affecting the learning and behaviour of pupils in Year 6 have not, however, been satisfactorily addressed and this has resulted in an element of under-achievement, unsatisfactory behaviour and unsatisfactory personal and social development. Moreover, the present systems in place for assisting pupils in becoming mature and responsible people are not consistently applied nor has this aspect of pupils' development been monitored closely.

58. The headteacher has actively sought to develop a caring ethos so that pupils and staff feel valued and in the majority of cases has been successful. She and the senior management team have given a clear direction for the curriculum and many other aspects of the life of the school. The governing body fulfils its statutory duties effectively and helps to shape the direction of the school. The school's mission statement and aims include a commitment to high standards and, although this commitment is not reflected in all classes, the school has been largely successful in pursuing its aims. The school's detailed aims and values emphasise good relationships, high standards of behaviour and attainment as well as equality of opportunity. These are very well

considered and appropriate to the age group of the pupils. However, because procedures for monitoring and analysing the quality of education provided are not systematic, there are inconsistencies in teaching, learning and attainment.

59. Appropriate delegation to staff with management responsibilities helps to promote effective

curricular planning. Detailed schemes of work are in place and there is a common format of planning throughout the school. There has been an appropriate level of monitoring of literacy and numeracy. At present, however, most subject co-ordinators have monitored neither the teaching nor the learning in their subjects. The planned reorganisation of the deputy headteacher's time in the autumn term is designed to increase the opportunities for monitoring. There are appropriate plans in place to restructure the senior management team into mixed year group teams in order to increase and improve continuity across and between Key Stage 1 and Key Stage 2.

60. The school has successfully acquired the 'Investors in People' award. This reflects the value placed on all pupils and adults in the school. During the inspection, this was reflected in shared year group planning, the high level of involvement of all support staff and the success of the lunchtime supervisors in using the rewards and sanctions system of the school. Two classroom support staff have gained awards in special educational needs from the University of Leicester and this has contributed to the support they provide. All staff have detailed job descriptions which accurately outline their areas of responsibility. There are effective links between the local education authority and the school. The governing body has established an extensive range of sub-committees which function well.
61. The headteacher, teaching staff and governors work closely together as they pursue their joint commitment to improving standards. They have a shared vision for school improvement and this is reflected in the clearly defined mission statement and the aims of the school. These are further reflected in the detailed School Development Plan, which has emerged as a useful management tool. The plan is a comprehensive document which identifies initiatives and gives clear direction for the work of the school. It includes appropriate detail about the curriculum, the responsibilities of co-ordinators and the personnel responsible for taking action to manage improvements and a time scale for the completion of initiatives. However, this year, because of financial limitations, the plan does not include financial implications of all initiatives.
62. Governors' understanding of the strengths and weaknesses of the school is good. Each governor is linked to a curriculum area or an aspect of the school's work. Close links have been developed between the subject co-ordinators, the headteacher and governors and most governors visit at least once a term. Three governors are appointed each term to be the 'visiting governors' and they report back to the full governing body on their observations. The annual governors' report to the parents includes detailed accounts of some of these visits. The governing body has not yet developed formal performance management systems but is in the process of considering its performance management policy in line with the new national procedures.
63. The monitoring of the teaching of literacy and numeracy is satisfactory and there are appropriate plans for monitoring other subjects. There is, however, no teaching and learning policy which defines the criteria against which to evaluate the quality of teaching. Curriculum co-ordinators catalogue the resources in their areas, ensure their effective use and propose improvements but this year insufficient funds are available to finance the necessary curricular developments identified by co-ordinators. Due to unusual circumstances this year, such as the loss of the school's split site allowance, educational priorities cannot be supported effectively because of limitations imposed by the budget. The school is not in a position to finance any improvements which result from its monitoring and evaluation systems. Governors are acutely aware of the school's financial position and of the financial implications of all their decisions and initiatives. The budget is set by the governing body after appropriate consideration of identified priorities including teaching and accommodation. In previous years sufficient financial reserves have been retained to cover any unexpected demands but this year there is very little money left and not enough to cover for unexpected contingencies.
64. The bursar provides very detailed up-to-date financial information which helps the governing body to monitor expenditure carefully and to ensure that grants for specific purposes are used appropriately. The administrative staff work well together and ensure that the day-to-day management of the office runs smoothly and efficiently. Information technology is used well by administrative staff to maintain records. They have a clear understanding of the needs of parents, staff and pupils and are very supportive. In addition, secretarial staff help to ensure that teachers are not overburdened with administrative tasks which would detract from the time

they spend teaching. The recent auditor's report was complimentary about the school's management of its finances and the small number of recommendations for improvement have been addressed successfully.

65. Although there is no formal staff appraisal procedure, there are satisfactory systems in place. The headteacher has annual professional interviews with all staff and specific details of professional development are discussed. Appropriate targets are set and job descriptions discussed. Where necessary, these are amended to reflect the needs of the school, identified plans for improvement and professional development. These targets and amendments are reviewed the following year and also form part of the headteacher's monitoring plans.
66. The governors, headteacher and senior management team have a clear understanding of the strengths and weaknesses of the school. However, although there has been extensive monitoring of pupils in the present Year 6 classes for the past two years, they have been unsuccessful in sustaining the continuity of teaching. Whilst some effective measures have been taken, such as temporarily seconding a deputy headteacher from another school and using extra financial resources to increase learning opportunities, these have not been successful in sustaining improved standards of teaching and learning in Year 6. Despite the significant number of highly skilled permanent teachers on the staff, a number of temporary teachers has been employed to teach these pupils. The measures taken to improve the situation have not been sufficiently effective. This is a serious cause for concern.
67. Special educational needs provision is managed satisfactorily. This has been ensured by the headteacher and special needs governor taking an active role during the absence of the co-ordinator for much of the year. Before her absence, the co-ordinator had introduced several improvements in procedures: for example, teachers now write and are themselves responsible for Individual Educational Plans and all the associated paperwork. Teachers have received training in how to adapt the literacy and numeracy frameworks for pupils with special educational needs. There are, however, a few areas where the management of special educational needs is unsatisfactory. The monitoring and evaluation of provision to assess its effectiveness are unsystematic. The school does not analyse the data from test results in sufficient detail to establish which pupils should be on the special needs register, nor is such information used to move pupils between stages on the register. Teachers generally have insufficient knowledge about when to move pupils up or down a stage so there is uncertainty as to whether the register is accurate. Consequently, there is no clear view of how much progress these pupils are making and whether they are being taught effectively.
68. There are sufficient teachers and a high level of support staff to match the needs of the curriculum and the needs of pupils. The procedures for the induction of new teaching staff to the school, especially in monitoring planning and giving effective support in class management, have not worked well in one Year 6 class. The school has the potential to be an effective provider of teacher training and good links have been established with a college in Northampton.
69. The accommodation is satisfactory but the headteacher and staff have identified the need to use the open-plan design and shared space more effectively. However, considering that the school has only been on the present site for three months, a good beginning has been made to the organisation of resources and to creating an attractive working atmosphere. The site manager makes particularly good contributions to the school in terms of the high standard of cleanliness, awareness of health and safety issues and his expertise in building maintenance.
70. Learning resources are appropriate for the school's curriculum and the range of pupils. They are well catalogued, neatly stored and well used in most cases. However, during the inspection, computers were not used often enough. The school applies the principles of best value to most of its work. One strength is its analysis of the results and the ability to make comparisons between schools within the local education authority and nationally. The governors debate alternative ways forward and are prepared to challenge a viewpoint and make independent spending decisions which they feel are in the best interests of the school. The governing body consults widely to ensure that best value of expenditure in terms of challenge, consultation and competition are applied to any spending decisions.

71. Most of the key issues for action raised at the time of the previous inspection have been tackled successfully, especially those which concerned raising standards of attainment. The quality of the curriculum has been improved and there are now schemes of work for all subjects. The governors and headteacher have successfully negotiated with the relevant authorities for improvements to the accommodation and the health and safety issues associated with the old building have therefore been eliminated. However, the school has not ensured that the assessment policy is fully effective nor that the pupils' moral code is applied consistently. Whilst there has been an increase in pupils' knowledge of other cultures and faiths, this has not improved sufficiently though this issue is included in the development plan outlined by the co-ordinator for equal opportunities.
72. Taking into account the improving standards of attainment, especially in English and science, the school's commitment to raising standards, the good quality of teaching and pupils' mostly satisfactory behaviour, the school provides satisfactory value for money. This reflects a significant improvement since the previous inspection. The school has a strong senior management team and is well placed to continue to make significant improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve standards further the headteacher, staff and governors should:-
- (1) improve standards in mathematics and information technology by
 - raising expectations of pupils' performance,
 - teaching the subjects in a series of progressive steps from Reception to Year 6,
 - ensuring that pupils' attainment and progress is carefully monitored so that the next steps in learning are clearly identified; (paragraphs 4,5,15,25,90,142,147)
 - (2) promote the regular use of computers to support teaching and learning across the curriculum; (paragraphs 2,115,136,146,147,150)
 - (3) refine assessment procedures so that the resulting data can be used to set individual targets and plan the next steps in learning for all pupils; (paragraphs 21,43,44,117)
 - (4) deploy teaching staff so that in future no year group is disadvantaged by having too many temporary teachers; (paragraphs 51,66)
 - (5) review systems for managing pupils' behaviour and ensure that policies are implemented consistently from Reception to Year 6; (paragraphs 47,74)
 - (6) monitor and evaluate the implementation of school policies, such as those concerning marking and homework, to ensure that they are applied consistently in all classes; (paragraphs 19,21,44,51,115)

- (7) ensure that school priorities are securely linked to financial planning and that curriculum co-ordinators have sufficient resources to develop their subjects effectively; (paragraphs 61,62)
- (8) improve rates of attendance. (paragraphs 14,48)

Other less significant areas for improvement:

- There is no teaching and learning policy which defines the criteria against which to evaluate the quality of teaching. (paragraph 63)
- There is insufficient scope for pupils to use their initiative and to develop personal responsibility. (paragraphs 25,36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	40	28	3	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		394
Number of full-time pupils eligible for free school meals		46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		65

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

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

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	0.5
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
	1999	28	21	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	26	27
	Girls	20	21	20
	Total	41	47	47
Percentage of pupils at NC level 2 or above	School	84 (81)	96 (84)	96 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	27
	Girls	20	18	20
	Total	44	42	47
Percentage of pupils at NC level 2 or above	School	90 (85)	86 (85)	96 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	38	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	22
	Girls	31	27	33
	Total	49	42	55
Percentage of pupils at NC level 4 or above	School	78 (72)	67 (72)	87 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	23
	Girls	29	29	33
	Total	46	45	56
Percentage of pupils at NC level 4 or above	School	73 (75)	71 (76)	89 (89)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	5
Chinese	0
White	323
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	1	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 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	26.3
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	259

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	627873
Total expenditure	629827
Expenditure per pupil	1689
Balance brought forward from previous year	27636
Balance carried forward to next year	25682

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	392
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	47	2	0	0
My child is making good progress in school.	28	55	8	3	6
Behaviour in the school is good.	16	49	20	8	8
My child gets the right amount of work to do at home.	23	42	20	12	2
The teaching is good.	40	48	7	2	3
I am kept well informed about how my child is getting on.	27	36	26	9	2
I would feel comfortable about approaching the school with questions or a problem.	48	38	10	4	0
The school expects my child to work hard and achieve his or her best.	38	45	11	2	4
The school works closely with parents.	22	38	23	6	11
The school is well led and managed.	30	32	22	5	10
The school is helping my child become mature and responsible.	34	49	10	2	5
The school provides an interesting range of activities outside lessons.	17	40	18	13	12

Other issues raised by parents

Most parents are supportive of the school and recognise the significant improvements which have been made over the past five years. A significant minority of parents believe that provision for music is unsatisfactory.

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

74. Children are admitted to the reception classes in the academic year in which their fifth birthday falls, either in September, January or after Easter, according to age. There were seven children who were still under five at the time of the inspection. Teaching for children under five is good. Children learn effectively in a productive learning environment. Children's achievements on entry to school are in line with the standards which would normally be expected of four-year-olds. Within this overall pattern there is an exceptionally wide range of attainment: many children demonstrate advanced skills whilst many others find difficulty in expressing themselves orally and show that their personal and social skills are poorly developed. Most are well on course to attain the expected standard, as defined in national guidance, in most of the nationally recommended areas of learning. Soon after they start school children are assessed and the results of these assessments confirm that, by the age of five, children meet national expectations in nearly all the nationally defined areas of learning, the exceptions being personal and social development and, for many, speaking skills which are not as well developed as would normally be expected of five-year-olds. The results of these assessments form the basis of a good range of assessment data. The information is used very well to set individual targets and inform future teaching plans except in personal and social development where specific short-term targets for children with emotional or behavioural problems are not agreed and shared by all adults and children. When children are assessed those who may have special educational needs are identified and teachers ensure that extra help is provided where necessary. Children make good progress and are prepared well for the next stage of education. Since the last inspection the school has worked hard to address areas of weakness in the curriculum provided for the under fives and has achieved a satisfactory level of improvement. The curriculum is good: the work emphasises learning through purposeful play and exploration, with structured times for the teaching of literacy and numeracy. The opportunities for children to learn new skills and make progress are good.

Personal and social development

75. By the time they are five most children's achievements fall below national expectations in their personal and social development. The majority of children are eager to come to school. Many enter the class boisterously and some are noisy. They play together well, although staff often need to remind them to share or take turns. A few children, mostly boys, fight playfully and roll about on the carpeted area when not closely supervised. Most respond to instructions readily but a minority do not carry them out and are deliberately uncooperative. The children are content and secure although a few show signs of being very tired. They mix well with older pupils and join in with different groups according to their ability. They join assemblies in the hall where they learn to be part of a very large group. They accomplish the self-help skills needed to develop greater personal independence such as changing into physical education kit. Most children sustain concentration for an appropriate time especially when they work at something of their own choice. They particularly enjoy play with home corner or constructional equipment. They are less willing to concentrate in whole-class direct teaching sessions and a small minority demonstrate negative attitudes when the teacher is reading or explaining something to the whole class. They confidently use all the facilities that are available to them during 'Sunshine Time', where a wide range of activities, such as water play and modelling with dough, are available when they enter school each morning. During milk and biscuit time there is no expectation that the children should help to serve each other or say 'please' or 'thank you' to the adults who serve them. They tidy up their activities at the end of sessions when requested.
76. The quality of teaching in this area of development is unsatisfactory. There is insufficient emphasis on this aspect of child development and expectations are too low. Adults often overlook inappropriate behaviour or in some cases do not see it. Positive behaviour management is insufficiently used, particularly to set examples to other children. Opportunities to praise the very good behaviour of some children are often missed. Planning in this area of learning shows a wide range of topics to be covered but details of how to

respond and behave in various situations are unclear and are not expressed to children in simple terms so that every child understands the expectations. There are very good procedures for assessment. Records of assessment are assembled. Staff regularly note down what they have observed individual children accomplish and these notes are transferred to the child's records later.

Language and literacy

77. By the time they are five, most children reach national expectations, particularly in writing. Children listen with enthusiasm and respond with growing appreciation of the rhyme and meaning of language in stories and poetry. They join in a range of action songs and rhymes such as 'Ten Green Bottles' and 'Five Speckled Frogs'. There is a gradual introduction to the National Literacy Strategy. Assessments indicate, however, that speaking skills are not as well developed as those of most five-year-olds. Children's speaking skills range from those who say a few short sentences to those who speak with reasonable fluency and accuracy about class activities and their experiences at home. Children know that pictures can tell a story and words have meanings. They know to turn a page from left to right. Teachers encourage all children to take their books home to share with and read to their families and most do this regularly. Most children are used to sharing a book. They often know the right words for things and talk about books and characters from memory or by using picture clues. As a result these children are making sound progress in early reading skills. Children are developing skills in writing which are good for their ability. They know that writing communicates and can explain what their writing is meant to convey. A few can write two or three commonly used words, such as 'he' and 'go', accurately. Many write their own name on their work and a few recognise their name on books and labels. By the time they are five the majority of the children know the names and sounds of many of the letters of the alphabet. Many children can match and name colours.
78. The quality of teaching is good. The use of large picture books is particularly successful and gives good opportunities for language development. In addition, adults identify other opportunities where they can extend learning and improve children's attainment in speaking, listening and literacy. Children are learning to recognise letter sounds. They worked collaboratively with the teacher, who wrote in very clear print as the children composed an imaginative story about a cat gardening, and this reinforced the sequence of a story and stimulated the children to write for themselves. Teachers and support staff re-write children's early forms of writing into correct English to extend their learning, although work is not always dated to help track progress.

Mathematics

79. By the time they are five most children reach the standard expected nationally in this area of learning. Children enjoy number. They join in the daily routine of counting how many are present each day and enthusiastically tackle the challenge of working out addition and subtraction problems in their heads. In a lesson where they pegged cards with days of the week on a line they try hard to get these in the right order for their calendar. Many children can count accurately, matching one-to-one, up to number ten and some exceed this. When throwing a dice they quickly count their score. They write numbers up to ten, though with some occasional reversal of numbers. They can plot the numbers correctly around a clock face and know the correct mathematical language to describe shape, position, size and quantity. They worked hard at a cutting and sticking activity when making a moving clock. Children experience a variety of counting, matching, sorting and sequencing activities. They have some understanding that a clock measures time but cannot accurately place events in the right sequence, for example bedtime or lunch-time. Number rhymes, such as 'Five Fat Sausages Sizzling in a Pan' and 'Five Currant Buns', help them to gain a deeper understanding of addition and subtraction.
80. The quality of teaching is satisfactory. The children are given many opportunities to use mathematics in a wide range of activities and to extend their learning in everyday situations. For example, each day they count how many children are present and work out how many children are away. They count and thread a 'daisy chain structure' and play a subtraction game

where bones are taken from 'Old Mother Hubbard's cupboard'. The children also take part in a numeracy lesson every day. These lessons give opportunities for mental mathematics and a structured whole-class time where children learn to focus on a teacher-led activity or to use practical resources specifically designed to promote skills in mathematics.

Knowledge and understanding of the world

81. By the time they are five, most children reach the national expectations in their knowledge and understanding of the world. They know about the life cycle of a frog, a butterfly and a chicken and their knowledge is based on first-hand observations. They can recall the things they use in their homes. They have used water play to establish which items float and which sink. Few demonstrate an awareness of the features of living things or non-living things. They are able to sort pictures of plants and animals successfully. They know about seasons of the year and can say what to wear in different weather. Children are scheduled to work on the computer each week and most are gaining satisfactory levels of familiarity with how to use information technology. They use simple counting and matching programs confidently. They operate the tape recorder and enjoy reading and reciting along with the taped stories or rhymes as they listen. Children choose to use a wide range of equipment and can build small designs with construction kits. With encouragement, children talk about themselves and their families.
82. The quality of teaching is good. The topic approach and the good use of the local environment stimulate the children to learn more about the world around them. There is good use of the local environment to develop learning and to extend language development. For example, the children go for walks to identify signs of the changing seasons and they recently visited a bakery to see how bread and cakes are made.

Creative development

83. By the time they are five children's achievements are broadly in line with the standard expected nationally. The children join in music and dance lessons and creative play is available daily. There is a role play area that is a garden centre and picnic area with a shop. Further role play and dressing up is available in the large play house outside. There is a satisfactory range of creative materials available and the teacher-directed activities effectively promote creative development. For example, the children have used techniques to make three-dimensional mini-beasts using clay and papier-mâché. Many children cut, stick and fold paper and card. Children have applied two colours of paint with a thick brush to produce work in the style of Monet. They have opportunities to develop creative ideas during the free choices they are encouraged to make during 'Sunshine Time'. The children explore the properties of texture, shape and form, using play dough and clay, and they enjoy cooking on a regular basis. Children can play percussion instruments to a satisfactory standard for their age.
84. The quality of teaching is satisfactory, although plans do not always focus with sufficient clarity on which specific skills will be developed in each session. Activities give children good experiences but there are too few opportunities for children to use a wide range of tools and media to extend their skills and vocabulary and further improve standards. There are, for example, too few opportunities to engage in observational drawing to improve the children's powers of observation, nor are there enough opportunities to explore the properties of powder paint or a wide range of brush sizes to enable children to learn more about colour and the different effects which might be produced.

Physical Development

85. By the time they are five the children reach national expectations in their physical development. An outside play time for twenty minutes each day for all children gives regular opportunities for exercise. This organisation ensures plenty of scope for the children to develop their physical skills. There is enough space for a wide range of physical activities to be developed. Most pupils move with confidence in their enclosed play area. There are appropriate equipment, such as a small climbing frame, sit and ride toys, basketball nets, hoops and play tunnels. All children improve their co-ordination as they play and move round together. They can pedal, steer and stop a tricycle safely. In addition to opportunities to play

outside in the 'garden', children take part in games, dance and gymnastics lessons. They use space well and are learning to listen carefully and to follow instructions, although they still need constant reminding about this. They move into spaces in the hall, carefully dodging and changing direction as they warm up. They can bat, throw, bounce and catch a ball with satisfactory skills for their age.

86. The quality of teaching is good overall. The organisation of children so that each has a period of playtime outside is good because it ensures that all children, whatever their ability or inclination, have regular daily opportunity for physical activities. The additional structured physical education lessons each week meet the needs of the children and enable them to develop their physical skills effectively.
87. The outside accommodation is safe with sound equipment for climbing and a safe playground surface. These facilities promote the development of physical skills.

ENGLISH

88. In the 1999 National Curriculum tests, pupils at the end of Key Stage 2 attained standards which were above national averages when compared with all schools nationally and when compared with similar schools. This is a significant improvement since the time of the previous inspection, when standards were below national averages. Inspection evidence shows the current Year 6 are not reaching the standards achieved by the two previous year groups in 1999 and 1998. The trend of steady improvement has, therefore, faltered. Nevertheless, by the end of Key Stage 2, pupils are attaining the standards expected nationally of eleven-year-olds. By the end of Key Stage 1, pupils are attaining standards which exceed those expected nationally of seven-year-olds.
89. Most pupils in Key Stage 1 listen very well to instructions and enjoy stories such as 'The Cat Who Scratched'. They ask and answer questions confidently and explain what they are thinking, which helps teachers to assess both what pupils know and how best to help them improve. Older pupils talk confidently with adults outside their classroom. For example, in mathematics they conduct interviews as part of a survey about the length of time each adult on the school staff works each day. Pupils in Key Stage 2 discuss ideas well, waiting their turn to speak, as when debating Florence Nightingale's viewpoint that women are equally able to do jobs which are traditionally associated with men's work. However, there are a few whose speaking skills and vocabulary are below the expected level. They are reluctant to join in conversations, answer questions with single words or short phrases and have difficulty remembering explanations or instructions. A large proportion of one Year 6 class has very poor listening skills, which is linked with poor behaviour. They rarely listen when their teacher speaks and consequently have difficulty in producing good quality work. Whilst many chat amongst themselves during lessons, there is little evidence that they can speak coherently to a wider audience. The rest of the year group listen carefully and ask and answer questions sensibly and thoughtfully. They listen with interest to different sides of an argument, weigh them up and debate the merits of contentious issues. For example, having learnt in history how people from ethnic minorities fared in Britain in the 1950s, they discussed the significance of skin colour. Such discussion enables them to develop social and cultural awareness. The majority of pupils exchange detailed information whilst working in groups and as a class, expressing themselves in grammatically correct English and using specialised vocabulary in subjects such as science and mathematics. Pupils take part at least once a year in either the nativity play in church or a school performance for parents. In most classes there are also regular opportunities for role play.
90. In the National Curriculum tests in 1999, pupils in Key Stage 1 attained average standards in reading, both when compared with all schools nationally and also when compared with similar schools. Girls perform better than boys to an even greater extent than nationally. Standards in reading this year have declined slightly as there is a group of pupils in Year 2 whose attendance is erratic and who have had little formal schooling. The majority of pupils in Year 2 read simple passages of both fiction and non-fiction fluently and accurately, understand the

main points of a story and anticipate what might happen next. When they meet an unknown word, they use several strategies, such as sounding it out and looking for picture clues. They are beginning to infer meanings, talk about how characters feel and develop a knowledge of favourite authors, such as Allan Ahlberg and Anthony Browne. Pupils enjoy reading the class books they have made together, such as 'Our Favourite Poems' and 'The Great Fire of London'. About a third of the class have finished the structured school scheme and choose their own books such as 'The Magic Finger' by Roald Dahl. They effectively break new vocabulary into syllables and use their good knowledge of spelling patterns to decipher more complex words. These pupils turn automatically to dictionaries, express preferences about books and authors and use index and contents pages.

91. By the end of Key Stage 2, pupils attain standards in reading that are in line with the standards expected nationally of eleven-year-olds although there is a wider than average spread of attainment, ranging from the levels normally expected of pupils in Key Stage 1 to those which are well above national expectations for Key Stage 2. Through sharing texts in the Literacy Hour and by studying reference books in other lessons, such as history and science, pupils experience and appreciate a wide range of styles and formats and the majority make reasoned comparisons when they contrast the work of different authors. The school library is not yet completely established and so most pupils do not have the skills associated with finding books independently, such as using a Dewey decimal system or a colour coded system. However, the majority use index, glossary and contents pages correctly in reference books and search for information effectively. The rest just flick through books until they reach the correct page; these pupils are not yet confident and competent independent readers and they lack strategies to work out unknown words or to read text meaningfully. Lack of provision in information technology prevents pupils from studying the variety of texts held on databases and CD-ROMs and using the Internet for research.
92. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils attained standards in writing which were well above average both when compared with all schools nationally and also when compared with similar schools. This marks a significant improvement since the time of the last inspection. The as yet unpublished results for this year show that this high standard has been maintained and that there has been an increase in the proportion of pupils whose results exceed the national target for seven-year-olds. Inspection findings concur with test results and indicate that, by the end of Key Stage 1, most pupils attain standards which exceed national expectations. They use a very wide range of writing styles competently, including book reviews, letters, riddles, fantasy stories, diaries, poems and factual writing connected with topics. They make their own books and use different styles of language to engage the readers' interest. Higher achieving pupils rise to the challenge of making an alliterative sentence for each letter of the alphabet and enjoy trying to say these as tongue twisters. Nearly all pupils spell well and use a dictionary or word lists to help them, whilst the lower-achieving pupils use their knowledge of phonics to attempt the correct spelling before asking an adult to help. About a third of pupils are starting to join letters and have very neat, suitably sized handwriting and use punctuation well. A few pupils scatter capital letters within words, use different-sized letters and are not confident in using full stops. However, in the majority of cases pupils' handwriting and punctuation are of the standard usually found in this age group.
93. By end of Key Stage 2, most pupils attain standards in writing expected nationally of eleven-year-olds, although a substantial minority fall below this level. There is a clear disparity between the two classes in Year 6. In one class pupils produce very little written work and much of this is carelessly presented, poorly spelled and unfinished. In this class, pupils do not routinely use pens to write, nor fully join their handwriting in a fluent style. In the other class routines are more firmly established. Across the year, the majority of pupils write for a range of purposes and in different styles at an appropriate level when measured against their prior attainment. For example, they made factual topic books about the Incas and wrote an imaginary news flash about a missing woman to compose both a factual police report and a tabloid story about the event. They can also write in the genre of published works such as the 'Jabberwocky' or 'Tom's Midnight Garden'. Pupils have a satisfactory grasp of the structure of the English language and use punctuation correctly. The spelling and use of imaginative vocabulary by the higher-attaining pupils within the year are good. However, many pupils do not produce written work which is sufficiently well developed; their writing lacks depth and the

vocabulary they use lacks imagination. Lower-attaining pupils and those on the school's register of special educational needs often produce no more than a few lines of writing in a forty-minute session and their work is not as good as that produced by pupils at the end of Key Stage 1.

94. Most pupils have good attitudes to their work and behave well in lessons. However, this generalisation masks a wide range of differences. In several classes, both attitudes and behaviour are exceptionally good during the Literacy Hour. Pupils are attentive and enthusiastic and respond well to teachers' high expectations. They share ideas very well, as when having a group discussion about the style of a published poem, before writing their own versions. In Year 6 and to a lesser extent in other classes in Key Stage 2, a small minority of pupils behave very badly and have negative attitudes to school. They present challenging behaviour, show disrespect for their teachers, ignore requests to listen and do not produce work of an acceptable standard. This greatly impedes progress in lessons both for themselves and for other pupils. A few pupils in the reception classes find it difficult to concentrate or behave well enough to learn effectively. Apart from this, pupils of all ages work well together in small groups during the Literacy Hour and this contributes well to their social development. Most relationships between the pupils and with the staff are good and help to promote effective learning. Older pupils enjoy writing and reading books for younger pupils. Pupils voice opinions confidently and are keen to put their hands up to answer questions, knowing that teachers will value their contributions. Attitudes towards learning to read are good in Key Stage 1. Pupils regularly take their books home to read with parents. Many pupils in Key Stage 2 have poor attitudes towards completing homework and practising their reading at home, which slows their rate of progress.
95. The quality of teaching is good overall; it is very good in Key Stage 1 and mostly good in Key Stage 2. Teachers' planning is thorough and teachers employ the skills of classroom assistants effectively. In most classes the teaching of the Literacy Hour is of a high standard and promotes good progress. In these classes teachers maintain a brisk pace and match work very well to pupils' prior attainment. Teaching is interactive, which keeps pupils motivated and interested. The challenging tasks set for independent work build very well on the introduction to the lesson and teachers give clear instructions so that all pupils know precisely what is expected from them. Teaching is less effective where a well-planned lesson is not taught successfully, either because management of pupils' behaviour is unsuccessful or because the teacher lacks enthusiasm, which prompts a similarly unenthusiastic response from pupils. In Key Stage 1, the interest staff have in teaching the early stages of the curriculum combines with a good understanding of the skills pupils need to acquire. Teachers use methods that capture the pupils' imagination, often using puppets as a prop to develop descriptive language and writing. Teachers in Key Stage 1 help pupils effectively to become independent readers by regularly listening to them individually or by making good use of adult helpers to do so, whilst keeping a careful overview of progress. They are analytical and evaluative, looking hard at the standards pupils reach and trying to raise them. For example, they have seen a need to develop the vocabulary of lower-attaining pupils so that they are better placed to understand what they read. They use homework well to consolidate learning. In Key Stage 2, the setting of homework is inconsistent. The amount and frequency vary between classes, with some teachers not ascertaining whether pupils complete it. Several teachers do not demand high enough standards of spelling, handwriting and presentation and consequently the pupils themselves have lower standards in these areas. Teaching is satisfactory for lower-achieving pupils and for those on the school's register of special educational needs and they make satisfactory gains in learning. However, a small minority of teachers have insufficient understanding of the stages of reading and writing development to support these pupils effectively and do not keep up-to-date records of their progress.

96. The curriculum has improved since the previous inspection, partly due to the introduction of the National Literacy Strategy. There are insufficient books for research in some topic areas and the use of information technology within English is underdeveloped. Results of standardised assessments are analysed well at the end of Key Stage 1 to establish what changes could be made in either curriculum or teaching to raise standards. In Key Stage 2, general trends are noted and influence decisions, such as introducing books that appeal to boys to raise their interest in reading. However, there is insufficient monitoring and use of assessment data to identify strengths and weaknesses within each curriculum area or to monitor progress as pupils move through the school. There are some very good examples of teachers and pupils working together to set formal targets for individual improvement, notably in Year 2. Teachers are aware of individual progress through marking books but few make written comments to enable pupils to know how to improve their work. There are, however, isolated examples of constructive marking which gives pupils a particularly good idea of how to improve their performance.
97. The co-ordinator has helped to implement the National Literacy Strategy successfully across the school. She has helped to raise standards by developing policies, arranging staff development and monitoring teaching. However, the school does not yet check whether the procedures outlined in the new policies are translated consistently into practice. Consequently senior management are unaware of some of the anomalies that exist.

MATHEMATICS

98. By the end of Key Stage 1, pupils attain standards which exceed those expected nationally of seven-year-olds. By the end of Key Stage 2, pupils attain standards which are lower than those expected nationally of eleven-year-olds. Since the last inspection standards attained by pupils at the end of both key stages have improved significantly. At the time of the last inspection standards at the end of Key Stage 2 were below the standard expected of eleven-year-olds but a substantial improvement has been made. Whilst the standards attained by eleven-year-olds have improved by 25 percentage points since 1996, the rate of improvement has been inconsistent and this year, 2000, the Year 6 pupils have not performed as well as eleven-year-old pupils in previous years. Pupils with special educational needs make appropriate progress and attain standards which are satisfactory in terms of their prior attainment.
99. In the National Curriculum tests for seven-year-olds in 1999, the percentage of pupils reaching the national target of Level 2 was above the national average and nearly a third of pupils achieved the higher Level 3 standard, which was also above the national average. An analysis of results between 1996-1999 shows that pupils' performance has been improving steadily. Pupils make good progress from the age of five to the age of seven as a result of the good teaching they receive. While the attainment of boys was below that of girls four years ago, by the equivalent of two terms, in 1999 there was no difference in the performance of boys and girls, indicating that the teachers now use strategies that extend all pupils equally.
100. In National Curriculum tests for eleven-year-olds in 1999, the proportion of pupils who reached the national target of Level 4 was below the national average, as was the proportion who attained the higher Level 5 standard. The trend over the years 1996-1999 has been erratic. Standards improved until 1998 and have declined steadily since then.
101. In Year 2 the rigorous implementation of the National Numeracy Strategy has resulted in pupils being provided with very good learning experiences which have enabled them to make good progress. By Year 2, pupils have a good understanding of number; they calculate accurately and rapidly as a result of the good practice they have experienced and the teachers' good use of practical activities and focused tasks. They have a good early understanding of the value of hundreds, tens and units. Most pupils order numbers to 100 confidently. They know the patterns of counting in the two, five and ten times tables. The higher-attaining pupils use and apply these tables at speed and memorise them well. They are gaining a good recall of number facts. The great majority of pupils in Key Stage 1 carry out the simple calculations

correctly and are beginning to explain the methods they use. Skilled and encouraging questioning by teachers helps them to consider and articulate their thought processes, although many lack confidence with speaking. Their ability to tell the time and measure lengths is good. Previous work shows that pupils know several common shapes and are beginning to understand their properties. They understand reflective symmetry and can identify axes of symmetry. They set out information well in bar charts and interpret simple relationships between the results. The higher-attaining pupils have a good understanding of number and are able to work out simple problems. Most pupils set out their working methods neatly.

102. Pupils' attainment and progress are satisfactory in Key Stage 2 between Year 3 and Year 5 and are supported well by the teachers' good attention to basic skills. In Year 3, for example, many pupils calculate the difference between numbers quickly and have a good understanding of subtraction facts to 100, which they recall rapidly. By Year 4 pupils have a basic understanding of how to set out subtraction sums using standard methods. Progress is supported well by the good teaching but hindered by a few pupils' poor behaviour. In Year 5 good teaching skills lead to the great majority of pupils using protractors correctly and measuring angles with a good degree of accuracy.
103. By Year 6, pupils understand number to a thousand and know how to set out routine calculations but they have unsatisfactory recall of simple number facts. The lack of emphasis on and expectation of well set out calculations in one Year 6 class results in below average attainment. Many of the higher-attaining eleven-year-olds are not presented with enough challenge and this results in underachievement. Most pupils carry out calculations with addition and subtraction correctly, although several pupils are slow. The pupils' progress is adversely affected by their restless behaviour. Despite a firm approach to behaviour in one Year 6 class, pupils are easily distracted. Pupils know several of the common multiplication facts but do not have quick recall. The pupils know decimal notation, for example with money, and are able to divide numbers by 10 and 100 correctly. Their understanding of exchange rates for currencies is limited and they do not apply decimals correctly in that context. Previous work shows that pupils know simple percentages and fractions and how to record decimal values. They have constructed graphs and are able to interpret the results appropriately. Pupils know the standard measures but are less secure in using the correct units. Pupils measure angles to an accuracy of two or three degrees and know the names of different types of angle. Progress by pupils in Year 6 is unsatisfactory. Their ability in and understanding of both mental and written calculation is below the standard expected nationally of eleven-year-olds as a result of unsatisfactory teaching over time, combined with a generally disaffected attitude.
104. The quality of teaching is very good at Key Stage 1 and good overall at Key Stage 2. Teachers establish a good working atmosphere that promotes learning well. The lesson planning is clear, with clear learning objectives that are usually shared with the pupils. Work is prepared for different ability groups, to enable them all to make good progress. The planning contains too few notes of the teaching methods to be used. The teachers plan to and implement the National Numeracy Strategy well, for example, in using good practical activities to develop and consolidate mental patterns and recall. Teachers use a good range of strategies. Most explain processes clearly and their lucid expositions are based on good subject knowledge. Several lack confidence in their knowledge of the subject, however, and this adversely affects the quality of their teaching. Most teachers make good use of mathematical apparatus that is usually suited to pupils' needs, particularly at Key Stage 1. In a few lessons teachers make insufficient use of apparatus to support the pupils' understanding, for example with work using large numbers. Teachers use their observations of pupils well to assess progress. Pupils have good experiences in using a variety of computer programs that support work in mathematics. There are opportunities to use numeracy skills in other subjects, such as cooking in food technology sessions and when making models in design and technology, but such opportunities are not developed in a planned, systematic way.
105. The subject co-ordinator provides good support and advice to colleagues. She ensures that resources are maintained at levels which are sufficient to support teaching and learning. She monitors teachers' planning and has a satisfactory overview of standards across the school. She has been unsuccessful in using her influence to maintain standards at the end of Key

Stage 2 at satisfactory levels largely due to staffing and professional development problems which are beyond her control.

SCIENCE

106. At the end of both key stages, pupils attain standards which exceed those expected nationally of seven and eleven-year-olds. These inspection findings are confirmed by National Curriculum tests and assessments. In 1999 the proportion of seven-year-old pupils who were assessed as having attained the national target of Level 2 was above average and the proportion of pupils who attained the higher Level 3 standard was well above the national average. The proportion of eleven-year-old pupils who attained the national target of Level 4 was above average and the proportion who attained the higher Level 5 standard was well above the national average. In the four years from 1996 to 1999 the school's performance shows a great improvement up to 1998, when results declined slightly. The trend in the school's performance in recent years has, however, been upward. There has been a very good improvement in standards of attainment in both key stages since the last inspection.
107. There are variations in pupils' performance in the different strands of the subject. Standards of attainment in experimental and investigative science are satisfactory. All pupils have some opportunities to plan experiments and obtain and consider evidence, though all teachers in each year group do not consistently provide these experiences. Most pupils understand what is meant by a fair test and apply this to the observations made in their practical work. There have recently been good whole-school initiatives to promote science. Pupils have, for example, nurtured and observed caterpillars as stage by stage they turn into butterflies. As each of the thirty three caterpillars emerged as a butterfly, pupils released them into the school grounds. They have also incubated hens' eggs and watched their development. During the inspection pupils in Key Stage 2 tested materials to see if light would pass through them. Some good learning took place and by the end of the lesson they could work out what material was translucent, transparent or opaque.
108. Standards of attainment in the strand of the subject which deals with life processes and living things are good. By the end of Key Stage 1, the majority of pupils know the correct names for parts of the body. They understand the conditions required for seeds to grow. They have planted seeds and carried out experiments depriving some seeds of light, air or water and observed the results. Most pupils use correct language to name and locate parts of a plant and have produced some careful drawings, with root, stem and petal correctly labelled. The majority can classify things by relevant characteristics such as 'things that fly' and 'things that slither'. Pupils have a good understanding of classification and have placed things in sets by considering the differences and similarities in their features. They understand about healthy living and which food is good for us and what is not, and in Year 2 they have made healthy eating charts.
109. Pupils have some understanding of the senses. By the end of Key Stage 2, the human life cycle has been studied and pupils understand that humans have a skeletal structure. They have drawn the human eye and have a good understanding of the heart and how it works and can suggest what things affect the heart. Good links are made with other subjects and pupils in Year 5 have constructed a remarkably good model of how blood is constructed and how it functions. They have some knowledge of food chains and have further developed their knowledge of healthy eating and dental care.
110. Standards in the study of materials are good. By the end of Key Stage 1, the majority of pupils can explain what happens when different materials are heated. They have sorted materials and have a clear understanding of what things are made of. Pupils correctly identify paper, wood,

clay, rubber, plastic and metal. By the end of Key Stage 2, pupils have looked further into the characteristics of materials. They have examined rocks and soils. They have separated liquids and solids. Pupils fully understand and can recall the many ways materials can be

changed.

111. Standards in the study of physical processes are good. Pupils in Year 1 have satisfactory knowledge of forces and motion. They know that the forces of pushing and pulling cause motion. They know that the forces of magnetism, wind and gravity can cause movement. By the end of Key Stage 2, pupils have experimented to see how a force can change the speed and direction of an object. In the records of their findings they describe their research into friction and air resistance as forces which slow things down and as a consequence they consider the effects of streamlining. They have experimented with bulbs and batteries to make circuits and have tested materials to see which are insulators and which conductors.
112. In both key stages, pupils with varying levels of prior attainment make good progress. Higher-attaining pupils who are capable of greater achievement are being identified and given extension work. Higher-attaining pupils can lay out their work carefully, use their own ideas to describe their thinking and produce diagrams that are clear and neatly labelled. The system of revision at the end of each key stage encourages pupils to consolidate their learning. Pupils' progress in parallel classes in Year 6 is good in one of the classes and satisfactory in the other.
113. The school is now following a nationally promoted scheme of work that is already helping to ensure that skills are taught progressively. Some good examples were seen of work being well matched to pupils' abilities. For example, in Year 5 pupils' first task was to label a diagram of the heart, which consolidated their prior learning, whilst the second task was to show in a diagram how the arteries and veins take blood to and from the heart and this activity extended learning effectively. Pupils with special educational needs receive good support and make good progress.
114. Pupils' attitudes to their work are good and their behaviour is satisfactory. Younger pupils learn to share and take turns. They are learning to work independently in small groups. All pupils listen to their teachers' questions and explanations, although there are occasions when the youngest pupils show signs of restlessness when explanations are too long and there are undue delays in getting on with practical work. All pupils are frequently asked to work collaboratively, often in pairs. They work effectively to complete tasks and generally are mature enough to co-operate very well in their groups. In the lessons seen during the inspection most pupils tried hard to achieve what was expected of them.
115. The quality of teaching is good in both key stages. Most lessons are well planned with a good emphasis on whole-class teaching. Teachers use good questioning strategies to assess understanding, consolidate learning and challenge pupils' thinking. This was a particularly successful aspect of the very good teaching in all years. There is insufficient emphasis on targeting questions precisely towards individual pupils; in several lessons some pupils avoid all questions while other pupils respond to all. There is an over-emphasis on written accounts and duplicated worksheets for pupils to demonstrate their understanding and teachers give pupils too few opportunities to present their work verbally to an audience. Information technology is not used sufficiently to support learning. Insufficient consideration is given to making links with other subjects such as design and technology and data handling. Teachers place good emphasis on the use of correct terminology and instructions to pupils for tasks to be completed are clear and usually understood. Most teachers expect pupils to work hard and to behave well. They do not always inform pupils about what is going to be taught and this leads to a lack of purpose. Most lessons move along at a good pace. The very good lessons move at a brisk rate: pupils are given deadlines for completion of work and are actively reminded of them. The variety of activities sustains pupils' interest and teachers support the below average pupils skilfully by ensuring that they keep up. Pupils are given opportunities to explain how they achieve an answer in order to clarify their understanding. Pupils feel free to ask for further clarification, as when a pupil asked about how the earth moves round the sun. The teacher

responded sensitively by demonstrating with a globe and light. Homework is not used consistently to consolidate and extend learning. The quality of teachers' marking is variable and completed worksheets are not always dated, which makes it difficult to track progress.

116. The resources for science are satisfactory, with boxes of clearly labelled resources easily accessible to support different aspects of the subject. However, there is still some way to go to organise all the resources since the move into the new building.
117. There is a direct link between good assessment and the good progress being made. Most teachers assess pupils' progress by using the key objectives described in the scheme of work. Targets are set to help pupils make greater progress and some challenging individual targets are set for higher-attaining pupils. Detailed planning and record keeping help to ensure that all work has been covered. However, this very good practice is not consistently applied throughout the school. The school is aware of the urgent need to introduce this level of assessment in all year groups. The quality of leadership and management of the subject is good. The school is well placed to further improve standards of attainment.

ART

118. By the end of both key stages, pupils produce work which exceeds national expectations and there are some examples of work which is of high quality. Standards are now much better than those reported at the time of the last inspection. Pupils use a wide range of media, including different paints, inks, pastels and fabrics, to create two-dimensional drawings, prints, collages, batik designs and paintings. There is little three-dimensional work produced and skills in using clay are not well developed. Pupils study the work of a number of artists from different periods and have developed a broad knowledge and understanding of their works. Each year group has concentrated on one particular artist to create in the hall a good display of work inspired by each of a range of artists. Pupils in Year 1 study the Impressionists and, for example, produced paintings which are full of light after studying Monet's 'Water Lilies'. Pupils in Year 1 paint in the style of Raoul Dufy and Year 2 in the style of Seurat, through which they develop a good grasp of the effects created by pointillism. Pupils in Year 3 have produced good work inspired by Mondrian, Klee and William Morris. Pupils in Year 4 have produced excellent bold portraits in the style of Picasso and pupils in Year 5 have produced very good work after studying the work of Lichtenstein. Pupils in Year 5 have also been studying naïve art and have produced good designs on paper plates, having studied the work of Clarice Cliff. Whilst work of high quality is often produced, there are also examples of work which falls below the standard which each year group might be expected to achieve.
119. Good links are made with other subjects. In Year 6 pupils study the work of Escher and note the complex tessellations he incorporates into much of his work. They study the illustrations of Quentin Blake and emulate his style of painting and make good fabric collages of Tudor monarchs such as Henry VIII. In Year 4 pupils paint pictures of the Taj Mahal, managing to create good images of the building reflected in the water around it. They mix different shades of green to illustrate jungle scenes around the village of Chembakolli in India. In Year 2 pupils produce good drawings of artefacts from Kenya and paint beach scenes inspired by the work of Mary Cassatt. In the reception classes pupils print a sequence of shapes in a series of increasing complexity. The printing process is developed well as pupils in Year 1 create potato prints, older pupils experiment with string prints and in Key Stage 2 pupils create their printing blocks from polystyrene.
120. The quality of teaching is variable and ranges from satisfactory to excellent; overall it is good in both key stages. An example of excellent teaching was seen in Key Stage 1, where pupils were introduced to the idea of capturing an image within a frame. They all had cardboard frames through which they looked at parts of the classroom. They began to understand that more could be fitted into the frame if they were farther away from the image being studied and that as they got closer and closer less could be seen but the detail was greater. This lesson was linked with information technology and the teacher explained very clearly the differences between an ordinary camera with film and the school's digital camera. The teacher used good questioning strategies, such as, 'What do you think this arrow on the computer is telling us to do?' Good links were made with numeracy as pupils used the term 'maximise' and 'zoom to 75 per cent' as they increased the size of their photographs on the computer screen. The terms 'portrait' and 'landscape' were linked clearly with 'vertical' and 'horizontal'. Learning was

very effective so that by the end of the lesson most pupils had a good understanding of how a digital camera worked, could select and take pictures, could download them to the computer, could adjust the image and print out their pictures. The immediacy of the images being produced was impeded by a lack of resources as another year group had the printer which they are obliged to share. Teaching is less effective where explanations of requirements are unclear. The wide variations in the quality of teaching are reflected in the quality of pupils' learning, which is erratic. Despite clear guidance in the scheme of work, pupils are not learning skills progressively: in several year groups the development of skills, knowledge and understanding is good whilst in others progress is patchy. Pupils are keen to learn and their eagerness contributes strongly to the quality of learning.

121. An example of exceptionally good teaching was seen in Key Stage 2, where skills were taught systematically and with great clarity. In this lesson on shadow quilting the teacher introduced pupils to different fabrics, such as calico, felt and nylon. She explored what pupils already knew about the term 'quilt' and related learning to their everyday lives. She explained, for example, that calico is undyed cotton and that nylon is a man-made fibre. She used good questioning strategies to explore why cotton tears in straight lines whereas felt cannot be torn in the same way. The class deduced that the weaving process is based on a system of straight lines and that felt is formed by compacting woollen fibres. Good links were made with pupils' study of recent history and the invention of new materials like those based on petro-chemicals. Links were also made with fashions in the sixties. Good relationships were consolidated as the teacher described her own personal experiences of fashion in the sixties and seventies. The range of skills and the depth of learning was exceptional. Pupils learned how to make a symmetrical paper template and how to use this to cut out a design in felt. They learned how to pad the felt to create a soft three-dimensional effect. Several pupils, especially boys, found the tasks of threading needles and sewing a band of tacking stitches to hold their work in place very challenging. They worked well collaboratively and helped each other sensibly. They learned how to create an overlay of transparent material to create a shadowy effect and to sew around the edges of their work with a delicate running stitch. By the end of the lesson pupils had mastered the essential elements of a range of valuable skills and were confident in their ability to refine them further. Good links were made with mathematics as they discussed the need for creating an angle of 45 degrees when making a wooden frame in which to mount their work. The quality of teaching is less effective where the skills to be taught in a lesson are not clearly identified and explained. This occurred in a Year 5 class where, when designing the motifs to be transferred to tee shirts, the idea of big, bold work was not emphasised sufficiently and pupils spent time on small detailed designs which were not appropriate to the process. Here an opportunity to link the idea of bold designs to the work on Lichtenstein, which these pupils had recently completed successfully, was missed. When the skills taught lack sufficient challenge the quality of the work produced deteriorates. This occurred when pupils in Key Stage 2 were praised for their efforts but this praise was not accompanied by suggestions for improvement.
122. The co-ordinator has introduced schemes of work and the school is currently trialling a nationally promoted scheme. This does not include sufficiently precise learning objectives, so the school is also examining a scheme which includes a greater emphasis on developing skills systematically. The co-ordinator offers good support and advice to colleagues and she also runs an art club, where much imaginative work is produced and where pupils have an opportunity to develop skills further. She has little opportunity to monitor and evaluate the quality of teaching and learning but maintains a good overview of standards by regularly inspecting work produced throughout the school. The subject is well established in the school's curriculum but there is no clear focus on how standards are to be improved consistently and how three-dimensional work is to be developed.

DESIGN AND TECHNOLOGY

123. At the time of the previous inspection standards were judged to be in line with national expectations at Key Stage 1 but below expectations in some aspects of design and technology at the end of Key Stage 2. There were some unsatisfactory aspects of teaching and learning and in addition continuity and progression in curriculum planning were unclear. There has been a significant improvement in the standards attained in all aspects of design and

technology. By the end of both key stages, they are now in line with the standards expected nationally of seven and eleven-year-olds. Teaching is good and varies from very good to satisfactory. Curriculum planning is now good, very detailed and gives very good guidance on the progression of skills. Pupils' achievements and the quality of work in most classes are good. This is a direct result of good teaching and learning, an interesting and effective curriculum and good leadership and management. These positive features were apparent from the lessons observed and the wide range of pupils' work displayed.

124. Pupils use a wide range of materials, including fabric, construction equipment and mechanisms and food. A good range of design and technology work is produced throughout the school and the subject planning for each year is reflected in the pupils' work. Pupils, including those of higher attainment and those with special educational needs, make good progress. For example, after a visit to a local park, pupils in Year 1 designed and made play equipment using a very wide range of construction equipment. These constructions, such as roundabouts, swings and slides, closely resembled their original designs. Pupils make good progress in Year 2 where they have recently designed and made puppets, choosing fabrics carefully and joining the materials neatly, ensuring that the puppets made resembled their original designs.
125. By the time the pupils reach Key Stage 2, the high quality of teaching and learning is again reflected in more detailed designs, which set out the reasons for making particular objects, and in detailed sketches, identifying all materials and equipment to be used and listing the order of work. Good examples include pupils' designs for photograph frames, when they were given the dimensions, selected the materials and joined corners with very neat finishing. Pupils have examined packaging and considered the essential features of packages which make them suitable for the purposes; a good example was the study of cereal packets and identifying the shapes involved. In Year 4, pupils examined purses and wallets in detail, identifying the precise aspects which made them suitable for their purpose. They progressed to designing and drawing templates of the purses, showing much ingenuity in the shapes, fastenings and purposes, for example, for coins, notes and plastic cards. Pupils in Year 5, having examined a wide range of food products, made bread and biscuits, following given recipes. They have recently designed and made moving toys incorporating more advanced mechanisms than they had previously used. They also designed and made musical instruments, focusing on skills in combining materials and use of structures. Pupils in Year 6 used bench hooks well when sawing wood safely and accurately and made secure joints when making models of Aztec temples. Pupils have particular strengths in designing and in comparing the items made with the original designs. They use construction materials well and make good progress in food technology.
126. Effective links are made with other subjects. For example, food technology and the study and use of mechanisms enhance pupils' scientific skills, especially in understanding why substances change their appearance and why some processes cannot be reversed. The examination of the detail of shapes and the opportunities for measuring develop pupils' mathematical skills well. Pupils' designs and constructions of Aztec temples enhanced their knowledge of the history of the Aztec people and also their multicultural understanding.
127. The quality of teaching is good and varies from very good to satisfactory. An example of very good teaching occurred in Year 1 where pupils designed and made play equipment after visiting a park. The very high quality of teaching resulted in pupils taking pride in well-constructed roundabouts, swings and slides, making careful joins and comparing their final products with the original designs. These high standards are a direct result of detailed planning, very high expectations and very good resource planning, together with effective teacher assessment. In Year 4, good teaching of design resulted in pupils' designs for purses and wallets closely resembling the intended purposes. However, insufficient teaching of focused sewing skills of an appropriate range of stitches and lack of emphasis on neat finishing resulted in some purses being unable to hold the money safely. The pupils identified this as a weakness when comparing their completed purses with their original designs. Good use of classroom assistants results in pupils achieving well in food technology. Pupils in Year 2 learned how to follow a recipe and instructions, measure ingredients and observe the changes as the cakes baked in the microwave oven.

128. Pupils' attitudes to design and technology make a positive impact on their progress. Most pupils handle equipment carefully, work in a quiet and orderly atmosphere, share resources and ideas well and ask for help when they need it.
129. The curriculum is broad and balanced, gives good progression and a wide range of experiences, including use of construction equipment, and focuses well on design and evaluation. There are good links with other subjects, especially mathematics where pupils discover the need to measure accurately, science where pupils apply knowledge of forces and history where pupils design buildings from different historical periods. Progression in learning is promoted by the detailed curriculum planning, a good range of activities, good resource organisation and the careful monitoring of pupils' work. The curriculum is enhanced by a 'Construction Club', which is so popular that year groups have to take turns. There are, however, insufficient opportunities for using information technology in design and technology.
130. The co-ordinator effectively monitors not only curricular planning but also pupils' work by examining displays and taking photographs showing the development of pupils' skills as they progress through the school. Other good aspects of the leadership and management of this subject are the organisation of resources and the identification of the next stages of development, which include monitoring teaching, assessing the new curriculum and developing an assessment policy. The co-ordinator has not yet monitored annual reports to parents and, in some cases, although the reports give detailed information concerning coverage of the subject, they give insufficient information about attainment and the specific skills learned. Effective use is made of the food technology room and resources.

GEOGRAPHY

131. During the inspection, it was possible only to observe one geography lesson in Key Stage 1 and two lessons in Key Stage 2. A further two lessons were led by an outside speaker. Judgements are based on lesson observations, an examination of pupils' work, teachers' long- and short-term planning, photographic evidence, current displays of work and discussions with staff. This evidence shows standards of attainment are in line with national expectations. Standards have been maintained since the last inspection.
132. In Key Stage 1 pupils in Year 1 considered how they could make their local area safer. They discussed what would be a safe place to play during the summer holidays. The teacher aroused curiosity, as the children were required to imagine a flight over Market Harborough in a hot air balloon. The use of aerial photographs then helped pupils to focus on specific places and to identify a place, for example a factory or a park, and say if it was a safe place to play. In Year 2, pupils studied features of an island such as the Isle of Struay. Their drawings indicate a satisfactory understanding of the four points of a compass. They have compared similarities and differences of life in Kenya to life in Great Britain. Drawings and worksheets indicate that pupils understand that different places have different features. They can name the particular characteristics of the sea-side, a town and the country and give appropriate examples.
133. In Key Stage 2, pupils can label maps of the world and the British Isles accurately with major cities, oceans, rivers and mountain ranges. They have some knowledge of weather in various parts of the world and understand the water cycle. Pupils produce detailed maps which incorporate co-ordinates. Studies of hot and cold places, deserts, volcanoes and erosion are illustrated in good drawings and neat notes mostly in the pupils' own style of writing, which indicate a sound level of understanding. By Year 6 pupils are able to look at maps and quickly identify countries, salient features and rivers.
134. The quality of teaching in both key stages is satisfactory overall and pupils in both key stages, including those with special educational needs, generally make satisfactory progress. However, this is not always consistent. There is less work produced by one Year 6 class than the other. There is evidence of a steady development of skills over time. Teachers' planning is thorough and is based on a nationally promoted scheme of work. This ensures that pupils gain

new skills, knowledge and understanding each year. Teachers use effective methods that engage pupils and help them to appreciate the real life implications of learning about geography. Good links have been forged with the local council: council officers visit the school to work on planning and traffic issues which affect the town. For example, the Year 5 classes worked enthusiastically on a situation involving closing the main road in Market Harborough. They understood the need to keep a route open for emergency vehicles and demonstrated a good knowledge of all the issues involved. Further examples of relevant work were observed in Year 4, where the pupils had been carrying out a litter survey culminating in collecting litter to weigh how much is dropped.

135. The quality of leadership and management of the subject is good. The school is well placed to further improve the standards of attainment.

HISTORY

136. Pupils' achievements in history in the current Year 6 are similar to those attained by pupils of the same age nationally. They know and understand something of the history of Britain and ancient civilisations. They find evidence from books and worksheets, by watching videos, through first-hand accounts and by handling artefacts. The use of computers to support learning is unsatisfactory. Although some pupils find information from computer programs at home, they have limited access to computers at school. Pupils have a satisfactory all round knowledge of the different periods they have studied, which is consolidated through the links made between different subjects and through participating in imaginative theme days when pupils assume the roles of Tudors, Aztecs and Vikings. Pupils have studied the Tudor period in considerable depth and know about the most important dates, famous people and events. They communicate their knowledge mainly through art, discussion and different forms of writing.
137. The current Year 6 classes are not typical of the rest of the school, where pupils make good gains in their knowledge and understanding of history during lessons and achieve high standards. At the end of Key Stage 1 pupils show an awareness of how life has changed during the twentieth century. Having sat in a tin bath at the local museum and listened to the reminiscences of a grandmother's seaside holidays, they compared and contrasted the differences and had definite opinions about their preferences. They can talk knowledgeably about the Great Fire of London, the lives of Samuel Pepys and Florence Nightingale as well as the reason why Guy Fawkes wanted to blow up the Houses of Parliament. Pupils in Year 5 use their powers of deduction and historical detection to put annuals, irons and telephones from different decades of the twentieth century in chronological order and hypothesise about the reasons for changes over time.
138. Pupils have good attitudes and their behaviour was good in the lessons observed. They showed enthusiasm and were keen to talk about what they had learnt. Pupils ask and answer questions sensibly, which extends their knowledge and understanding, and respond well to the teaching methods, which make history come alive for them. In Year 3, where pupils were examining wartime ration books, a gas mask, and tins of dried egg and milk, and were discussing in their groups what each was used for, standards of behaviour were extremely high as pupils were so enthralled. Their enthusiasm was having a positive impact on their learning and they did not want to finish the lesson at break-time.
139. Teaching is good overall. It was only possible to visit three Key Stage 2 lessons during the inspection and none in Key Stage 1. Of these, two were very good and one was satisfactory. Both very good lessons developed pupils' historical enquiry skills very well. Teachers used methods that engaged pupils actively in their learning and required them to think about and discuss what they were finding out. They used stimulating artefacts that engaged the pupils' interest and curiosity and had prepared worksheets with very good questions that required pupils to reason as well as observe. The pace was brisk as pupils had a limited amount of time to study the objects. The teachers' enthusiasm and interest were obvious and were communicated to the classes during the introductions to the lessons and through the questions

they asked whilst circulating around the class. The method used in the satisfactory lesson was more passive, with pupils finding information from worksheets as there were insufficient topic books available. The poorer readers were unmotivated and in general, pupils were less interested in this method, having already done a lot of written work earlier in the day.

140. Many staff and pupils rate history as their favourite subject. This is partly because the school has enthusiastically introduced the Qualifications and Curriculum Authority's new history units of work and adopted the suggestions for lively teaching methods that they contain. Teachers follow suggestions in the units designed to build knowledge, skills and understanding week upon week and therefore pupils make good progress. History is meaningfully linked to other subjects. For example, pupils in Year 2 make mathematical Venn diagrams about similarities and differences in toys from different periods. There is a good range of visitors who come to school to give eye-witness accounts to extend pupils' understanding. The loan service from the local museum is used extensively to supplement the range of artefacts owned by the school. Homework is used well to extend learning at school. For example, pupils in Year 5 designed questionnaires about life in former decades, which they used to interview relations at home. They searched at home for representative artefacts to bring for the class museum. Pupils in Year 6 carried out a historical project in their own time. Resources are mostly adequate to support teaching and learning but there are too few opportunities for pupils to develop research skills by using computer programs. Learning is enhanced by visits to museums and places of historical interest such as Bosworth Field.
141. The subject is very well led and managed by a keen and knowledgeable co-ordinator, who has run staff training days to introduce the new curriculum and has successfully encouraged teachers to make history active. The photographic record of past displays, classroom activities and historical theme days bears witness to this success. History makes a good contribution to pupils' social and cultural development. The school has successfully addressed the key issue in the last report, which was to raise standards of attainment in history and improve the rate of pupils' progress in Key Stage 2 by improving the range of curriculum provision.

INFORMATION TECHNOLOGY

142. By the end of Key Stage 1 pupils attain standards which are in line with those expected nationally of seven-year-olds. By the end of Key Stage 2 pupils attain standards which are below those expected of eleven-year-olds. Standards in Key Stage 1 are similar to those reported at the time of the last inspection. In Key Stage 2 standards have improved since 1996 but the rate of improvement has not been sufficient to maintain standards at satisfactory levels.
143. Within Key Stage 1 pupils develop a suitable range of word processing skills to generate text and communicate ideas. Pupils in Year 2 use the mouse dexterously to click on icons and enter commands. They know how to use features of programs for modelling ideas such as in telling the time or simple arithmetic. No evidence was found that pupils are able to print a copy of their own work yet. Pupils understand the simple control commands to make a programmable robot travel a given distance and follow a course around a classroom. Several examples of pupils' work using painting programs to experiment with various textures of brush strokes and colour were displayed but pupils do not yet have much experience of creating their own artistic designs. They have good experience of using a variety of programs to support language and mathematics work. Pupils, including those with special educational needs, make satisfactory progress in their development and understanding of how to use simple programs to support their work in other subjects. They understand how to use the keyboard and the mouse with improving manipulative skills through the key stage.
144. By the end of Key Stage 2, pupils' attainment is below average. Pupils are gaining appropriate word processing skills and they have the basic skills to enter text and select the font and size. Pupils load, modify and save text, using appropriate skills, but tend to delete text rather than edit it. They are beginning to import pictures that involve the skills necessary for mixing pictures with text. Pupils have used a music program to compose a simple melody, printing a copy of the result. They are familiar with methods of searching for information and have the

early skills to carry out research using a CD-ROM. A few understand how to access information on the Internet and are able to send e-mails. Data handling skills are developing, with data being collected by pupils and presented in the form of computer-generated graphs and charts. However, pupils have not developed the knowledge and understanding expected for their age in order to be more independent and learn to present information or text in a variety of ways. Overall they have not gained a good understanding of computer operations and the steps to take to produce a finished piece of work, although several displayed a secure knowledge in these respects during lunchtime activities.

145. Most pupils are interested in the tasks and are keen to use the computers. They are motivated by the use of information technology and sustain concentration to produce their work. The tasks allow for the equality of access for all pupils. Most pupils work together well, taking turns as needed. Many pupils are capable of working independently of their teachers, although this was seldom observed during the week. Pupils with special educational needs are supported well, are fully integrated into the work of the class and receive effective support. The pupils' attitudes towards the subject are positive and behaviour is good when pupils are using computers.
146. The quality of teaching is satisfactory in Key Stage 1 but it is unsatisfactory in Key Stage 2. Several good lessons were seen in Key Stage 1 and occasionally good links are made with other subjects. In one art lesson, for example, the pupils in Year 2 learned how to use the digital camera effectively. The present timetabling arrangements and allocation of classes to computers mean that many computers are out of use for much of the day. There is insufficient direct teaching of the subject and skills are not taught progressively. The limited amount of lesson planning which is available shows that, when lessons are taught, they are carefully prepared. In Key Stage 1 teachers ensure that pupils know how to control devices. This work is extended in Year 2 when teachers challenge pupils to follow a simple route by moving the programmable robot forward or to turn it. Very little direct instruction takes place at Key Stage 2, leading to underachievement by the pupils through lack of sufficient development of skills and understanding. Opportunities to use computers to support teaching and learning in other subjects are frequently missed. Pupils' use of computers is logged in some classes and the school has plans to introduce consistent assessment procedures from September.
147. The co-ordinator has worked hard to establish the subject and provide support for colleagues. She has a clear action plan for the development of the subject that shows a good understanding of the needs of staff in terms of training and professional development. She monitors aspects of information technology through providing support, helping with planning for lessons and observing work and displays around the school. She has not yet had the opportunity to observe lessons or make formal assessments, however. The training needs of staff have been identified and appropriate support arranged through courses and training sessions, some of which were led by the co-ordinator. The school has a policy for information technology that is due for review. A nationally produced scheme of work has been adopted to provide structure and progression through the school from September. Resources are adequate and meet the needs of the subject but further software is to be purchased. The school, supported by the governors, recognises that the subject requires considerable further development.

MUSIC

148. Very few music lessons were observed but evidence from a range of sources indicates that pupils are gaining appropriate skills. In assemblies, pupils in Key Stage 1 sing with lively animation and with satisfactory rhythm and pitch. In Year 2 pupils demonstrate an appreciation of the differing sounds of instruments and understand that music can build pictures in the mind. They understand how to compose such pictures themselves. Several pupils have a good sense of rhythm and expression, encouraged by the teacher's methods, so that all pupils have a chance to perform to the others and also to develop their skills of appraisal. Pupils play a variety of untuned percussion instruments with reasonable control and style during composing sessions to represent their idea of an animal such as a snake or elephant. The pupils are gaining the skills of simple composition, making their own notation. By Year 4 pupils demonstrate a growing knowledge of musical elements such as pitch, dynamics and duration and apply these well to their simple compositions. Pupils have clear singing voices and most

sing tunefully in pitch, although many in Year 6 are reluctant to take part in singing hymns. A few pupils expressed their interpretation of music by painting pictures in a Year 6 lesson but overall the development of understanding in this year group is slow. Overall pupils make sound progress through the school, supported by the good planning and the work of the subject co-ordinator. Standards are similar to those at the time of the last inspection.

149. Pupils in most year groups, including those with special educational needs, learn effectively and make sound progress. Most are responsive to music and take part eagerly in the sessions. They enjoy their music making and are very keen to sing and play the percussion instruments. For example, in Year 3 most pupils took part well, although a few indulged in immature behaviour that was corrected by the teacher. Pupils' attitudes are good overall in both key stages and behaviour is also good, apart from a minority of pupils. The pupils participate well in the activities. They usually co-operate sensibly when playing instruments and are beginning to listen carefully to them.
150. The quality of teaching is good overall. The teachers' management of pupils is good and lessons are suitably organised so that all pupils are able take an active part. The music studio provides an excellent space for class music, having a very good selection of instruments and being separate from the classrooms. Subject planning allows for opportunities to compose, perform, listen to and appraise music. Pupils also have opportunities to appreciate music in assemblies, such as the recorder group or taped music. The range of instruments includes some from differing cultures. The teachers help the pupils to improve by careful evaluations of their compositions and performance. Little use is made of information technology to support teaching and learning. The newly appointed co-ordinator has already had an impact on the development of the subject and has good plans for further improvements. The extra-curricular music groups make a good contribution to pupils' social and cultural development and to their progress in music. A small number of pupils receive instrumental tuition and they are making appropriate progress: several have been awarded Grade 2 certificates for clarinet playing.

PHYSICAL EDUCATION

151. Pupils in Key Stage 1 make steady gains in skill and understanding to reach average standards: these have been maintained since the last inspection. Pupils are making satisfactory progress in body control, co-ordination and balance, which support skills for gymnastics and games activities. This was shown to good effect during the infant sports afternoon. The pupils rolled balls between tram lines, hopped and ran along the track, showed balance with bean bags on their heads and climbed through hoops. The activities demonstrated secure development of their skills and some tactical moves like putting a few running steps in the hopping race or turning back just before the line.
152. Pupils in Key Stage 2 make satisfactory gains in a range of activities to reach appropriate standards by the end of the key stage, maintaining the standards reported at the time of the last inspection. Pupils with special educational needs make satisfactory progress. In gymnastics, pupils plan and perform simple skills safely. They practise and refine a sequence of movements using space appropriately and have begun to apply the same skills to working on mats and floor apparatus. Under the teachers' good direction pupils focus on specific skills and are beginning to make a sequence of moves.
153. Pupils have gained satisfactory co-ordination and control for ball skills, throwing and catching and travelling with a ball. Pupils dodged and wove to find space during a volleyball activity, worked as a team and controlled the ball with increasing skill and tactical awareness. Pupils have gained a good range of games skills, for example in bouncing, catching and throwing a ball. They are beginning to evaluate their performance, and recognise the need to work safely within given rules. They know the effects of exercise on their bodies, including increased heart rates, and understand that good exercise helps to maintain fitness and health. Pupils have good opportunities for swimming to develop their skills and almost all are able to swim 25 metres, the end of Key Stage 2 target, by the time they leave school, with many reaching standards well beyond that. Pupils have excellent opportunities to explore dance through the imaginative and very skilled teaching observed in Year 5. Pupils understand and enter into the

theme of the music well, showing well above average dance skills, with dramatic effects and movement. The quality of dance is good.

154. The majority of pupils in both key stages have good attitudes, enjoy taking part and are keen to develop their skills during activities. Their behaviour is usually good, in response to the firm control and management of the teachers. The pupils work hard during activities and are keen to contribute to games. They are beginning to take responsibility for improving their skills and to evaluate how they are doing.
155. The quality of teaching is good in both key stages, with an excellent lesson observed in Key Stage 2. Lessons are planned carefully to provide good learning experiences. The subject policy and scheme of work support the development of skills across all aspects of physical education and support pupils in making satisfactory progress. The teachers have good subject knowledge and provide challenging tasks that promote good development of skills. They use a good range of strategies, such as demonstration and evaluation of the pupils' work; these were used very effectively during a dance lesson in Year 5. Teachers employ effective methods, such as giving clear instructions, using children to demonstrate good movements and giving thoughtful assessments and feedback. Teachers generally manage behaviour well, sustain firm discipline and make their high expectations clear to the pupils.
156. The co-ordinator has very good experience in the subject and is very knowledgeable. She has a clear view of developments that are required, although the subject has not been a focus for development recently. Several sporting activities take place outside school hours, including team activities. The school has well established links with other schools. The subject fully supports the school aims and helps to give many pupils confidence and enjoyment.

RELIGIOUS EDUCATION

157. Pupils' attainment by the end of Key Stage 1 is in line with the requirements of the Locally Agreed Syllabus. The attainment at the end of Key Stage 2 is also in line with these requirements. However, insufficient written work is produced by pupils in Key Stage 2, and especially in Year 6. In both key stages there are strengths in the development of personal and social education and a detailed knowledge of world faiths in most year groups. The progress of both higher-attaining pupils and those with special educational needs is satisfactory overall but reflects the quality of teaching and varies from good to poor. This level of progress is similar to the findings of the previous inspection.
158. Pupils in Year 1 understand that prayers are a religious form of writing and are used in many situations, especially for thanking God. Pupils have written prayers for many occasions, including Mother's Day, the family and the environment. They know a wide range of suitable ways of beginning prayers. Pupils learn about Christmas, the Harvest Festival, the Jewish festival of Sukkot as well as the Hindu festival of Diwali and the Jewish festival of Hanukkah. Pupils' learning is further developed in Year 2, where they learn in greater detail some important aspects of the life of Jesus from his birth to his crucifixion, including the Last Supper and the events of Good Friday. They know different accounts of the creation from the points of view of different religions and have learnt about the ceremonies associated with birth. The pupils have considered people's feelings, especially those associated with happiness, sadness, fear and excitement. The general introduction to world faiths at Key Stage 1 is extended in Key Stage 2 to include a more detailed study of one of the world faiths in addition to Christianity in each year.
159. Pupils in Year 3 study learn about the important aspects of Judaism, including Hanukkah, the Jewish Festival of Light, and the Christian festivals of Advent and Christmas. They learn about the church in the community and places of worship of a wide range of religions. Pupils' personal and social development is focused on caring for others, good relationships and friendship. Pupils in Year 4 study the Hindu religion in greater detail, especially the different ways of worshipping and the fact that Hindus worship many gods. They also know the design of a Hindu temple, or Mandir, and the shrines found by the roadside in Hindu countries and in the homes of many Hindus. In their study of Christianity, they understand the importance of

water as a religious symbol. In their personal and social education, they consider emotions such as anger, fear and intimidation and at times these are related to biblical and modern-day stories. A good example of this was seen in a lesson where pupils considered the positive and negative events of a boy's day and related these to their own experiences.

160. From the analysis of pupils' work in Year 5, it was evident that pupils had studied Islam in depth, especially prayers and prayer times, and Muslim beliefs about Allah. They studied the life of Mohammed from his childhood and parents' death to the time when Allah guided his writing of the Qu'ran. This high standard of work in Year 5 is also reflected in pupils' understanding about many issues concerning multicultural and multi-faith Britain. A good feature of their work reflected multicultural Britain since the 1950s and the racist attitudes which were prevalent among many groups of people.
161. The good progress made from Year 4 to Year 5 is not extended into Year 6. In these classes, the main focus has been on personal and social education but, in the lessons observed, the content was insufficiently relevant to the pupils. In this year group pupils have not achieved sufficiently high standards, although records imply that the curriculum has been covered.
162. The quality of teaching and learning is satisfactory overall, although it varies from good to poor and is unsatisfactory in Year 6. Where the quality of teaching and learning is good, teachers' planning is effective and the activities match the pupils' abilities and give good opportunities for speaking and listening. This enhances their ability to describe emotions and express their views on friendship. The good relationships which the majority of teachers have with pupils encourage their confidence in writing prayers and knowing the occasions when they are used. Teachers create a caring atmosphere in which pupils respond with sensitivity to questions and issues. Pupils are well behaved throughout and listen intently because they are well motivated. This was a particularly good feature of a Year 5 lesson where the teacher encouraged the pupils to relate their support for a child in Uganda to the work of Jesus; she quoted from the Bible in a sensitive and spiritual atmosphere. This lesson enhanced the quality of pupils' learning and increased their knowledge of the Bible.
163. Where the teaching is unsatisfactory, the content is not sufficiently relevant either to the pupils' interests or to their attainment levels and this impedes learning. A significant weakness is the organisation of the personal and social education course, its content and the methods used, all of which are unsatisfactory. There were unrealistic levels of challenge and the frequent disruption was not well managed, which resulted in poor behaviour and insolence.

164. In the majority of lessons, pupils have good attitudes to religious education and in one lesson pupils' attention was riveted when they were listening to the story of the Russian Shoemaker. The story helped them to reflect maturely on the concept of charity and charitable organisations and enhanced their appreciation of the many ways in which people can help one another in school, in the home and in the wider community. Pupils' spiritual, moral and social development is enhanced as they reflect on the contributions made to helping others by people from many countries and of many faiths. Their understanding of the fact that giving and caring are shared by many cultures and people of many religions is a mature aspect of their development. During the inspection, however, these positive attitudes were not evident in Year 6.
165. The analysis of pupils' work reflects consistently good curriculum planning and appropriate progression. It also shows insufficient written recording. There is good progress from Years 1 to 5 and unsatisfactory progress in Year 6.
166. The curriculum is enhanced by visiting speakers, especially those from the local church, and a Hindu. There is also a pattern of regular visits to the church. Although visits are planned to places of worship of other major religions, this aspect of the subject is at present insufficiently developed and does not prepare pupils well for life in a multicultural society. The monitoring of pupils' work and of teaching and learning by senior members of staff is unsatisfactory. Strengths in teaching are not shared well enough and inadequate support is given to classes where there is unsatisfactory teaching. The wide range of good quality resources for all religions studied is appropriately used in most cases. However, information technology is not sufficiently well incorporated into curriculum planning for religious education.