

# INSPECTION REPORT

**St. Andrew's C. E. Primary School**

Lutterworth, Leicestershire

LEA area: Leicestershire LEA

Unique Reference Number: 120196

Headteacher: Mrs C. Stone

Reporting inspector: Miss J. H. Sargent  
OIN 21113

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> March 2000

Inspection number: 190904

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Dag Lane  
North Kilworth  
Lutterworth  
Leicestershire

Postcode: LE17 6HD

Telephone number: 01858 880430

Appropriate authority: Governing Body

Name of chair of governors: Mrs J. Kirkham

Date of previous inspection: 5<sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject Responsibilities	Aspect responsibilities
Miss J. H. Sargent	Registered inspector	Mathematics	What sort of school is it?
		Information technology	How high are standards?
		Art	How well are pupils taught?
		Music	How well is the school led and managed?
		Under fives	
Mr P. Oldfield	Lay inspector	Equal opportunities	Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr B. Potter	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Science	
		Design and technology	
		Geography	
		History	
		Physical education	
		Special educational needs	
		English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

St Andrew's is a small aided Church of England primary school which takes pupils from the ages of four to 11. The school has 70 full-time pupils who are taught in three classes. Three part-time pupils attend the nursery and reception class. The number of pupils eligible for free school meals is below the national average. The school is becoming increasingly popular and the number on roll has increased by 30 since the last inspection. There are significantly more boys attending the school than girls. A significant number of pupils begin their education at other schools and then transfer to St Andrew's. Many of the pupils live outside the school's immediate area. Attainment on entry varies from year to year. Overall it is below that which is expected nationally of children of a similar age. No pupils speak English as an additional language. Thirty-four per cent of the pupils have been identified as having special educational needs, which is well above the national average.

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

St Andrew's school has a strong Christian ethos where pupils are taught to care for one another. The quality of teaching is satisfactory overall and the school helps its pupils to attain sound and sometimes good standards in English and mathematics at 11 years. Most pupils attain sound standards in English and mathematics at 7 years, but more able pupils do not always attain the levels which they are capable of. Standards in information technology are unsatisfactory at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. The school is effectively led by the headteacher and governing body. They are committed to further raising standards of attainment. Parents offer good support to the school. The school gives satisfactory value for money.

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

- ◆ The school is effectively led by the headteacher and governing body.
- ◆ Relationships between staff and pupils and between the pupils themselves are good.
- ◆ The school makes effective use of homework to support the work that is done in classes.
- ◆ There is good provision for pupils with special educational needs and they are well supported in lessons.
- ◆ Links with parents and the community are good; parents are involved in their children's education and make valuable contributions to their children's learning.
- ◆ The school offers a good range of activities outside lessons.
- ◆ Pupils enjoy coming to school and are enthusiastic about their time there.

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

- ◆ Standards of attainment in mathematics at the end of Key Stage 1.
- ◆ Standards of attainment in information technology at Key Stage 1, access to computers and their use to support work across the curriculum in both key stages.
- ◆ The level of challenge in the work provided for more able pupils, particularly at Key Stage 1.
- ◆ The consistency of the quality of teaching, including the use of assessment to inform teachers' planning.
- ◆ The organisation and management of space for the youngest pupils and the use of space in the hall.



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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. It has made good improvements in some aspects of its work and satisfactory improvement in other areas. In English, standards of writing are continuing to improve at both key stages, although the standard of handwriting and presentation is still inconsistent. Teachers' planning takes account of different age groups within classes but it does not always offer sufficient challenge for more able pupils within year groups. Teachers are following the recommendations of the National Literacy and Numeracy Strategies. This has helped them to plan tasks for suitable lengths of time and to use a wider range of teaching strategies. They are using the strategies' lesson structures to help them plan for other subjects. The school development plan follows a newly devised system and this has helped to reduce the number of priorities that the school identifies in its annual plan. The school is still adjusting to its increased size. It has created an additional class since the last inspection and taken on additional staff, two of whom share one teaching post. The school is thus still developing its team approach. There is a shared commitment to improve the school further and the school is 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			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	B
Mathematics	A	A	B	C
Science	A*	B	E	E*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

For pupils aged 11, standards have remained above average overall in English and are above those found in similar schools. In mathematics, attainment is above national averages. When compared with similar schools, results in mathematics at the end of Key Stage 2 are average. Standards in the national test results for 11 year olds in science show a marked fall in 1999. The school has already addressed this issue and standards seen during the inspection indicate that pupils are likely to attain at improved levels this year. Standards in the national test results for 7 year olds in reading and writing are well above national averages in 1999. Standards compare favourably with those in other schools. In mathematics, test results show a downward trend for 7 year olds, falling to below the national average in 1999. Results are well below those of similar schools. Standards seen during the inspection indicate that pupils are attaining at satisfactory levels overall in English, mathematics and science at both key stages. Higher attaining pupils are sometimes not attaining at appropriate levels, particularly at the end of Key Stage 1. The school has set appropriate targets for pupils' attainments at the end of Key Stage 2. Small numbers of pupils in each year group, the number of pupils with special educational needs and changes in the balance of the number of boys and girls can affect test results. Standards in information technology are unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. Standards in all other subjects are satisfactory at both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes of the school	Good. Pupils like school and enjoy their lessons.
Behaviour, in and out of classrooms	Satisfactory. Pupils generally behave in an orderly manner. A few pupils are sometimes noisy and talkative in lessons and do not listen attentively to their teachers.
Personal development and relationships	Good. Pupils are given a range of opportunities to take responsibility and help around the school. Relationships are good.
Attendance	Good. Attendance rates are above the national average.

Pupils talk enthusiastically about school and those who have transferred to the school compare it favourably with other schools that they have attended. Relationships are good and pupils enjoy taking responsibility for aspects of school life. Older pupils are caring towards younger ones. Attendance rates have improved since the last inspection.

## TEACHING AND LEARNING

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

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

The quality of teaching varied from poor to very good. Ninety-two per cent of lessons seen were satisfactory or better. Four per cent were very good or better and eight per cent of lessons were unsatisfactory or poor. All teachers were seen teaching English and mathematics and their teaching was judged to be satisfactory overall. The quality of teaching is inconsistent across the school. The oldest pupils in Key Stage 2 receive the best quality teaching. In the most effective lessons, teachers are confident about what they are teaching and work is carefully matched to the learning needs of all the pupils. Resources are well prepared and questions used to good effect to assess pupils' progress. Where teaching was unsatisfactory or poor, time was not used well and lessons were poorly prepared. Insufficient attention was paid to achieving the stated learning objective and consequently pupils did not make suitable progress. The teacher's subject knowledge was also weak. The most effective practices need to be shared amongst staff to ensure that pupils receive lessons of a more consistent quality.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	The curriculum has a satisfactory balance and range of learning opportunities. It is supported by a good range of extra-curricular activities and educational trips and visits.
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Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. They are well supported by classroom assistants who help them to make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for spiritual, moral and social development and satisfactory provision for pupils' cultural development. There are too few opportunities for raising pupils' multicultural awareness.
How well the school cares for its pupils	Good in some aspects. The use of assessment to inform teachers' planning is inconsistent across the school.

The school has developed good links with parents and the community. Through the school's good use of homework, parents are involved in their children's education and make valuable contributions to their children's learning. The School Support Association gives good financial assistance. At Key Stage 1 there are insufficient opportunities in information technology for pupils to practise existing skills and develop new ones. At both key stages there is insufficient use of information technology to support work in other subjects. The school cares well for its pupils. The use of assessment to inform teachers' planning is underdeveloped. Too little importance is placed on the results of assessments, particularly when planning work for more able pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the good leadership of the headteacher and governing body. The headteacher makes sound use of national assessment information available to her and is well informed about the school's performance.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities well. They have a good understanding of where the school's strengths and weaknesses lie.
The school's evaluation of its performance	The school analyses pupils' assessment results thoroughly and has a good understanding of its work.
The strategic use of resources	The school makes sound use of its staff and the resources available to it. Consideration needs to be given to the use of space, especially the accommodation of the nursery children and the limited space in the hall.

There are sufficient staff to meet the needs of the curriculum and adequate numbers of support staff. Resources are sufficient to meet the demands of the National Curriculum, with the exception of information technology, where there are too few computers of suitable specification for the number of pupils. The classroom for the youngest pupils opens onto the hall; this arrangement is unsatisfactory. The limited space in the hall is further reduced by the furniture around the perimeter. Through its monitoring and reviewing procedures, the principles of best value are soundly applied by the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>◆ Children like school.</li><li>◆ Children make good progress in school.</li><li>◆ Behaviour is good.</li><li>◆ They are kept well informed about how their children are getting on.</li><li>◆ They feel comfortable approaching the school with questions or a problem.</li><li>◆ The school works closely with parents.</li><li>◆ Children become more mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>◆ The range of activities outside lessons.</li></ul>

The inspection team supports the positive views of parents and carers but consider that the school offers a good range of activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. Standards in the national test results for 7 year olds in reading and writing have risen from well below national averages in 1997 to well above national averages in 1999. Standards of attainment in writing are in line with those found in other schools; in reading standards are above the average for similar schools. In mathematics, test results show a downward trend for 7 year olds, falling from above the national average in 1997 to below the national average in 1999. Results are well below those of similar schools. For pupils aged 11, the standards in 1999 were well above average in English and were above those found in similar schools. In mathematics, attainment is above national averages in the 1999 test results. When compared with similar schools, results in mathematics at the end of Key Stage 2 are in line with the average. Standards in the national test results for 11 year olds in science show a marked fall in 1999. The school has already addressed this issue and standards seen during the inspection indicate that pupils are likely to attain at improved levels this year.
2. The number of pupils in each year group varies considerably. The number of boys and girls varies significantly between each year group, as does the number of pupils with special educational needs. Additionally, significant numbers of pupils join year groups from other schools. Many of these pupils are placed on the school's special educational needs register. In this small school this has a significant impact when comparing performance both nationally and with similar schools. Girls attain more highly than boys at both key stages; the school is developing strategies to raise boys' attainment.
3. Children under five begin their education with levels of attainment that are below those expected for children of this age. Their personal and social skills and speaking and listening skills are often underdeveloped. They make sound and sometimes good progress in all of the areas of learning and attain the levels expected by the end of the reception year.
4. Standards seen during the inspection indicate that overall pupils are attaining at satisfactory and sometimes good levels in English at both key stages. In mathematics standards are sound at Key Stage 1 and sound and sometimes good at Key Stage 2. In science standards of attainment are sound at both key stages. Pupils in Year 2 and Year 6 are attaining standards that are below national expectations. This is accounted for by the high proportion of pupils who are recognised as having special educational needs. The number of such pupils significantly depresses the results that it is possible for the school to reach. Standards in information technology are unsatisfactory at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. The variation in standards between the key stages is a reflection of the limited access to information technology for pupils at Key Stage 1.
5. Standards in all other subjects are satisfactory at the end of both key stages. Standards are broadly the same as they were at the time of the last inspection, with the exception of standards in information technology at Key Stage 1, which were good and are now unsatisfactory. In art, standards at the end of both key stages were above national expectations and are now in line with national expectations.
6. Writing has been the focus of much of the school's work since the last inspection. National assessment test results between 1996 and 1999 show that the school's efforts have been successful and effective work has been done to raise standards at both key stages. The

school is aware that there is still room for further improvement and plans to continue developing this area of the curriculum through additional work on handwriting and extended writing. Standards in reading have also risen following concentrated efforts by the school. The successful implementation of the National Literacy Strategy is having a positive impact on continuing to raise standards.

7. In mathematics, test results from 1996 to 1999 indicate a sharp fall in standards at the end of Key Stage 1 and a slight fall at the end of Key Stage 2 in 1999. The fall in standards at Key Stage 1 is related to the inconsistencies in the quality of teaching seen at the end of the key stage. The Key Stage 2 results can be attributed to the differences within a small cohort. The school has still to address the issue related to attainment at Key Stage 1. The National Numeracy Strategy has been implemented throughout the school. This is more successful at the end of Key Stage 2 than at the end of Key Stage 1, where too little is expected of higher attaining pupils. The lack of challenge in their work prevents them from progressing to higher levels in all aspects of their mathematics. Pupils with special educational needs make satisfactory progress in their work. At Key Stage 2, pupils need to further improve the speed of their recall of mental mathematics. They are developing a good grasp of mathematical thinking and are able to apply the knowledge that they acquire in numeracy to practical situations, such as when calculating the angles of a triangle.

8. Through the sound experiences offered in lessons pupils make satisfactory progress in both key stages in all subjects except information technology at Key Stage 1, where progress is unsatisfactory. Teachers' planning indicates an appropriate range of experiences is planned, but there are insufficient machines for pupils to use to develop their skills and knowledge. Pupils with special educational needs make sound progress. A gifted pupil identified at Key Stage 2 is included on the register of special educational needs. Through an individual education plan the pupil receives appropriate individually planned work. Most lessons make satisfactory demands on pupils to actively participate in the work. Some lessons for the older pupils at Key Stage 2 require a higher degree of participation and demand sustained mental involvement. Pupils enjoy their lessons, especially the lessons that demand more of them.

9. Target setting has only recently been introduced within the school and has yet to become effective. Where teachers are using targets alongside their planning, their expectations are raised and they are mindful of the progress that they want pupils to make. Pupils are given work which more closely matches their prior learning and their progress is continuous and builds on previous learning. Pupils are unaware of the targets that are set for them and they are not involved in assessing their own progress. Realistic targets have been set by the school for this academic year.

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

10. Pupil's attitudes to the school are good. Most pupils like coming to school and are eager to learn. The school positively promotes a caring and Christian environment. Pupils feel able to enjoy the range of activities offered by the school and have a clear understanding about behaviour expectations. Teachers are keen to promote good relationships and are pleased to help all pupils.

11. Behaviour is satisfactory. In some lessons pupils are noisy and do not always listen carefully to their teachers or to one another. On these occasions pupils do not always show appropriate respect for their teachers and do not always respond to requests for less chatter. For the most part, pupils listen well to others' views and are willing to acknowledge the efforts

of others. For example, in a literacy lesson where they applauded when other pupils read well. There have been no exclusions in the current school year. The recently reviewed behaviour policy has appropriate rewards and sanctions. Good behaviour is rewarded with stickers, certificates and merit marks and pupils respond well to these incentives.

12. In the playground pupils play well together, each class taking turns to use the adventure playground provided by the parents' association. Recently purchased play equipment is also shared sensibly. Pupils are aware that in confined spaces within the school and playground they have to observe simple rules of good practice. These requirements are also underlined in personal and social education classes.

13. Pupils are pleased to undertake tasks in the school. All Year 6 pupils are house captains or vice captains. Pupils indicated that they are whole heartedly involved at Sports Day, mini Olympics Day and Rounders Day. Older pupils willingly look after younger pupils in the playground, when going swimming and on school visits. Parents reported that this caring attitude continues into the next phase of education, when older pupils still look out for their younger friends. Some pupils act as library and register monitors in school.

14. Attendance in the current school year, at 96 per cent, with no unauthorised absence, is above the national average. The rate of attendance has improved since the last inspection. Parents respond well to the school's request to send messages and notes, generally upon the first day, to fully explain all absences.

15. Pupils identified as having special educational needs are well supported during lessons and withdrawal sessions and consequently take a full part in all activities. All pupils are valued and teachers ensure they have a confident attitude to their work. Pupils' personal development is good.

16. The pupils' good attitudes, satisfactory behaviour, the good relationships they enjoy with their teachers and classmates and good attendance contribute significantly to their learning and impact well on standards throughout the school.

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

17. Teaching is sound overall in all subjects of the curriculum. There is considerable variation in the quality of teaching, which ranges from poor to very good. The quality of teaching has a direct impact on the progress that pupils make and this varies accordingly. The oldest pupils in Key Stage 2 receive the most effective teaching. Teaching of children under five is satisfactory and teaching of pupils with special educational needs is sound and sometimes good. The least effective teaching was seen in Years 2 and 3, where the teaching showed most inconsistency in its quality.

18. Issues relating to improving the quality of teaching identified in the previous inspection have largely been resolved. Appropriate lengths of time are now allocated for tasks and a range of teaching strategies is used in lessons. The implementation of these developments has been assisted by the introduction of the National Literacy and Numeracy Strategies which suggest structures for lessons. The impact of the strategies has been felt across the curriculum both in the use of time in planning lessons and in the application of a wider range of teaching strategies. The final section of the key issue, to set appropriately challenging tasks for all year groups, shows some improvement but is not completely resolved. There are instances where work meets the requirements of the National Curriculum programmes of study for particular year groups but fails to meet the needs of pupils according to their abilities. This



is particularly true for higher attaining pupils who do not always receive work which offers them sufficient challenge.

19. During the inspection, 92 per cent of the teaching was satisfactory or better. In 29 per cent of the lessons, teaching was good or better. Four per cent of teaching was very good. In eight per cent of lessons, teaching was unsatisfactory or poor. These lessons were in physical education and information technology. They resulted from poor planning and preparation and poor subject knowledge. The teacher's expectations were insufficiently high and pupils made unsatisfactory progress as too little account was taken of previous learning.

20. The most effective teaching has planning which shows clear aims for each lesson and for each group of pupils. Appropriate attention is paid to the teaching of basic skills in mathematics and English. For example, in reception and Year 1, teachers give good guidance when teaching mental mathematics. They teach pupils strategies for coping with numbers when adding, such as, 'putting the larger number in your head'. Expectations are high for all pupils and support staff are used effectively. In Years 2 and 3, clear written instructions were given to the support assistant about the task that was to be done. This good practice could be further improved by sharing the objective of the lesson with the assistant so that this can be reinforced during the session. Learning is well supported where homework is given to support class work. No teachers were observed setting homework but substantial evidence was seen of completed homework for mathematics and English.

21. Where the quality of teaching is good or better, pupils are required to make significant contributions to the lessons. The pace of the lesson requires them to make considerable efforts to sustain their rate of learning. For example, in a mathematics lesson in Years 4, 5 and 6, pupils in two year groups were calculating the next answer for the teacher while another year group was answering their question. Such teaching demands secure subject knowledge and familiarity with the lesson content to enable the teacher to demonstrate suitable mental agility in moving between groups of pupils. Good use of the final part of a lesson allows the teacher to revisit the learning objectives for the lesson and assess the pupils' gains in understanding in preparation for planning the next lesson.

22. Teaching is less effective when teachers fail to plan work which meets the needs of all the pupils in the class. The demands of planning in a small school are great, as each class contains a wide range of ages and abilities. During the inspection, lessons were planned which offered appropriate learning experiences for most pupils but which sometimes expected little extra effort from higher attaining pupils. This was often related to an over dependence on worksheets, with the same sheet being given to all pupils within a class. On less frequent occasions, pupils with special educational needs were expected to tackle work for which they were unprepared as it required knowledge that they had not yet acquired. For example, when pupils in Year 2 explored the relationships between the operations of addition and subtraction, some pupils were unsure of the work that they were being asked to do. They quickly lost interest and behaviour deteriorated.

23. The teaching provided for pupils with special educational needs is sound at Key Stage 1 and good at Key Stage 2. It is often good when individual or group teaching occurs. This reflects the good support given by the classroom assistant and the careful interpretation of the individual education plans.

24. Behaviour is generally satisfactory in lessons; it is better in Years 4, 5 and 6 than in other classes. In the reception and Year 1 class, pupils sometimes find it hard to listen to the teacher and to one another. Expectations are sometimes inconsistent and teachers do not

always reinforce their requests for expected behaviour, sometimes talking over the inattentive pupils. Similarly, in the Year 2 and 3 class, the teacher's expectations are altered to make allowances for the pupils' failure to respond to requests for less noise. In Years 4, 5 and 6, teachers insist on pupils meeting their expectations of behaviour.

25. Pupils' learning is sound overall. Progress for higher attaining pupils is unsatisfactory where work is not well matched to their learning needs and they are not required to make any intellectual effort to complete their work. In some lessons, work is carefully planned to offer higher attaining pupils suitable challenge and this results in sound and sometimes good progress being made. There is some inconsistency in the rate of progress across the school, with a slackening of pace and a fall in attainment in mathematics at the end of Key Stage 1. Attainment and progress recovers during Key Stage 2. Progress in information technology is unsatisfactory at Key Stage 1 as a result of the unsatisfactory equipment level. Pupils with special educational needs make sound progress at Key Stage 1 and sound and sometimes good progress at Key Stage 2.

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

26. The school meets all statutory requirements, including the provision of a daily act of collective worship. Throughout the school the curriculum is broad, balanced and planned to meet literacy and numeracy targets for individuals, groups and the school as a whole. There are sound curricular opportunities to meet the needs of all groups of pupils, including those with special educational needs. Provision for information technology at Key Stage 1 is unsatisfactory.

27. There are effective strategies for the teaching of the basic skills of literacy and numeracy. The school devotes an average of 35 per cent of curriculum time to literacy teaching and an average of 22 per cent of curriculum time to lessons on numeracy. This time allocation is appropriate and allows the school to address some of its identified priorities. The school is providing some extra sessions on numeracy for pupils at Key Stage 2, to support its determination to raise standards. Teachers have received appropriate training and are well placed to continue to develop these subjects.

28. The curriculum provided for children under five is satisfactory and is effective in helping children to make sound progress towards the desirable learning outcomes. Appropriate emphasis is placed on the children's personal and social development, speaking and listening and early experiences with reading, writing and numeracy. These children are well integrated into the day-to-day life of the school and are taught alongside reception children. This helps the smooth transition from nursery to reception.

29. Policies for personal, social and health education contribute well to the personal well being of pupils and their developing sense of responsibility. The sex education policy follows the guidelines of the local education authority policy and aims to be an integral part of the learning process for all pupils. The school nurse makes a good contribution to teaching about sex education and appropriate attention is given to drug awareness.

30. The school ensures that there is equality of opportunity for all its pupils to gain access to the curriculum, including a good and wide range of extra-curricular activities. These include various sporting activities, a wide choice of music lessons through the peripatetic service and a French club. This helps to meet the needs of all its pupils, including those with special educational needs. Parents provide good support in helping to fund some of these activities,

for example, the French club. The work of a member of the governing body is of tremendous assistance to the school enabling it to provide the good range and frequency of sporting opportunities.

31. The organisation of special educational needs and the good support provided for these pupils ensure that they make satisfactory and, at Key Stage 2, often good progress towards targets that are set for them.

32. The school's involvement with the wider community is good. There are strong links with the church and occasions such as Remembrance Day are shared with many people of the village. The school is very much part of the village community and is included in most of the activities that take place. Links through the Internet and email are still to be developed and this prevents the school being able to access resources beyond its own locality. Worthwhile visits are organised for classes, for example, to Leicester museum and art gallery. These are well linked to a curriculum focus. Visitors to the school are encouraged who share knowledge and experience with the pupils. Sporting fixtures are arranged with neighbouring schools and small schools bands together to be able to compete in sporting fixtures for boys and girls. In the same way some cultural experiences are made possible through schools grouping together to provide visits by theatre and music groups.

33. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' cultural development is satisfactory. The school has a comparatively recent policy which stresses the importance of spiritual, moral, social and cultural development as a whole school issue affecting all aspects of the curriculum and one which contributes to all areas of the pupils learning.

34. Both spirituality and moral aspects are reinforced through daily assemblies. Spiritual awareness in pupils grows in and through the Christian community that is their daily experience. Their participation in regular periods which focus upon personal issues and feelings, contribute well towards their self knowledge and their development of values and beliefs. They know the difference between right and wrong and try to do right for its own virtue rather than for the expectation of some reward. The school believes and promotes that discipline should come from within rather than through the threat of punishment.

35. There are good opportunities whereby pupils are given and accept responsibility and learn to understand what it means to live in and be part of a community. These are often seen in the care and concern that older pupils show for the younger pupils. Adults working in the school provide good role models for care. The good and well founded aims of the school foster values such as honesty, fairness and respect for truth and justice and these form the basis of the expectation of the attitudes and conduct throughout the school.

36. The wider curriculum has some satisfactory opportunities to develop cultural awareness and knowledge, for example, occasions in art, music and literacy, visiting theatre groups and visits the school itself makes. Incidences through which value is given to other cultures are present but less frequent and are not an integral part of the school's day-to-day curriculum. A positive example comes through the geography curriculum in which traditions and customs of the African continents' culture are considered. When focus upon multicultural issues do take place they tend to receive good emphasis as in the annual day planned for special occasions such as Diwali or Chinese New Year. The school has links with a multicultural school in Leicester but this link is underdeveloped. The curriculum for religious education includes many other faiths but this wide range of study results in a superficial level of knowledge and understanding being gained and consequently a diluted contribution to multicultural awareness.

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

37. The school provides satisfactory support for all its pupils. Effective child protection procedures are in place and staff have a high regard for pupils' well being, health and safety. The headteacher is the designated person responsible for child protection and is ably supported by the vice chair of the governing body. They follow the local authority procedures appropriately.

38. The school enjoys good relationships with specialist agencies, including a speech therapists and the school nurse. Pupil welfare is at a high level. Pupils are well prepared for their transfer to secondary education through the school's links with the receiving school.

39. Great care is taken by the school to ensure that pupils enjoy coming to school. All adults in the school give good supervision and enjoy good relationships with pupils. Pupils with special educational needs are very well supported and parents are involved in supporting their child's educational development.

40. The school has good procedures for monitoring and promoting attendance. Parents willingly provide explanation for their children's absence. Attendance is above the national average and satisfactory behaviour is consistently and successfully encouraged, although a few pupils are sometimes inattentive in a few classes. The school works hard to create a positive ethos and good environment conducive to learning.

41. Day-to-day assessment procedures are inconsistent in quality and rigour. Target setting has recently been introduced but it is not yet one of the tools which teachers readily use. Longer term assessment is sound. Some staff have developed their own systems for classroom assessment and they are unaware of practice elsewhere in the school. This has resulted in a disjointed approach to ongoing assessment. Teachers do not always make good use of the information that they gather. They sometimes fail to identify gaps in pupils' learning or to match learning tasks to suit pupils' prior learning. This has resulted in some lack of challenge in the work set for higher attaining pupils, particularly at the end of Key Stage 1

42. The implementation of the marking policy is inconsistent. The best marking is helpful and gives pupils guidance in their work. Comments encourage pupils to try harder and ask for good presentation where it is unsatisfactory. Target setting is not always clear. Too often, particularly at the end of Key Stage 1, there are few comments promoting higher standards. Pupils are not asked to complete corrections and poor presentation passes without comment.

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

43. Parents are very happy with the standards their children achieve and the work they produce. A few parents had concerns about the amount of work that pupils have to do at home. Homework is regularly set across the school, mainly supporting work in English and mathematics. The school circulated draft home-school agreements to parents and carers but only slightly more than half have been returned; homework was a stated requirement. Some parents indicated that they felt that the school did not provide an interesting range of activities outside lessons. Inspection evidence suggests this is unfounded; several sports and athletics activities are offered in season. A French club operates at the school. The school has sought

help from parents to promote new ideas but sometimes the very small number of pupils means that clubs, such as Netball Club, have to link with another primary school.

44. The school holds information evenings for parents and has an open door policy so that concerns can be readily dealt with. Parents are appreciative of this. The school secretary carries out a valuable liaison role in this respect. Inspection evidence shows that the school works well with parents; a number of parents regularly help in classes. There are good links between the school, parents and the local community and these contribute well to pupils' learning. Many parents interviewed were appreciative of the weekly newsletter being sent by the school, which gave good advance notice of many of the events and of the work of the school.

45. Parents have given good support through the activities of the School Support Association, who have provided funds for the well used adventure playground, computer hardware and software and playground markings. This association also arranges social events within the community.

46. Pupils' annual reports on progress contain generally good detail about what pupils have learnt throughout the school year. The reports do not contain a separate section for comments about design and technology. Some teachers include a comment within the information technology section but this is inconsistent and unsatisfactory and should be addressed by the school. Pupils have a reading diary and parents can keep a good track of reading development of their children. The school's good links with parents consolidate and extend pupils' learning and make a valuable contribution to the community it serves.

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

47. The school has continued to benefit from the effective leadership of the headteacher and the governing body which were identified at the previous inspection. The headteacher and the governing body work in partnership. Governors have a good understanding of where the school's strengths and weaknesses lie. This is the result of the information that they gain from the visits that some governors make to the school and through the information that they receive from the headteacher. The headteacher gives the school clear direction. She has a sound understanding of the impact on the school's standards of attainment that has come about from the increase in roll and the higher numbers of pupils identified as having special educational needs. The school has taken steps to address these issues and the school's resources have been effectively targeted to support pupils with special educational needs to enable them to attain at appropriate levels.

48. The school has developed a number of useful procedures for monitoring and reviewing its work. It regularly reviews its policies, procedures and test results. To further improve this aspect of its work, there is a need for the school to begin to evaluate its work and consider the impact of its strategies and procedures on pupils' attainments and the quality of education provided.

49. Through its committees, the governing body manages its work well. Information from committees is shared with the full governing body, enabling all governors to have a good working knowledge of the issues affecting the school. Subject co-ordinators liaise with individual governors and the chair of governors has access to external monitoring reports. This information is put to good use when the governors work on the school development plan. The development plan now has an appropriate number of priorities, as recommended in the

previous report. Statutory duties are fulfilled effectively. Governors are kept well informed about events in the school through the school's weekly newsletter.

50. The headteacher uses a range of strategies for monitoring teaching. Her class teaching commitment means that she has only limited time available to her. Classroom observations are undertaken by the headteacher and also by external advisors from the diocese and the local education authority. Planning is monitored and work is sampled by the headteacher. Target setting is a newly introduced management tool. It is anticipated that this will help to raise both teachers' expectations and standards of attainment. Some work has been done to address the need to offer increased challenge to higher attaining pupils. This work has had limited impact, particularly at the end of Key Stage 1. The school needs to evaluate the steps that it has taken in order to make this work more effective. There is also a need to address some of the inconsistencies in the quality of teaching across the school. Some staff development has already been undertaken to improve the quality of teaching and standards of attainment in English have risen throughout the school. The school has also satisfactorily implemented the National Literacy and Numeracy Strategies. As a result of the training undertaken, changes in the range of teaching strategies used are helping to further raise attainment.

51. The co-ordination of curriculum subjects is shared amongst staff. The sharing of responsibility between key stages helps to create more manageable workloads in this small school. There is not always a nominated member of staff to take an overview of the continuity and progress within each subject across both key stages. This responsibility currently falls on the headteacher. Subject co-ordinators are developing their roles; they have a sound overview of the work that is needed in their subject at their key stage but have little time to carry this work out. Co-ordinators are familiar with the school development plan and know that there is a rolling programme for the development of curriculum subjects.

52. The governing body and all the staff want to support the school in its continued development. They are interested in finding out what they must do to raise standards further and to improve their own work. The school is well placed to continue its improvement and to succeed in its work.

53. The school is awaiting funding for the development of new technology in the school. The co-ordinators have clear plans for the development of the subject when the technology is installed in the near future. At the time of inspection, the school had a limited range of computers, most of which were within Key Stage 2. Teachers lack confidence in the use of computer equipment and the school will be participating in a training programme to address this need. The school secretary makes good use of new technology in supporting the work of the school. This assists the efficient running of the school.

54. The school applies the principles of best value to its work. It compares its work with that of other schools and uses this information to identify how it should use its resources in supporting pupils' attainment. Most recently, resources have been focused on supporting pupils with special educational needs. The school has recently identified the additional need to review the attainment of higher attaining pupils. Its work on improving standards of reading and writing has been effective in raising standards of attainment in English.

55. Financial planning is satisfactory. There are effective and efficient systems for administering financial control throughout the year. The headteacher and administrative assistant monitor the budget each month; the governing body receives regular reports about the progress of the budget. Through the financial reports it receives, the governing body monitors the school's spending and follows the progress of the school development plan. The

recommendations of the most recent auditor's report have been implemented.

56. There is a satisfactory match of staff to the demands of the curriculum. The number of part-time staff necessitates good communication and careful planning by teachers to ensure that pupils do not repeat work. Staff work together well. There is good co-operation between staff who teach the same classes and a clear understanding of who teaches what. The number of teaching staff is unusually high for a school of this size. The school regards this as being a strength because of the additional skills that are available to the school. The classroom support staff work hard to assist the teachers. They know the pupils well and offer good assistance to pupils with special educational needs and children under five.

57. The school is experiencing pressure on the space available within the building as a result of the increase in the number of pupils on roll. There is a need to review the use of the available space within the school. The classroom for the youngest pupils does not offer suitable space for children under five and they project into the space of the hall. This affects the work that they do at the end of the morning session, when they have to clear their activities away to allow the lunch to be prepared. The open nature of the classroom has implications for pupils in reception and Year 1 due to the increased level of distraction and the noise levels that result from opening onto the hall. For example, when a physical education lesson is taking place or when the dining tables are being put out. The library is sometimes used by under-fives and this offers a more suitable working space.

58. The hall is small and has a low ceiling; this impacts upon the physical education curriculum. The available working space within the hall is further limited by the amount of furniture around the perimeter. The acoustics of the hall sometimes make it difficult for pupils to hear instructions. The effect of this is further compounded by the working noise from the classroom of the youngest children.

59. There are adequate resources to meet the requirements of the subjects of the National Curriculum, with the exception of resources for information technology. There are insufficient computers available for pupils, particularly at Key Stage 1, and this adversely affects their rate of progress.

60. The school is well led by the headteacher and governors and the strategic management of resources is generally satisfactory. Pupils enter the school attaining below national expected levels overall. Their rate of progress is sound overall. There is some inconsistency in progress, with a slackening of pace and a fall in attainment at the end of Key Stage 1 in mathematics. Attainment and progress recovers in Key Stage 2. In view of the standards attained by the school, the progress made by the time pupils leave the school, the quality of education provided, the efficient use of resources and the cost per pupil, the school gives satisfactory value for money.

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

In order to raise standards and improve the quality of education provided by the school, the headteacher, staff and governing body should:

- ◆ Address the falling trend in mathematics standards and raise standards in mathematics at the end of Key Stage 1 by:
  - *increasing the amount of practical activity and reducing the quantity of worksheets;*

- *providing tasks that are more closely matched to the abilities of all pupils, particularly the more able;*
- *raising the expectations that teachers have of their pupils, especially those pupils who attain more highly;*
- *implementing the marking policy consistently in order to promote higher standards and improved presentation.*

(paragraphs 1, 7, 21, 25, 42, 60, 86, 87, 91, 94, 95 and 96)

◆ Raise standards in information technology at Key Stage 1 by:

- *giving pupils more opportunities to improve their knowledge, skills and understanding by improving the amount of time that they spend using information technology;*
- *using information technology throughout the curriculum.*

(paragraphs 4, 5, 8, 25, 26, 32, 59, 80, 95, 107, 108, 111, 112 and 135)

◆ Ensure that more able pupils are given work which is better matched to their prior learning and which offers them appropriate challenge, particularly at Key Stage 1.

(paragraphs 7, 9, 18, 25, 83, 84, 87 and 91)

◆ Improve the consistency of the quality of teaching by:

- *involving all staff in the monitoring and evaluation of practice;*
- *developing and sharing effective practice;*
- *ensuring that all planning is of consistent quality and makes good use of the results of ongoing assessments;*

(paragraphs 17, 19, 21, 22, 24, 25, 41, 42, 46, 83, 84, 91, 94, 95 and 104)

◆ Review the use of the available space in the school in order to:

- *provide more suitable accommodation for the youngest pupils;*
- *reduce the level of external noise affecting the classroom of the youngest pupils;*
- *reduce the number of items of furniture around the perimeter of the hall and increase the amount of usable floor space.*

(paragraphs 57, 58, 70 and 147)

In addition to the issues given above, the school may wish to consider the following additional issue for inclusion in the action plan. These can be found in paragraphs 36, 117 and 140:

- ◆ increasing the frequency of the opportunities by which the pupils' multicultural awareness may be raised;
- ◆ ensuring that all teachers report every subject of the National Curriculum within pupils' annual reports.





## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	25	63	4	4	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

	No of pupils
Number of pupils on the school's roll	70
Number of pupils eligible for free school meals	2

#### Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Need	2
Number of pupils on the school's special educational needs register	17

#### English as an additional language

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

#### Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (75)	92 (100)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	80 (80)	85 (84)	86 (85)

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

### Attainment at the end of Key Stage 2

Due to the small number of pupils being assessed at Key Stage 2, only percentage results are shown.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	4	4	8

National Curriculum Test Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88 (75)	88 (75)	63 (75)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	75 (75)	75 (75)	75 (75)
	National	65 (63)	65 (64)	72 (69)

*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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	1

### ***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, 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)	3.7
Number of pupils per qualified teacher	19.45
Average class size	24

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

Total number of education support staff	6
Total aggregate hours worked per week	44

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
	£
Total income	139,294
Total expenditure	142,824
Expenditure per pupil	2,267
Balance brought forward from previous year	14,656
Balance carried forward to next year	11,126

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

### Questionnaire return rate

Number of questionnaires sent out:	75
Number of questionnaires returned:	37

### Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	57	38	3	3	0
My child is making good progress in school	22	70	5	0	3
Behaviour in the school is good	24	68	3	0	5
My child gets the right amount of work to do at home	8	76	16	0	0
The teaching is good	32	51	8	3	5
I am kept well informed about how my child is getting on	41	49	8	3	0
I would feel comfortable about approaching the school with questions or a problem	70	22	0	8	0
The school expects my child to work hard and achieve his or her best	46	35	11	8	0
The school is well led and managed	32	41	11	8	8
The school is helping my child become mature and responsible	30	62	3	5	0
The school provides an interesting range of activities outside lessons	16	35	35	14	0

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

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

61. The previous inspection found that standards of attainment were in line with those expected for children of this age. Pupils made good progress. Children enter school full time in the September of the year in which they are five, attaining at levels which are below those expected for children of this age. Children make sound and sometimes good progress and are likely to attain the nationally agreed desirable learning outcomes by the end of the reception year.

62. Since the last inspection the school has begun to provide part-time nursery provision for a small number of children each morning. A nursery nurse is employed to work with these children and pupils in their reception year. At the time of the inspection three children attended school part-time. Work is planned to take account of the appropriate areas of learning. Children under five are partly integrated into the class of reception and Year 1 pupils; their work is similar to that of the older pupils in the class with tasks that are suitably adapted, including work in the literacy and numeracy hours. For the remainder of their time, children under five work with the nursery nurse on appropriate activities. The local education authority's baseline assessment is undertaken shortly after entry to the reception class.

63. Children under five make good progress in their personal and social education. Children are happy in school and enjoy the activities that they engage in. They quickly learn classroom routines such as lining up for assembly. Most children have little experience of pre-school education and some find it difficult to adapt to the times in their school life which require them to sit and listen, or to wait to speak. These aspects of their behaviour are slower to develop. They demonstrate good levels of independence when changing their clothes for physical education. Children under five show good concentration when they are working. They persevere with work that they find more challenging, such as when learning to shape their letters and numbers. They are confident and develop good self-esteem. The development of children's personal and social education is given appropriate emphasis within the early years curriculum. Relationships with adults and peers are good.

64. In the area of language and literacy children make sound and sometimes good progress. They are likely to attain the desirable learning outcomes by the end of their reception year. The quality of teaching is satisfactory and contributes well to the rate of progress which children make. Some pupils have limited language skills when they begin school. Speaking and listening skills are the focus of much work by the teacher and the nursery nurse. Adults participate in role-play, for example, with a farm and in the house and extend the language which children use. Children enjoy listening to stories and rhymes but find it difficult to listen in large groups when older children are responding to more difficult questions. They readily respond to questions asked individually and describe their work to adults. For example, when working with money, children talked confidently about what they were doing and described the differences between various coins.

65. Children make good progress in learning the letters of the alphabet. They learn to write and recognise letters. Some children are developing a sight vocabulary of simple words which help them in their early reading activities. Children enjoy looking at books. They handle them carefully and know that print goes from left to right. Children write at levels which are appropriate to their development. They form their letters carefully. Children with special educational needs receive good support. They work on similar activities to other children in the class but receive individual help, enabling them to achieve at appropriate levels. Parents are

supportive of their children's learning. This is reflected in the level of home-school involvement. Consideration needs to be given to the accessibility of books within the classroom. Shelves are too high for small children to reach books and there is only a small area for them to sit and look at books.

66. Children are likely to attain the desirable learning outcomes by the end of their reception year in mathematics. They make sound and sometimes good progress in their mathematical learning, particularly in the area of numeracy. Children participate in adapted activities within the numeracy hour. They work with the nursery nurse to practise writing numerals and counting. They sort objects and learn the language associated with measurement of length and weight. They make patterns and learn about shapes. In the mental warm up within the numeracy lesson, children enjoy counting to 20 and participate in answering questions. They sometimes find it difficult to sustain their concentration for the whole of this session. Higher attaining children can calculate a number which is one more than the number that they are given and they begin to record pictorial addition sums after they have experienced practical addition activities. Planning for mathematical activities is sound. Opportunities for children to use sand and water to learn about capacity are limited due to the restrictions of space within the classroom accommodation. Learning is well supported by the good input from the nursery nurse.

67. Children make sound progress in most aspects of their learning about the world. Their experience of learning about information technology is poor as they have too little opportunity to use computers. They are keen to find out about the world and enjoy talking about what they have learnt. For example, when looking at old toys they were fascinated by the things that they saw. They were amazed that grown-ups had toys when they were little! In learning about pets, children were able to recall a previous lesson in which they heard about caring for guinea pigs. They transferred some of their learning to consider what needed to be provided for pets and recorded their thoughts pictorially and described their thoughts in satisfactory detail. Children use construction toys during play activities. Teaching within this area of learning is sound overall.

68. Children attain soundly within the area of physical development. They show satisfactory control at playtimes and in physical education lessons. Opportunities and provision for additional outdoor sessions are limited. Children engage in outdoor play in the finer weather. There is a very limited range of apparatus available for children under five to use when outdoors. The school is aware of the gap in provision and is reviewing the budget to find funds to purchase some equipment. In physical education lessons children respond well to instructions and try to refine their movements. They jump and balance in indoor lessons and use small apparatus such as balls and skipping ropes with increasing control. The recently developed outdoor adventure play area offers opportunities for jumping, balancing, climbing and swinging during playtimes. This area is underused for the physical development of the under-fives. Children show sound manipulative skills when using pencils and crayons. They show appropriate control in their written work and in their painting and modelling. Teaching is satisfactory within this area, although it does not always fully exploit opportunities available for developing pupils' skills indoors and outdoors, for example, in the use of large construction toys and the provision of outdoor play.

69. Attainment in creative development is sound. Children participate in a range of activities which give them experience of using different media. They paint pictures and make models. They contribute to pictures that are displayed in the hall, such as the work that they contributed to the large picture of the Three Little Pigs. Children enjoy engaging in imaginative play. In connection with their work on animals, children extended their play into creating a model farm and a zoo. They remained engrossed in this for a sustained period, playing co-operatively and developing ideas from other children. Opportunities for nursery age children to participate in

music are limited by the timing of the lessons. Reception children eagerly join in music lessons, they sing enthusiastically and are eager to play percussion instruments. Teachers plan a sound range of activities for children under five. The multicultural aspect of creative development is underrepresented.

70. The accommodation of children under five is sometimes unsatisfactory. The classroom projects out into the space of the hall and there is sometimes a conflict over the use of the space. For example, at lunchtime their small carpet play area has to be rolled up and put away and activities are brought to an early end. The library area adjacent to the classroom is carpeted and is sometimes used for teaching children under five. This offers a better quality environment for young children to engage in their work. Additionally, the open classroom creates noise problems which can distract young children.

## **ENGLISH**

71. Inspection findings indicate that standards of attainment are sound and sometimes good at Key Stage 1. At Key Stage 2, pupils also attain standards which are sound and sometimes good. At the time of the inspection, pupils at the end of both key stages were likely to attain standards that are below national expectations. Although most pupils will attain in line with national expectations, few pupils are likely to attain at the higher levels expected nationally. This is accounted for largely by the high proportion of pupils who are recognised as having special educational needs. The number of such pupils affects the results the school could achieve. The full range of inspection evidence shows the overall level of attainment to be at least in line with national averages for most of the year groups, excepting Years 2 and 6, where the cohorts have a high proportion of pupils with special educational needs. The last inspection identified as a key issue the raising of standards in writing throughout the key stages. This was appropriately targeted by the school and satisfactory progress has been made. The school is aware that this has not been fully achieved and it continues to direct further efforts to this objective.

72. In the 1999 national reading tests for 7 year olds, the proportion of pupils reaching the expected level 2 was well above the national average and the proportion who went on to attain the higher level 3 was close to the national average. In the writing test, the proportion of pupils who attained the expected level was very high in comparison with the national average whilst the number who reached the higher level was close to the national average. Overall, the school's results for those reaching the expected level were broadly in line for reading and very high in writing in comparison with schools of a similar type. For those reaching the higher level, the reading results are below those of similar schools and for writing broadly in line with similar schools. Between 1996 and 1997, the schools results for both reading and writing dropped significantly, since then the performance of the school's 7 year olds has improved to the more favourable position of 1999, when compared with national averages.

73. The attainment of a significant number of 7 year olds in speaking and listening is sound for their age. Many pupils are able to confidently express their views and opinions in class and display a developing and widening vocabulary which they use to describe their thoughts and opinions. For the most part they listen carefully and respectfully to their teachers and to each other but this is not always the case. They show some consideration of other viewpoints to which they listen with satisfactory understanding. A good example of this is seen during a personal, social and health education session during which experiences are shared eloquently, expressively and often with humour.

74. By the age of 7, attainment in reading is sound for the majority of pupils. Those who



achieve satisfactory standards are beginning to read with confidence and accuracy and are given opportunity to select material which they enjoy. A minority of pupils are very enthusiastic readers and are able to read a range of texts independently and can talk with appropriate confidence about what they have read. Most pupils use a number of strategies to read unfamiliar words. For example, they break words down and use letter sounds and blends of letters. The confidence of the less able readers, including those with special educational needs, is slowly being increased by the regular practice they have in the group reading of a shared text, which is an important feature of the National Literacy Strategy. A number do not have sufficient strategies to tackle unfamiliar words. Within a similar context, the higher attaining pupils show confidence when reading their book to a group and talking about the story. They state their preferences about characters and sometimes predict what might happen next in the story. A large majority of pupils know that some poems contain rhyming words. They are also aware that rhyme is not essential to a poem. A majority of pupils can identify the author and illustrator in fiction books and are able to locate the content page and index in a non-fiction book. Many pupils express the view that they enjoy reading and they read at home, sometimes with a parent or other adult.

75. Seven year olds attain standards in writing that are mainly below average for their age. The quality of handwriting is variable with only higher attaining pupils beginning to develop a consistent style. The majority of pupils are able to write in a sequence of sentences and make appropriate use of capital letters and full stops. A significant number of pupils experience difficulty in spelling simple words correctly. There is a small proportion of lower attaining pupils who are still learning to form their letters with clarity and maintain a regular size to their letters. These same pupils are not always able to use capital and small letters correctly and are not clear about the use of the full stop. Overall, the content of pupils' writing is satisfactory but an insufficient number are able to either create or retell a simple story, or write with clarity about what they have done or seen.

76. In the 1999 English National Curriculum test for pupils at the end of Key Stage 2, a well above average number of pupils attained the expected level 4 and an above average proportion went on to gain the higher level 5. Overall, these results were well above the results obtained by all schools and above the national average of similar schools. Between 1996 and 1999, the school's performance in the English tests for 11 year olds has remained almost consistently above the national average. In 1998, results were slightly below the national average due to the number of pupils with special educational needs within the cohort. The results for 1999 were the highest the school has attained. Throughout this period the boys' results were above the national average and the performance of girls' was well above the national average. This gender difference was reflected nationally. The overall picture since the school was last inspected is one of steady and at times good improvement in the standards in English.

77. By the age of 11, pupils' attainment in speaking and listening is sound. It is good for a small number of higher achieving pupils. Pupils listen attentively for appropriate periods and many talk confidently in a wide range of contexts. There are ample opportunities for pupils to develop these skills in the question and answer session which are included within the structure of literacy hour. Intonation in reading is very well developed in higher attaining pupils. Pupils of lower attainment listen carefully and talk with satisfactory confidence, but their vocabulary is less extensive and their argument less reasoned and persuasive.

78. Eleven year olds attain standards in reading that are in line with the national average. By the end of Key Stage 2, most pupils are enthusiastic readers. Many pupils show an understanding of a wide range of texts and discuss appreciation of genres, both in fiction and poetry. Many pupils read for their own enjoyment and have favourite authors. Reading

skills are used well across the curriculum. For example, in history and science, pupils read non-fiction text for information and to develop and extend their knowledge and understanding. Lower attaining pupils are given well structured support to help them and have developed sound strategies to read unfamiliar words. Many pupils are able to identify with the characters in the stories and explain the viewpoint of these different characters. Good work is seen in which pupils show they are able to extract the significant events from a story they have read and write a synopsis for the purpose of encouraging other people to read the book. The more able pupils are beginning to be aware of the crucial features in a story which take the plot forward

79. Standards of writing at Key Stage 2 are satisfactory and sometimes good. Higher attaining pupils produce stories that are stimulating and interesting. Paragraphs and many forms of punctuation are used appropriately. Several work quickly and at good length. Lower attaining pupils try hard and most are able to express themselves clearly when writing simple stories. The standards of presentation and handwriting are not consistent. Pupils know what is acceptable but do not consistently produce these standards in all their work, especially in other areas of the curriculum. Spelling is an area for improvement for many pupils, although some pupils use dictionaries to check words and extend their own repertoire. The ability of pupils to develop a critical awareness of their own writing is being developed but at present only a few are showing enough ability to self correct.

80. Pupils' research skills are developed through work in different areas of the curriculum. Pupils learn to match initial letter sounds with pictures in reception and gain a working knowledge of the alphabet in Key Stage 1. They develop the use of dictionaries in Key Stage 2, extending to the skilled use of larger dictionaries and thesaurus' and some independent research in Year 6. Skills in the use of the library are satisfactorily developed. The library is of a good size and conveniently located with a sufficient number and range of books. The use of the computer to plan, draft, edit and write is irregular. Its incorporation as an element of independent activities in the literacy hour is not exploited by teachers.

81. The quality of teaching is satisfactory overall at both key stages. Examples of good teaching were seen in both key stages and one very good lesson was seen in Key Stage 2. No unsatisfactory teaching was seen in English lessons throughout the school. Teachers' show satisfactory and often good subject knowledge. They have some good skills in questioning which are aimed at different groups within the mixed aged classes to ensure all have the opportunity to participate. These factors, together with sound class organisation and groupings usually ensure that pupils make sound progress. Those with special educational need receive good support enabling them to make sound progress in Key Stage 1 and often good progress in Key Stage 2. Teachers consistently plan effectively but the overall quality of learning in the school varies depending upon the cohort.

82. Formal education starts well in the early years and teachers extend their pupils' experiences to include a widening range of vocabulary which they are able to use effectively. For example, the requirement of the teacher for pupils to explain why they think one teddy bear is older than another both interests them and ensures that their use of language is enhanced. By the time children enter Key Stage 1, the teachers set tasks that develop a wider and more extensive vocabulary and pupils are able to listen with concentration for more prolonged periods. Teachers are placing increasing emphasis upon progress in handwriting, spelling and presentation at both key stages. Standards in these remain inconsistent. There are some very good examples where work of good quality is seen. When teaching is good, pupils are challenged and extend their learning. The efforts of many Year 5 pupils are noteworthy. These higher standards show that pupils respond well to the high level of expectation and challenge set by the teachers in English.

83. Time and resources are satisfactorily used and many pupils are increasingly aware of the need to work hard and complete their work in the time that the teacher has allocated. Management of pupils' attitudes and behaviour is usually sound and relationships are good. There are some instances where attention wanders and pupils become easily distracted from the task upon which they are working. These occurrences are not always sufficiently recognised by some teachers and the approach to dealing with these matters is not consistent. Marking by the majority of teachers is good and thorough. Effective marking comments clearly on pupils' work identifies what the pupil is doing well and what needs to be done to further improve. Such comment is making a positive contribution to pupils' understanding and further learning. Teachers do not benefit from a whole school approach to assessment. The assessments that do take place are inconsistent in frequency and use and do not contribute as effectively as they might to identifying pupils needs and their ultimate progress in learning.

84. Teacher assessment carried out prior to the 1999 national testing did not reflect the outcome for either key stage in the actual tests. There are some incidences in which the percentage of pupils who will attain the expected level is accurately predicted but teachers' predictions for those who will attain at the higher level is at variance with actual results. The fact that a greater number of pupils achieved better than the teachers thought can suggest that some teachers have too low expectations.

85. There is a positive attitude towards English within the school. The National Literacy Strategy has been implemented successfully. Resources for teaching English are satisfactory and are used well by the pupils who treat books with respect and use them carefully. There is good knowledge of the strengths of the English curriculum and the areas in which further improvements are required, for example, in further raising standards in handwriting, writing and spelling. Staff are committed to these improvements.

## **MATHEMATICS**

86. Standards of attainment are satisfactory overall at Key Stage 1, although there is variation across the key stage. Standards are sound and sometimes good at Key Stage 2. At the time of the inspection, pupils at the end of both key stages were unlikely to attain the full range of nationally expected levels in the national tests to be performed later in the year. Most pupils are likely to attain the national average but few are likely to attain at the higher levels expected nationally. This is partly attributable to the number of pupils within Year 2 and Year 6 who have been identified as having special educational needs. The number of such pupils affects the results the school could achieve. The full range of inspection evidence shows the overall level of attainment to be at least in line with national averages for most of the year groups, excepting Years 2 and 6, where the cohorts have a high proportion of pupils with special educational needs. At the time of the previous inspection, mathematics was judged to be broadly in line with national averages; pupils made sound progress.

87. In the 1999 tests for 7 year olds in mathematics, standards were below the national average and well below the averages for similar schools. The number of pupils attaining level 2, the average level expected for pupils of this age, was close to the national average. No pupils attained at the higher level 3 and this was well below the national average. Over the past four years, from 1996 to 1999, results for mathematics at the end of Key Stage 1 have shown a downward trend, with the exception of a peak in 1997. Too few pupils are attaining at the higher level. In part, this can be accounted for by the increasing numbers of pupils who are identified as having special educational needs and by the increasing numbers of pupils who are transferring into the school with lower attainment. Detailed analysis of assessment data

shows that too few pupils are attaining at the higher grades of level 2. This results in the unfavourable comparisons with national averages and averages for similar schools. Girls perform less well than boys in mathematics at Key Stage 1; this is out of line with the national trend.

88. Younger pupils at Key Stage 1 make a sound start to their mathematical learning. They learn to count forwards and backwards to and from 20. They begin to develop the skills they require for mental calculations, working out one more and one less than a given number. More able pupils are able to add numbers in their head and give a correct answer. Some pupils are able to explain how they work out the answers to sums. Pupils apply their understanding and knowledge of numbers to work with money. Reception age pupils learn to write numbers and begin simple pictorial addition. They learn about coins and begin to understand the difference between a coin and a penny. In Year 1, pupils add coins to a given total and learn to give change from 10 pence. Mathematical concepts are developed. Pupils begin to learn about weight and length and learn the vocabulary associated with these concepts. They are able to name a range of two and three-dimensional shapes. In Year 2, pupils learn of the relationships between addition and subtraction. They learn to partition numbers, dividing them into tens and units. Some pupils have a secure understanding of place value. They are memorising some multiplication tables and can count on and back in twos and fives. In Year 2, several pupils are still reversing numerals when they record their work.

89. In the 1999 national tests in mathematics for 11 year olds, standards were above the national average and in line with the average for similar schools. The percentage of pupils attaining level 4, the expected level for pupils of this age, was above the national level. The percentage of pupils attaining the higher level 5, was close to the national average. The results over the past four years, from 1996 to 1999, show that performance in mathematics at the end of Key Stage 2 has been sustained at a level that is well above the national average. Within these good results, there is a slight downward trend which the school should continue to monitor. This trend can be largely explained by the differences between the year groups, as outlined for results at the end of Key Stage 1. Boys attain less well in mathematics than girls. This is in line with a national trend; the school is investigating ways of addressing this issue.

90. By the end of Key Stage 2, most pupils have covered an appropriate range of work. They are confident and generally competent in handling numbers. They are able to use the four rules of addition, subtraction multiplication and division correctly and can select the appropriate operation to solve a problem. They recognise prime numbers and multiply and divide by 10, 100 and 1000. Pupils work with fractions and learn to calculate the angles in a triangle. Higher attaining pupils learn about square roots; they calculate percentages and learn of the relationship between percentages and fractions. In solving problems they calculate area and volume. Pupils in Years 4, 5 and 6 learn to measure angles accurately and identify different types of triangles. They use appropriate mathematical vocabulary when talking about their work.

91. Pupils' progress is sound overall at Key Stage 1 and sound and sometimes good at Key Stage 2. Pupils with special educational needs make satisfactory progress. The rate at which pupils progress is closely linked to the quality of teaching. Pupils' progress in numeracy has improved with the implementation of the numeracy hour. Pupils enter the school with below average skills in mathematical understanding. The younger pupils at Key Stage 1 make sound progress. Work is well matched to the differing levels of attainment and questions are used to offer challenge to higher attaining pupils. Pupils have a good, practically based understanding of mathematics and demonstrate their learning in the application of their numeracy skills to practical tasks such as calculating change when shopping with amounts of money up to 10 pence. The pace of learning at the end of Key Stage 1 is less consistent. Work has an

insufficiently practical focus and this affects the grasp that some pupils have on some mathematical and numerical concepts. Work is not always well matched to pupils learning needs. This is particularly apparent when pupils work independently. Higher attaining pupils are given too little challenge in their work, often completing the same task as other pupils. Much of the work is recorded on worksheets. Lower attaining pupils are given good support by a classroom support assistant but the work that they are set sometimes takes too little account of their prior learning and they are asked to do work that they are not always ready for. For example, when working on partitioning tens and units, one pupil was unsure of the order of the two numerals in two digit numbers to 20 and quickly became confused and then disinterested.

92. Older pupils in Key Stage 2 improve their pace of learning. Lower attaining pupils make sound and sometimes good progress. Their work is appropriate to their stage of learning and they receive good support from the classroom support assistant. Higher attaining pupils tackle work which challenges them. They rise to the challenges that they are set and work at a good pace. The majority of pupils make satisfactory progress overall in their work. They are assisted in their learning by the skilful questioning of the teacher and the encouragement that they receive. Their work has purpose and often has a practical application which captures their attention, such as completing a picture by using grid references.

93. Pupils have positive attitudes towards mathematics throughout the school. They enjoy mental mathematics, particularly when the pace is brisk. Most pupils are eager to contribute to lessons. Younger pupils at Key Stage 1 are sometimes over eager and have not yet learned the conventions of the classroom. They call out answers and do not give other pupils time to think for themselves. The good relationships that pupils enjoy with their teachers give them confidence and encourage them to make attempts at new activities. Pupils show little anxiety when working on something new and do not worry too much that they might not get all of their answers correct. They are more interested in trying out their new learning. Lower attaining pupils in Year 2 lose interest in their work when it is not well matched to their previous learning. Sometimes they cannot sustain their concentration for a long enough period because the activity has too little practical content. Pupils in Years 2 and 3 take too little care in the presentation of their work. Work is untidily written and sometimes incomplete. There are few examples of completed corrections. Older pupils in Key Stage 2 show good concentration. They remain focused throughout their lessons and work well together. They present their work well, taking a pride in the way they lay their work out.

94. The overall quality of teaching in mathematics is satisfactory. The pace of lessons is generally sound with some variation in pace within individual lessons. Mental starter sessions are satisfactory and pupils are responsive. Teachers are developing their skills in questioning pupils at appropriate levels, sometimes individually. A substantial number of questions are closed and only permit one answer. Increased use of open questions will help to challenge a greater number of pupils. Lack of attention to the needs of differing groups of pupils, results in varying rates of progress. Where work is well matched to the needs of the different ages and abilities in classes, pupils are engaged in their work and work hard. Where there is a poor match of work and when a teacher has low expectations of the quantity and quality of work that pupils should produce, teaching is less effective in promoting satisfactory progress. An over dependence on worksheets reduces the effectiveness of some teaching. Pupils are sometimes given the same work to do and there is too little difference between what is expected of higher attaining pupils and other pupils. The most effective teaching was seen with Years 4, 5 and 6. It is characterised by teachers with good subject knowledge and high expectations of all pupils; they are well prepared with detailed planning and a selection of activities to challenge the ages and abilities within the class. Learning objectives are shared with pupils and good use is made of the plenary to assess how well these objectives are met.

95. The National Numeracy Strategy has been implemented to a satisfactory standard. Teachers use a range of teaching strategies and generally use the available time effectively. Planning is sometimes inconsistent in the quality and detail provided and some lessons spend too much time recording work. Learning objectives are mostly clearly stated and the school is managing to overcome the difficulties presented by mixed age classes. The use of information technology is underdeveloped within mathematics. There is little use of information technology in lessons. Assessments are regularly undertaken, although the information is not always used well. Work is marked regularly but the quality of marking is inconsistent. Most comments do little to promote higher standards. Some comments give pupils useful guidance. Assessment results are used well by the school to monitor progress. Tests are used in Key Stage 2 and give the school a good idea of the progress that is being made. No close monitoring is undertaken of work at Key Stage 1. Standard assessment test results are analysed each year.

96. Leadership of the subject is shared between staff from each key stage. This shares out the burden of managing the subject but results in the lack of an overview of the profile of the subject, other than through the school's analysis of test results. There are good procedures for monitoring and reviewing provision. The school needs to further develop these to include an evaluation of the work that is being done and of pupils' progress across both key stages.

## **SCIENCE**

97. For pupils at Key Stage 1, standards of attainment in science are sound and in line with national averages. Pupils at Key Stage 2 also attain standards which are in line with national averages. Pupils of all abilities, including those with special needs, are making sound progress in learning. This confirms the findings of the previous inspection. Progress for pupils in Key Stage 1 was then reported to be sound; progress was good for pupils in Key Stage 2.

98. There are no national tests for 7 year olds but teacher assessments in 1999 indicated that the number of pupils reaching the expected standard were broadly in line with the national average. The number of pupils the school expected to reach the higher level was well below the national average. This standard of attainment was predicted for all the different strands of the curriculum except experimental and investigative science, which was thought to be higher and above national expectations. The results are below the average of the results of similar schools for the expected level and well below average for the higher level.

99. Inspection findings indicate that pupils' attainment at the end of Key Stage 1 is in line with the national average. These findings apply to the subject as a whole and to each of the different aspects. Scientific awareness starts early in the school. Reception children quickly recognise that exercise keeps us healthy and they become aware of their five senses. Appreciation of the needs of all living things is helped through work about pets and a visit by a 'guest' guinea pig. At this stage there is teaching about medicines and how they can help us. This is the start of an appropriate drugs awareness programme that is incorporated into the science curriculum.

100. There are regular opportunities for investigations, which pupils carry out well, being aware from an early age of the requirement for fair testing. The strength of this aspect is enhanced by their ability to explain what they are doing. Higher attainers can record and attempt to draw a conclusion from their results. The stimulating activities which pupils focus upon in investigations are well planned by teachers to ensure pupils are eager and keen to work so leading to their satisfactory achievement. Pupils show understanding of the properties of materials and are able to predict whether discarded items will decompose or not. Pupils have good understanding of physical processes and living things. They examine simple machines such as scissors and nutcrackers and ascertain how they work. They understand

that the old school bell is a pulley and the interaction between cogs “if you turn the first cog the others will turn”. Understanding of the conditions that a plant needs to survive, that they need water, warmth, light and soil to thrive is satisfactory.

101. In the 1999 national tests for the end of Key Stage 2, the proportion of pupils reaching the expected level was well below the national average. No pupils reached the higher level. From a position in 1997, when the school's science results were well above the national average, the results have fallen each year. They are nevertheless still above the national average on aggregate of the four years 1996 to 1999, the figures for 1999 being the only occasion when results have been below the national average. For both the expected and the higher levels results are very low in comparison with the average for similar schools.

102. The inspection findings suggest a better picture than that indicated by the 1999 national results. Although the high number of special educational needs pupils in the current Year 6 cohort is likely to depress results yet again, the outlook for the future is much better with most other years in Key Stage 2 achieving satisfactory standards. Improvement in science has been a focus of the school and the results are beginning to be seen.

103. Most pupils are confident in carrying out an investigation and understand the factors to ensure a fair test. They know of the requirement to predict and they understand that a prediction is not always reflected in an outcome. By the end of Key Stage 2 pupils of all abilities make satisfactory progress in all the areas of the science curriculum. They know about life and living processes and know how we breathe and why we need oxygen. They carry out significant investigations after exercise and discover how our rate of breathing and pulse rate is affected. There is some good understanding of life cycles and habitats. Investigations of various forces feature as part of the development in understanding physical processes. Pupils investigate how the shape of wings enable flight and they discover that it took a force of three Newton's to move a brick. Within these investigations they discover about the effects of friction. In their work focusing on materials, pupils identify different types of soil and practical experiments with filtration ensure learning is sound and firmly based upon first hand experience.

104. The quality of teaching is satisfactory overall in both key stages. Teachers have a sound grasp of the ideas they are developing and explain these well to their pupils. They prepare their lessons thoroughly and make good use of resources available. Planning is good and care is taken to provide interesting activities, suitable for the age and the abilities of different ages and groups of pupils. This has a positive effect upon the satisfactory attitudes that most pupils have towards the subject. Most lessons start well and care is taken to ensure that pupils know what they are expected to learn. Teachers usually make good use of the concluding part of the lesson to provide an opportunity for pupils to share their work with each other. From this the teacher is able to assess the success of the lessons in how much the pupils have learnt. More formal procedures for assessment are underdeveloped.

105. The opportunities in science lessons to extend pupils' literacy skills are satisfactory. The quality of written work is satisfactory and encouragement to use correct technical vocabulary and to read for information is appropriate. Pupils are given the opportunity to extend their numeracy skills through the science curriculum but there is little use of information technology to support learning.

106. Subject management is satisfactory. The revisions that have been made to the curriculum are having a positive effect and appear to be reversing the downward trend in results that was apparent over the previous two years.

## INFORMATION TECHNOLOGY

107. The previous inspection judged attainment in information technology to be good and above national expectations. The findings of this inspection are that standards are unsatisfactory at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. At the time of this inspection the school was due to receive funding from national initiatives, specifically to improve the standard of hardware and to give additional training to teaching staff.

108. At Key Stage 1, all pupils make unsatisfactory progress in information technology. This is a result of the limited opportunities for acquiring new knowledge and skills and for consolidating their learning due to the lack of computer equipment within the key stage. The scheme of work developed by the school covers the appropriate elements of the National Curriculum programmes of study and pupils do begin to acquire basic skills in information technology. Pupils use the keyboard and mouse to control the computer and complete simple word processing tasks. They understand the meaning of some of the symbols that they see on the computer screen. In art, pupils create patterns on the computer.

109. Older pupils in Key Stage 2 have better access to computers than pupils at Key Stage 1. They make sound and sometimes good progress in information technology. Younger pupils in Key Stage 2 make poor progress. Pupils with special educational needs make satisfactory progress. Older pupils can load programs and save, find and retrieve their work from disk. They word process lengthy pieces of writing, selecting the font that they wish to use. Pupils plan routes of varying degrees of difficulty using Logo. Teachers' planning shows that some use is made of the 'Dazzle' software to support work in art. Pupils use CD-ROMs when researching their work, for example, in history or geography. Some pupils who discussed their work with an inspector spoke of their experience of using digital cameras and scanners. These pieces of equipment are not yet available within school and therefore these pupils are unable to advance their learning at an appropriate pace across a full range of information technology equipment.

110. Pupils talk enthusiastically about their work in information technology and are eager to demonstrate their knowledge and skills. Older pupils at Key Stage 2 are well informed about the possibilities that new technology holds and speak knowledgeably about the Internet and the use of electronic mail as means of communication and gathering information. Pupils work co-operatively on computers. Those pupils who are more skilled in the use of information technology willingly help those with less skill but are always careful to encourage their peers to try solutions for themselves before they help to solve their problems.

111. Teachers' long term planning is satisfactory but it is not always fully realised in lessons. This is partly due to the lack of equipment, particularly at Key Stage 1. Across the curriculum, short term planning shows little reference to information technology. A lack of knowledge and confidence in the subject affects the quality of some teaching; work does not take proper account of prior learning and equipment is not prepared for use. For younger Key Stage 2 pupils, lessons have poor pace, time is wasted and pupils make poor progress. Opportunities for using information technology to support other subjects of the curriculum are not fully exploited. Information technology is effectively used to support pupils with special educational needs in their language work.

112. The recently appointed subject co-ordinators have reviewed the current level of provision and have increased the software available within the school. They are aware of the gaps in the provision and are planning to address these when the school receives its new funding. This funding will allow the purchase of up to date information technology equipment and enable the school to set up email and Internet connections. The school has clear plans for



the use of the new funding to develop the subject. These plans also address the need for training for teaching staff in order to increase their confidence and subject knowledge.

## **ART**

113. No art lessons were seen during the course of the inspection. Evidence is based on scrutiny of work, discussions with pupils, teachers' planning, schemes of work and photographic evidence from a recently begun co-ordinator's file. Pupils' standards of attainment in art are in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make sound progress. Standards in art were judged to be above national expectations at the time of the last inspection.

114. In reception and at Key Stage 1, pupils develop their skill in controlling a paintbrush. Their pictures show increasing levels of detail and good use of colour. Pupils learn to mix their own colours. They learn of the importance of paying attention to painting backgrounds, for example, in their work on landscape paintings. They improve their work by ensuring that they make the background fill the paper. In their study of pattern, pupils make painted copies of their computer created patterns of 'wandering lines'. Using recycled materials, pupils create interesting abstract structures. They join different materials to build curious shapes, which they decorate. Older pupils within the key stage assist younger pupils in their work on sculpture.

115. At Key Stage 2, pupils continue to develop their skills in painting. They learn to blend water based paints to create a more subtle palette of colours and to use brush strokes to represent textures, for example, when painting hair in portraits. By Year 6, pupils produce careful, unsupported work which demonstrates sound observational skills. This is shown in the level of carefully observed detail in their work. Pupils further develop their skills in modelling throughout the key stage, building on their previous experiences of joining materials and building structures. Using recycled materials, pupils make recognisable models, such as a sports trophy, as well as exciting abstract sculptures made by Year 6 pupils. Pupils begin to develop their understanding of perspective. They record their work in their sketchbooks. They build miniature theatre sets to show the effect of perspective within a chosen environment. One pupil constructed a set which represented the inside of a church. Pupils enjoy art and are pleased to talk about the work that they have done and to show examples of their work which are on display.

116. Teachers' plans indicate strong links between art and design. Schemes of work cover all of the required elements of the National Curriculum and show that lessons are carefully planned to develop pupils' skills and abilities in art. Three-dimensional work is appropriately represented within teachers' plans, including work with clay and textiles, although no examples of these were available.

117. Displays around the school show a limited range of art work and more attention could be paid to the range of work displayed and the quality of presentation of pupils' work by teachers. An overreliance on worksheets in other curriculum subjects limits the opportunities which pupils, especially at Key Stage 1, have for representing their work themselves. There are limited opportunities for pupils to experience art from other cultures.

## **DESIGN AND TECHNOLOGY**

118. Due to the constraints of the timetable it was not possible to see any lessons taught during the inspection period. From scrutiny of a limited amount of work, from talking with pupils

and from examination of schemes of work, planning and some photographic evidence it is possible to make a judgement upon standards and progress but not securely upon teaching and attitudes.

119. Pupils attain standards at the end of both key stages that are in line with national expectations and appropriate for pupils at the ages of 7 and 11. Both boys and girls, including those pupils with special educational needs, make sound progress. This confirms the findings of the previous inspection report in which it was found that standards were in line with national expectations and that satisfactory progress was being made.

120. Pupils make a good start in their design and technology work. From an early age the importance of practical work is recognised and opportunities are provided to make simple things. Sometimes this involves the use of construction materials from which pupils form ideas of making objects in a three-dimensional form. They quickly learn of the care needed in the use of tools. Pupils soon know the best type of glue to use when sticking card. In Year 1, they learn a variety of ways of joining things. They apply this learning when they use recycled materials to make Father Christmas and Guy Fawkes models. The younger children experience making bread as part of their food technology work. By Year 2, skills are refined and pupils try out different methods to help them decide whether glue or tape is the most suitable way of joining materials. They are familiar with the use of pre-prepared mitred corners to use in basic box construction. There is a good display of weaving techniques and samples of different fabrics to see and touch.

121. More evidence of the element of design is apparent at Key Stage 2, for example, the making of string and egg box puppets to a pre-prepared design. The curriculum provides suitable opportunities for the development of other subjects within its context. For example, the requirement to measure accurately is increasingly essential as pupils work through the key stage. This provides good practical use for mathematics. The scheme of work emphasises the attention the school gives to developing a range of different techniques and increasing the safe use of a wide range of tools. The evidence available does not support further specific examples.

122. There is a satisfactory range of resources available to support work in design and technology. The co-ordinator is developing a useful portfolio of examples of work. The subject is soundly managed.

## **GEOGRAPHY**

123. The standards attained in both key stages are in line with national expectations and are appropriate for the age groups. Pupils make sound progress in both key stages. Throughout the school pupils with special educational needs make satisfactory and sometimes good progress.

124. The previous inspection report found that attainment at both key stages was broadly in line with national expectations and that pupils made satisfactory progress. These standards have been maintained.

125. In reception, pupils become familiar with some features of their own locality especially those which they see on their way to school. In Year 1 they begin to learn the purpose of plans and maps and begin to appreciate that there are significant differences between where they live and other places in the world. The capabilities of pupils to study at more depth is evident at Year 2, where there was good understanding and learning about the conditions to be found

in a rainforest and a desert. A good proportion of pupils develop sufficient understanding to state that the desert is cold at night.

126. Pupils' geographical skills are steadily developed and the ability to compare and contrast different locations become apparent during Year 3. Pupils are more able to look at a range of geographical evidence and from this be able to attempt to answer geographical questions. Mixed aged classes means that pupils share a similar curriculum focus but skills and depth of understanding and knowledge is acquired at an appropriate rate.

127. Throughout Years 4, 5 and 6 there is growing awareness of how environment issues affect different places and how and why settlements arose where they did. By the end of Year 6, pupils can locate places on a map by grid reference and can name capital cities of many European countries. They can see by the study of the world map how continents roughly fitted together before they drifted apart millions of years ago. Their geographical vocabulary has appropriately grown over the years and they learn to use such words as erupt, dormant, extinct and lava and when describing the eruption of a volcano.

128. The quality of teaching is sound. Teachers plan interesting and well focused activities which stimulate the pupils, such as the demonstration of an erupting volcano. This is a good example of a well planned lesson with carefully prepared and appropriate resources. This ensures that pupils are interested, which they show in their good response to questions, and that learning is satisfactory. Across both key stages teachers make good use of geography to extend pupils' literacy and numeracy skills through reading for information and reporting their findings.

129. The scheme of work provides clear subject guidance and great care is taken to ensure that the curriculum is progressive and different each year to match the special circumstances of a small school with mixed aged classes. The curriculum for geography is well linked to other areas of the curriculum, especially history. Visits are arranged to support the curriculum and the annual residential visit contributes significantly to the schools ability to deliver a full curriculum. The use of information technology is underdeveloped. The subject is soundly managed by the co-ordinator.

## **HISTORY**

130. At the end of both key stages pupils attain standards in history that are in line with national expectations and appropriate for their age. The progress in learning throughout the school is sound for all pupils, including those with special educational need.

131. The previous inspection report found history to be in line with national expectations at both key stages with good progress at Key Stage 1 and sound progress at Key Stage 2. The standards in attainment and for the most part in progress has been maintained.

132. From reception pupils learn that artefacts can tell us about the past. They look at a range of teddies and toys and discover ways of knowing if they are old or new. This leads to such comments as, "that is old because the paint is coming off". This same activity is used to help pupils know how to make a time line. By Year 1 pupils have developed some understanding of differences between past and present lifestyles and know about the lives of some famous people such as Louis Braille and Queen Elizabeth I. By the end of Year 2, higher attaining pupils have begun to develop the skills of simple historical enquiry and they realise that there are lots of different ways in which we can find out about the past. They know about the work of Howard Carter and how he discovered the tomb of Tutankhamun. Most are able to

state a few facts about the ancient Egyptians, for example, that they built the pyramids. Pupils know the names of some of the Egyptian gods such as Selkis and Horus. Pupils enjoy learning to write their own name using hieroglyphics.

133. Throughout Key Stage 2 there is appropriate emphasis upon the development of historical skills and how the passage of time changes and develops everyday things. This is seen where pupils look at the evolution of the bicycle since its invention. There are good opportunities to discover how events of the past impacted upon the lives of the people of the time. A good vehicle for this development is the work on the First World War. Through this pupils appreciate the mood of the times and the initial elation in joining the army. They learn to appreciate how the long course of the war changed the way people felt when shortages at home and life in the trenches became a reality. Through this subject higher attainers in Years 5 and 6 are able to express thoughts and opinions through writings which contribute well to the development of literacy.

134. Only one history lesson was seen being taught during the inspection period. This lesson was satisfactory and the teacher had planned well. She stimulated the children with a very good range of appropriate resources which resulted in satisfactory learning taking place. The subject of toys interested the pupils. Towards the end of the lesson concentration began to wander and less satisfactory attitudes were shown.

135. The curriculum for history is well planned to reflect the needs of the mixed aged classes. This helps ensure a curriculum that is constantly fresh and one which maintains the pupils interest and enthusiasm for the subject. It does not receive sufficient support from information technology but is considerably enhanced by visits that are arranged to places of historic significance, such as York. Topic focus is often well linked to the geographical curriculum, such as when studying Egypt. The subject is soundly managed by the co-ordinator.

## **MUSIC**

136. The previous inspection judged standards in music to be sound and in line with national expectations at both key stages. These standards have been sustained. Pupils at both key stages, including those with special educational needs, attain at satisfactory levels. Judgements are based on two lessons taught by a peripatetic teacher and school curriculum documentation. Provision also includes opportunities for some pupils to receive private instrumental music lessons from the peripatetic music service. A charge has to be made for these lessons.

137. At Key Stage 1, pupils develop their listening skills. They are able to distinguish between the sounds made by a range of percussion instruments which are hidden from their view. They enjoy playing musical games which involve singing and playing at appropriate times. They name a tambourine, a guiro, castanets and other simple percussion instruments, holding them and playing them correctly. Pupils sing with enthusiasm and know a selection of songs from memory. They sing a song which has been written down for them in a graphic style, understanding and interpreting the symbols that have been used and following the teacher who 'conducts' them. By the end of the key stage, pupils sing more complicated songs and work well when singing in a large group. They are able to sing to varied rhythm patterns and with simple percussion accompaniment. They memorise words and tunes and practise and rehearse their work in preparation for a performance to parents. In assembly, where the words of hymns are known to them, pupils sing tunefully and with satisfactory accuracy.

138. At Key Stage 2, pupils continue to develop their musical skills and understanding. Boys and girls participate in choral singing, learning songs from 'Toby's Ark', which tells of a journey

to various countries of the world. There is a good sense of ensemble and diction is clear in all of the songs which they sing. Pupils are able to sing songs written in two parts; they sustain a second tune below the melody line. Some pupils play a simple percussion accompaniment, keeping a steady beat and playing rhythmically at the appropriate times.

139. Pupils of all abilities make sound progress throughout both key stages. They develop their listening skills and learn to sing and play instruments for performances, rehearsing and refining their work. Pupils listen to one another and fit their part in a piece with that being played by others. They begin to understand the importance of co-operating when preparing a musical performance.

140. In the small number of lessons seen, teaching was satisfactory. The pace of lessons was sound and pupils do not lose interest because they are kept involved. Lessons are well prepared. Schemes of work show that the school plans a satisfactory range of experiences within the music curriculum. Opportunities for listening to the music of famous composers and from other cultures are limited. This is an aspect of the curriculum that should be developed. The school makes effective use of a peripatetic teacher to deliver weekly music lessons. Organisation and discipline in music lessons is efficient and relationships are good. The visiting teacher is supported by class teachers who provide good role models for pupils. Key Stage 1 pupils are taught to care properly for instruments and to put them away after they have been used. Key Stage 2 pupils are taught of the importance of clear diction for an audience. Work is carefully planned to offer a series of lessons which build on previous learning experiences and allow time to consolidate skills. The enjoyment of music is also important within lessons.

141. The enthusiasm with which pupils participate in their lessons is a good indicator of the pleasure they get from singing and playing. Boys and girls sing enthusiastically. They work hard to improve their singing in preparation for a performance to parents. Through their work in music, pupils develop their social skills. They learn to co-operate and learn to take pleasure in giving enjoyment to others through music making.

## **PHYSICAL EDUCATION**

142. At the end of both key stages pupils attain standards that are in line with national expectations and appropriate for pupils of their age and ability. Progress for all ages and groups of pupils, including those with special educational needs, is sound. These findings confirm those of the previous inspection.

143. From the early years, pupils take part enthusiastically in physical activity. They dress appropriately and understand the need to listen carefully. To be able to do this successfully they understand that they must work quietly, which the majority do well. They participate well in warming up activities and understand why this is necessary. They show that they can vary direction, speed, body shape and the way of landing when they jump off apparatus. They learn to bend their knees on landing. Movement and dance is less successful for the end of Key Stage 1 pupils who work alongside Year 3. Most pupils listen to taped music and try to interpret its dramatic elements through movement and dance but poor acoustics and other noise work against them and the lesson is not strenuous or demanding. There is little opportunity to evaluate their own or others' performance. By the end of the key stage pupils have made satisfactory progress in their awareness of the effect of exercise upon their bodies.

144. Pupils in Years 4, 5 and 6 work together well during a games period in which they develop racket and ball skills. A stimulating warm up activity enthuses the pupils and they

show satisfactory ability at precision throwing and in hitting and catching a ball. They increase their opportunities to practice movement and skills by working in pairs and small groups. By the end of Key Stage 2, pupils have developed positive attitudes towards exercise. They increase their range of sporting skills and have a healthy attitude towards competition. In all these things the schools' aims for physical education is achieved.

145. The school has a very strong commitment to swimming and this is very well supported by parents. The school intends all pupils to benefit from swimming lessons for two terms out of three. This uses a significant amount of curriculum time in travelling to Market Harborough. The school utilises the travelling time well by teaching of personal and social education on the bus journey. A good contribution to social and moral education is also made in the care of the older pupils for the younger children at the swimming baths. The school's emphasis on the importance of learning to swim is a result of the proximity of large expanses of water in the locality.

146. Teaching of physical education is usually satisfactory. Teachers plan appropriately and use imaginative warm up exercises. They include a good range of activities in which they fully engage themselves in demonstration. There is appropriate emphasis upon health and safety and an appropriate balance between learning new skills and practising the known. Teachers are positive and encouraging and focus well on individual pupils, identifying good work and offering help when needed. Sport features strongly in extra-curricular activities. The good range and the success of these activities are largely due to the interest, efforts and time given by one of the governors. Participation in local competition is made possible by some small schools of the area grouping together to form 11 a-side teams. These opportunities are open to both boys and girls.

147. The ability of the school to offer the curriculum for physical education is made difficult by the size of the hall and its low ceiling. The school wants to make best use of space but display tables and boards impinge on the space available for physical activity. From a safety point of view, it limits a more enthusiastic use of space. Outdoor provision and use is good.