

INSPECTION REPORT

MOUNTFIELDS LODGE PRIMARY SCHOOL

Loughborough

LEA area: Leicestershire

Unique reference number: 119994

Headteacher: Mr David Brown

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 10 - 13 June 2002

Inspection number: 192407

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Epinal Way
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Appropriate authority: Governing body

Name of chair of governors: Mrs Jean Lewis

Date of previous inspection: January 1997

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24342	Denise Franklin	Team inspector	English Geography	
22330	Laurie Lewin	Team inspector	Religious education Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
24027	Bharathi Kutty	Team inspector	Art and design Foundation Stage Special educational needs English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mountfields Lodge is a very large primary school, situated in the town of Loughborough. There are 541 boys and girls on roll, taught in 19 classes and two nursery groups. There are more boys than girls. At the time of the inspection there were 76 Foundation Stage children in the reception classes and 56 part-time pupils in the nursery. Most pupils live in owner-occupied dwellings in the immediate area around the school but a significant minority of pupils also live in rented accommodation on the nearby local authority housing estate. There was a 15 per cent movement of pupils to and from the school last year at times other than the usual time of first admission to the school or transfer to secondary school. Approximately ten per cent of pupils are on the school's register of special educational needs, below the national average. Approximately three per cent of pupils are eligible for free school meals, well below the national average. There is a wide variety of nationalities represented within the school. Approximately eight per cent of pupils come from ethnic minority backgrounds and have English as an additional language, and approximately three per cent are at an early stage in the acquisition of English; this is high in comparison with the national average for this type of school. The attainment of children on entry to the school, although wide ranging, is generally average.

HOW GOOD THE SCHOOL IS

Mountfields Lodge Primary is an effective school. It provides a good education for its pupils and enables them to make good progress and achieve good standards in English, mathematics and science by the time they leave the school. The school is led and managed well. It provides good value for money.

What the school does well

- It enables pupils to make good progress in English, mathematics, science, art, design and technology, music and religious education.
- The quality of teaching and learning is good, particularly in the Foundation Stage and at Key Stage 2.
- It provides very well for pupils with special educational needs.
- It provides very well for pupils' spiritual, moral, social, cultural and personal development.
- There is very good provision made for music and sport.
- It is led and managed well.

What could be improved

- The opportunities for pupils to practise sustained, independent writing.
- The consistency of the quality of marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in January 1997. Despite the slight fall in standards achieved by pupils aged 11 in the year 2001 National Curriculum tests in English, mathematics and science, standards in these subjects have risen in line with the nationally improving trend since the last inspection and are now higher than they were then. The quality of teaching has improved, particularly in the junior department of the school. Good improvement has been made to curriculum planning, and procedures for assessing pupils' attainment and tracking their progress in English, mathematics and science are well established. The school regularly evaluates the cost-effectiveness of major

spending decisions and the impact these have on pupils' learning. The provision for pupils' personal development is very good. Staff work well as a team and, through the strong leadership and clear educational direction of the headteacher, have a shared sense of purpose in raising pupils' achievements and improving the quality of education the school provides. The school is well placed to make further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	B	C	E	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	B	
Science	C	A	B	C	

The above table shows that last year the attainment of 11 year old pupils in national tests was close to or above national averages when compared to all schools and in schools which admit their pupils from similar backgrounds (based on the number of pupils eligible for free school meals). Only in English were results well below the national average in comparison to similar schools. As a result, a current focus of the work of the school has been improving pupils' standards of attainment in writing. The attainment of the present group of Year 6 pupils is above national expectations in English, mathematics and science and pupils are making good progress in relation to their previous attainment at the end of Year 2 and achieve well in relation to their abilities. Pupils' attainment in the writing aspect of English is average and they make satisfactory progress. Pupils make good progress and attain above average standards in art, design and technology, music and religious education. Standards in other National Curriculum subjects are in line with national expectations.

The school's targets for 2001 were achieved in English and mathematics. Targets for 2002 are slightly higher, but inspection evidence indicates that they will be achieved this year.

National test results at the end of Year 2 in 2001 showed pupils' standards of attainment in reading, writing and mathematics to be well above average nationally for all schools and above average in reading and writing when compared to similar schools. Standards in mathematics were average in comparison with similar schools. Teacher assessments in 2001 showed the percentage of pupils achieving Level 2 or above to be close to the national average. The percentage reaching Level 3 was well above the national average.

The attainment of the current group of Year 2 pupils is above national expectations in speaking, listening, reading, science and the number aspect of mathematics, and in line with national expectations in writing and the remaining aspects of mathematics. Standards of attainment in other National Curriculum subjects are average, except in art, music and religious education where they are above average. Pupils generally make satisfactory progress.

While in the Foundation Stage¹, children make good progress and are on track to exceed the Early Learning Goals² in all areas of learning. They make very good progress in their personal, social and emotional development.

Pupils with English as an additional language and those with special educational needs make good progress in relation to the targets in their individual education plans because of the good support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic, concentrate well in lessons and are hard working.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around school. They are polite and trustworthy and show respect for other people's property. There is no evidence of oppressive behaviour and there have been no exclusions in recent years.
Personal development and relationships	Very good. Pupils respond very well to all the school has to offer and enjoy the many opportunities provided to take responsibility and show initiative, of which the school council is a good example. Relationships are very good and the pupils like, and have confidence in, their teachers. The pupils show great sensitivity and respect for the feelings of others.
Attendance	Satisfactory. Attendance rates are currently in line with the national average. Pupils arrive at school on time and are punctual for lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

The quality of teaching and learning is good overall, and varies from excellent to satisfactory. It was particularly good in the Foundation Stage and junior classes. It was never less than satisfactory and was good or better in a half of the lessons, of which three out of 20 lessons

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical development and creative development.

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage in the six areas of learning. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels, and begin to write simple sentences.

were judged to be very good. There was one instance of excellent teaching. The overall profile of teaching has improved since the last inspection, particularly in the juniors.

A significant strength of the teaching seen was the effective promotion of pupils' basic literacy and numeracy skills, the high expectations of teachers in what pupils could achieve, and the consistently good management of pupils by teaching staff. Teaching in these aspects is good.

The National Literacy and Numeracy Strategies have been implemented well in Years 3 to 6 and satisfactorily in Years 1 and 2. Across the school pupils achieve well in their numeracy skills. Lessons are planned well but the pace of work is generally better in Years 3 to 6.

Teaching is good in science, art, music, information and communication technology and religious education. Teaching in other subjects is satisfactory. The quality of teaching of pupils with special educational needs and those who have English as an additional language is good.

Homework is used satisfactorily to support pupils' learning in the infants and used well in the juniors. The quality of marking is variable. Most pupils' books seen contain supportive comments to encourage pupils but few contain examples of comments to help pupils improve their work. Good use is made of assessments of pupils' attainment and progress to plan future work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of quality learning opportunities is offered to pupils. Detailed schemes of work ³ are now in place for all subjects and a strength is the way in which very good links are made between different subjects. The National Literacy and Numeracy Strategies have been fully implemented. There is very good provision for extra-curricular activities and a wide choice of activities is on offer to pupils, particularly sporting and musical activities. The school is effective in providing a fully inclusive curriculum so that all pupils are given equal access to the curriculum. The school has very strong links with the community and partner institutions.
Provision for pupils with special educational needs	Very good. Pupils are well supported and as a result make good progress in relation to the targets set in their detailed individual education plans. They are given every opportunity to participate in all school activities, including extra-curricular activities and school outings.
Provision for pupils with English as an additional language	Effective provision is made for these pupils and they generally make good progress in the acquisition of English through the good teaching they receive.

³ A scheme of work is a document showing the main areas to be covered in a subject as pupils move through the school.

Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good overall. Frequent opportunities are provided for pupils to reflect on their own and other assumptions, to work and play together, and to learn to respect the ideas, opinions and beliefs of others.
How well the school cares for its pupils	Good. Procedures for monitoring pupils' academic performance and personal development are good although the latter are not yet written down. Procedures for child protection and for monitoring and improving attendance are satisfactory. The procedures for monitoring and promoting good behaviour are effective.

The school enjoys a positive partnership with parents and strives to fulfil the high expectations that parents have for the education of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong leadership of the headteacher gives a clear educational direction to the work of the school. He is ably assisted by the assistant headteachers, year group leaders and subject co-ordinators in managing the work of the school.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. They are well informed about the work of the school by staff and through their own monitoring of it.
The school's evaluation of its performance	Good. The school has made a good start in establishing a policy for self-evaluation. It has comprehensive and effective procedures for the appraisal and performance management of teachers. The headteacher and his staff monitor teaching and learning effectively
The strategic use of resources	Good. The school uses its financial resources well to help improve standards. Spending is targeted carefully at achieving the objectives of the school improvement plan. Significant progress has been made in addressing the concerns raised by the last inspection. The school has devised a very good system for judging how well it performs in relation to the money it receives. This is now a strength of its provision. The school also works well in seeking value for what it spends.

The school has an adequate level of staffing and the accommodation and learning resources are satisfactory. The quality and size of the outside environment of the school are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy school, make good progress and are becoming more mature and responsible.• They feel comfortable about approaching the school about any concerns they may have.• Their children are well taught.• The leadership and management of the school.	<ul style="list-style-type: none">• No significant weaknesses.

Inspectors agree with parents' positive views of the school. Evidence from talking with parents and from the parents' questionnaire indicates strongly that they fully support the school and feel that it is doing a good job. Many individual concerns were drawn to the attention of inspectors but were not supported by inspection evidence.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry to the school, although wide ranging, is generally average. Evidence from the inspection indicates that, by the age of 11, pupils' standards in English, mathematics and science are above expected levels for their age, and that pupils have made good progress. Pupils with special education needs make good progress because of the good support they receive.
2. While in the nursery and reception classes, children make good progress in all areas of learning and by the time they enter Year 1 exceed the expectations of the Early Learning Goals for the Foundation Stage. The majority of children are confident learners and are ready to take on more formal work related to the National Curriculum. In personal, social and emotional development their attainment is well above that expected for their age. The caring environment and the well established routines of the nursery and reception classes enable children to make very good progress in their personal, social and emotional development. Children are enthusiastic learners who demonstrate confidence in choosing and carrying out activities and in working with others in the classroom. They are polite and helpful in their dealings with other children and adults. The careful organisation of communication, language and literacy activities and resources encourages children's interests and enthusiasm to learn and ensures that they achieve well in learning to read, write, speak and listen. Well-timed intervention in these activities helps children to think critically about what they are doing, to become confident speakers and to listen attentively. As a result they speak clearly and confidently about what they know and are assured when asking questions. Nursery children recall information from the stories they have read and know how to handle books correctly. They are beginning to recognise some letters and letter sounds and use pictures to make sense of the texts they read. Reception children identify the author and title of books and read simple texts. More able children can read fluently and are beginning to express their favourite characters and stories. Children in the reception classes write words and simple sentences to convey their experiences and some more able children are beginning to use full stops and spell unknown words as they sound. Children make good progress in their mathematical development as they learn to count and order numbers beyond ten and to count two groups of objects to give a total number. Most children recognise common two- and three-dimensional shapes and make use of appropriate vocabulary, such as 'bigger than' or 'smaller than' when ordering them by size.
3. The children's knowledge and understanding of the world are promoted well by staff. Children are aware of the passage of time through activities such as observing the life cycle of the frog, and know that animals are carnivores or herbivores. They can select materials when designing and making models and use tools effectively to produce the desired effect. Children gain an understanding of the world around them as they recognise and discuss similarities and differences in different landscapes and talk about different cultures and beliefs. Children learn to confidently operate computers and to input instructions into a programmable toy to follow simple routes. Children make good progress in the development of their physical skills as they use a range of large and small apparatus and wheeled vehicles. Frequent opportunities are provided for children to move imaginatively and to develop their hand-eye co-ordination. Children make good progress in developing their creative skills in art and

music. Opportunities for children to use their imaginations in role-play situations are better in the nursery than the reception classes due to the greater involvement of staff in encouraging pupils' oral skills.

4. In the year 2001 National Curriculum tests at the age of seven, pupils' attainment in reading and writing was well above national averages for all schools and above average for similar schools. Since 1999, pupils' attainment has generally maintained an upward trend. Girls generally perform better than boys but not significantly so. The attainment of the current group of pupils in Year 2 is on track to achieve above average attainment in speaking, listening and reading and average attainment in writing. Standards have been maintained since the time of the last inspection. Most pupils are articulate and use an extensive vocabulary for their age to express themselves clearly in a range of situations. They listen with interest and ask questions confidently. Standards in reading are above average and the majority of pupils are fluent and accurate readers. They enjoy reading and can express their likes and dislikes in the books they read. Most pupils know how the library is organised and know how the contents, index and glossary pages are arranged. Pupils make sound progress and achieve satisfactorily for their abilities. Pupils' standards in writing are in line with national expectations. This is not as good as in previous years but is related to this particular group of pupils. Many pupils are unable to make use of their wide oral vocabulary in their writing and their work often lacks imagination. However, most pupils write in a range of different forms, including retelling favourite stories, creative stories, book reviews, letters and writing instructions. Their spelling is generally accurate and most pupils join their handwriting and present their work neatly. Sound teaching of the structure for writing is having a positive impact on pupils' learning and pupils make satisfactory progress. Standards in English have been maintained since the last inspection.
5. In mathematics, the results in the year 2001 National Curriculum tests at the end of Year 2 were well above average for all schools and average for similar schools. Since 1999, pupils' attainment has generally maintained an upward trend. The performance of boys and girls is similar. The attainment of the current group of Year 2 pupils is above average in number but in line with national expectations in mathematics overall. All pupils make good progress in numeracy. By the end of Year 2 the majority of pupils sequence numbers up to 100 and solve simple money problems. They know when they have to add or subtract numbers to solve problems. They confidently mentally recall number facts and use this knowledge to double and halve numbers. A significant number of higher attaining pupils are confident with larger numbers, begin to add and subtract two-digit numbers and solve problems using multiplication and division. Progress in other aspects of mathematics is satisfactory. There is an overuse of worksheets and insufficient practical work for pupils to achieve as well as they might. Standards have been maintained since the last inspection.
6. Teacher assessments in science at the end of Year 2 in 2001 show the percentage of pupils reaching the expected Level 2 or above to be close to the national average. The proportion of pupils reaching the higher than expected Level 3 was well above national expectations. Currently, the standards of attainment of Year 2 pupils are above expected levels and pupils make good progress in all aspects of the subject due to the good teaching they receive. Standards have been maintained since the last inspection.
7. By the end of Year 2, pupils' standards of attainment are in line with national expectations in information and communication technology. Pupils are achieving

satisfactorily. By the end of Year 2, they have developed basic skills in word processing, such as changing font styles and sizes and underlining passages. They use data-handling and control-technology programs. Pupils demonstrate good skills in using an art program. Standards have been maintained since the last inspection.

8. Pupils' standards of attainment at the age of seven are in line with national expectations in design and technology, history, geography and physical education. All pupils make satisfactory progress in these subjects. Pupils' standards of attainment are above national expectations in art, music and religious education, and pupils make good progress and achieve well in these subjects because of the good quality teaching they receive. Generally, standards have been maintained since the time of the last inspection, except religious education where they have improved.
9. The results of the 2001 National Curriculum tests in English for 11 year olds show pupils' attainment to be broadly in line with the national average for all schools but well below average for similar schools. Standards of attainment have varied from year to year. The attainment of the current group of Year 6 pupils is above national expectations and pupils make good progress and achieve well due to the good quality teaching they receive. Standards have been maintained since the last inspection. Pupils' standards of attainment in speaking and listening are well above expectations. Pupils make good progress and are given frequent opportunities to take part in class discussions, such as evaluating the value of advertisements or discussing genre such as 'quest' narrative books. By the end of Year 6, attainment in reading is above national expectations. Pupils' reading skills are developed well and most read a range of challenging and difficult texts accurately and confidently. Library skills are developed well and pupils confidently retrieve and collate information from a range of sources. By the end of Year 6, standards of attainment in writing are in line with national expectations. However, the standard of their writing does not reflect their extensive oral vocabulary. Pupils' writing is generally lively and thoughtful and their spelling accurate. However, few pupils choose words carefully for effect and to engage the reader. The school has rightly focused on developing a clear understanding of the structure for writing and this has had a positive impact on pupils' learning. Pupils have a much clearer understanding of writing skills but now need more opportunities to put these skills into practice in sustained, independent writing. All pupils make satisfactory progress.
10. In the year 2001 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was well above average in comparison with all schools and above average in comparison with similar schools. Standards have remained consistently above national averages and have been maintained since the last inspection. The attainment of boys and girls is similar. Standards of attainment of the current group of Year 6 pupils are above national expectations. Pupils have made good progress in relation to their attainment at the end of Year 2. This is a direct result of good, and often very good, teaching and of pupils enjoying mathematics. All pupils make good progress in their knowledge of number facts and use these to calculate accurately, either mentally or using written forms of calculation. They are proficient in using the four rules of number and understand decimals when solving problems involving money and measure. More able pupils multiply and divide decimal numbers, sequence negative numbers and solve problems using ratio and proportion. Pupils make good progress in all aspects of mathematics. Standards have improved since the last inspection.

11. The school's targets for the number of pupils who would attain the expected Level 4 or above in English and mathematics were reached in 2001. Evidence from the inspection indicates that targets for 2002 will also be achieved.
12. In science, the results of the year 2001 national tests at the end of Year 6 showed pupils' attainment to be above the national average for all schools and in line with the national average for similar schools. Standards had shown an upward trend until 2001 when they fell slightly. The attainment of the current group of Year 6 pupils is above national expectations and pupils are making good progress in all aspects of science, including scientific enquiry, due to the good quality teaching they receive.
13. Pupils' attainment in information and communication technology is in line with national expectations at the end of Year 6. This is a similar picture to the one at the time of the last inspection, but is in fact an improvement as national expectations at the time of the last inspection were lower than they are today. The school has made good progress in this area due to the greatly improved resources, and standards are rising quickly now that the new computer suite is in use. Year 6 pupils use databases and spreadsheets effectively and compile information which they can organise in different ways. In presenting information, many pupils are able to use images, sound and text. However, as yet, some pupils lack experience of sending emails and monitoring events using computers.
14. By the end of Year 6, pupils' standards of attainment in geography, history and physical education are in line with expected levels. Pupils make satisfactory progress. In design and technology, art, music and religious education, pupils' standards are above expectations and pupils make good progress in these subjects. Standards have improved in design technology and religious education and have been maintained in other subjects.
15. The quality of teaching of pupils with special educational needs is good. A scrutiny of pupils' individual educational plans, school's special educational needs register, observation of lessons and discussions with the special educational needs co-ordinator, class teachers, support teachers and staff indicate that most pupils with special educational needs make good progress towards meeting the targets in their plans.

Pupils' attitudes, values and personal development

16. The pupils' attitudes to school and their work are good. In about nine out of ten of the lessons observed during the inspection, the pupils' attitudes and behaviour were judged to be good or better. The pupils like coming to school and they settle quickly into the daily routines. Enthusiasm for learning and perseverance with tasks are common characteristics and there is no shortage of volunteers to contribute in lessons. The pupils believe they work hard and parents share this view. The high standards noted at the time of the last inspection have been maintained.
17. Behaviour is good in lessons and around school and both pupils and parents are happy with the standards. The pupils are trustworthy, courteous and they treat property well. A few pupils exhibit challenging behaviour but the problems are managed sensitively by the staff and disruptions are minimised. There is no evidence of oppressive behaviour and, for some time, there have been no exclusions. The high standards of behaviour contribute to an orderly atmosphere in the school, which allows the pupils' good attitudes to flourish.

18. Relationships in the school are very good and the pupils like, and have confidence in, their teachers. The pupils show great sensitivity and respect for the feelings of others. For example, pupils with disabilities are well supported and encouraged to participate fully in activities. Pupils from a range of ethnic minority backgrounds are fully integrated. A number of charities are supported and appeals are often initiated by the pupils themselves. Each class organises a project that has a caring aim.
19. The pupils' personal development is very good. They respond very well to the opportunities provided by the school to show initiative and take responsibility, the School Council being a good example. Members display considerable maturity in dealing with its issues. Throughout the school, including the nursery, helpful and useful tasks are undertaken willingly by the pupils. At all ages, the pupils are confident in their dealings with adults. Parents are very satisfied with the way the school helps their children mature.
20. Attendance is currently satisfactory. The level has been consistently above the national average since the previous inspection but recently it has declined considerably. However, the most recent data are showing signs of improvement. Unauthorised absence has been consistently low. Pupils taking holidays in term- time is an important factor in the attendance level.
21. Registration starts promptly and is efficiently carried out. This allows lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching and learning is good overall, and varies from excellent to satisfactory. It was particularly good in the Foundation Stage and junior classes. It was never less than satisfactory and was good or better in a half of the lessons, of which three out of 20 lessons were judged to be very good. There was one instance of excellent teaching. The overall profile of teaching has improved since the last inspection, particularly in the juniors.
23. A significant strength of the teaching seen was the effective promotion of pupils' basic literacy and numeracy skills, the high expectations of teachers in what pupils could achieve, and the consistently good management of pupils by teaching staff.
24. The quality of teaching and learning in the Foundation Stage is good and varies from very good to satisfactory. It was good in approximately a half of the lessons seen and very good in a quarter. The good and sometimes very good teaching and learning in the Foundation Stage is having a positive impact on the progress children make and the standards they achieve. The staff in the Foundation Stage understand well how young children learn and use this effectively to plan for different areas of learning. Children are given opportunities to follow their interests and develop their knowledge and skills in different areas. The planning is thorough and identifies opportunities for observation and assessment.
25. The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from very good to satisfactory. It was good in approximately a half of lessons. The quality of teaching in Years 3, 4, 5 and 6 is good overall, and varies from excellent to satisfactory. It was good or better in two-thirds of the lessons, of which two in ten were very good. It was excellent in one instance. Teachers have a good knowledge and understanding of the National Curriculum and generally plan appropriate activities

for the ability groups within classes. In the better quality lessons, teachers have high expectations of what pupils can achieve in a given period of time and make use of tight time structures to keep the pace of lessons brisk. The work set is challenging and motivates pupils to work hard and complete their work on time.

26. The National Literacy and Numeracy Strategies have been implemented well in Years 3, 4, 5 and 6 and satisfactorily in Years 1 and 2. As a result, older pupils achieve well. In mathematics, some teachers in Years 1 and 2 do not manage time well and there is too much time given to instruction and explanation and not enough for pupils to complete the tasks they are set. Lessons are mostly well planned, although some lessons in Years 1 and 2 lack the pace and liveliness seen elsewhere in the school. All teachers have high expectations of what pupils can achieve and how they should behave, however few teachers encourage pupils to evaluate what they have learned at the end of lessons. Good use is made of teaching assistants to support pupils' learning, particularly those with special educational needs.
27. The quality of teaching and learning in science is good across the school, particularly in Year 6. Teachers have high expectations of what pupils can achieve. They demonstrate good subject knowledge when explaining scientific concepts and questioning pupils, to ensure that they are secure in their understanding and make appropriate use of scientific vocabulary when talking about or recording their work. Occasionally, teachers do not involve pupils enough in making suggestions about how investigations could be done and this reduces the challenge for more able pupils.
28. The quality of teaching and learning in information and communication technology lessons is good overall and varies from good to satisfactory. Much of the teaching in the computer suite is undertaken by knowledgeable ancillary assistants who have a clear idea of what they want pupils to learn and how this will be achieved. The good liaison between the assistants and the class teachers who plan the lessons helps to promote this. Increased staff knowledge and confidence in teaching the subject, and improved resources, mean that standards are rising quickly. Therefore, pupils make at least satisfactory progress and sometimes their progress is good.
29. The quality of teaching and learning in art, music and religious education is good. Much of the music curriculum is taught by a very knowledgeable and talented specialist music teacher employed by the school. However, other staff with musical expertise also add to the generally high standard of teaching, particularly in singing. Across the school, the teaching of religious education is good. Teachers have good subject knowledge and present information to pupils in an interesting and lively manner which involves pupils and motivates them to respond positively. As a result, pupils make good progress and achieve well.
30. The quality of teaching and learning in geography, history and physical education is satisfactory overall and sometimes good. All pupils make sound progress in their learning. Not enough lessons were seen in design and technology to make an overall judgement of the quality of teaching.
31. The teaching of pupils with special educational needs by the class teachers and by the support teachers is good overall. Staff are clear about the specific needs of pupils they are supporting. The support teachers keep a detailed record of the progress pupils are making towards the targets identified in their individual education plans and this is shared regularly with class teachers. This ensures continuity and progression between the 'in class' and 'withdrawal' support pupils receive, and as a result they make good progress. The school takes particular care in organising pupils' one to

one and small group withdrawal support outside the classroom, making sure that they are given equal access to all areas of the National Curriculum. The support assistants and class teachers work well as a team to offer pupils maximum support.

32. The teaching of pupils with English as an additional language is good overall and the majority of pupils make good progress. It is particularly good in the Foundation Stage and in the junior classes where teachers use the support staff and resources well to offer pupils additional help in lessons. The strategies to support the pupils in the middle and upper band of language acquisition skills are good. Teachers use the questioning strategies to develop pupils' critical thinking about the subject knowledge alongside the use of language. Their attainment by the age of seven and 11 in the core subjects of English, mathematics and science is in line with or above those expected of their age.
33. Homework is used satisfactorily to support pupils' learning in the infants and used well in the juniors. The quality of marking is variable. Most pupils' books seen contain supportive comments to encourage pupils, but few contain examples of comments to help pupils improve their work. Good use is made of assessments of pupils' attainment and progress to plan future work.

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

34. The quality and range of curricular provision are good. The school has detailed schemes of work for all subjects, complemented in many cases by the use of nationally produced guidelines. This marks an improvement since the last inspection when the lack of whole-school schemes of work was noted as being one of the main points for future action. Based on these schemes of work, teachers produce appropriate long-, medium- and short-term planning for the work to be covered across the year. At the Foundation Stage, planning caters fully for the specific areas of learning that help the children achieve the nationally laid down Early Learning Goals for this age group. The school has worked hard to produce a carefully delineated rolling programme of topics and a detailed curriculum map that gives a very useful overview of the curriculum coverage across the school. The comprehensive approach adopted by the school to organising and planning the curriculum ensures good breadth and balance are maintained. The school also adopts a well thought out and strategic approach so that sufficient flexibility is maintained to enable all of the changes introduced at a national level to be introduced into the school's overall curriculum development. This approach is also successfully enabling the school to move towards its ultimate aim of broadening out the curriculum provision further and raising the profile of the foundation subjects⁴. Good provision is made to support literacy and numeracy work throughout the school and the National Literacy and Numeracy Strategies have been fully implemented.
35. A particular strength of the school's curricular provision is the way in which very good links are made between different subjects. For example, Year 5 and 6 pupils' design and technology work contains very useful development of science and art ideas as well incorporating detailed written accounts of the work via information and

⁴ Foundation subjects - subjects other than the core subjects of English, mathematics, science, information and communication technology and religious education.

communication technology and the recording of designing and making outcomes using digital photographs.

36. The provision for extra-curricular activities is very good. There is a wide choice of activities on offer to pupils and the sessions organised are well attended. Activities vary from knitting to a writer's club, but with especially strong provision for sporting and musical activities. In addition, residential and day visits made, plus the wide range of visitors that the school invites to come in and work with the pupils, all serve to greatly enhance the quality of pupils' learning.
37. Teachers provide a suitable range of homework for their pupils that increases in value the activities undertaken at school.
38. Personal, health and social education (PHSE) is extensively covered by all classes and the programme incorporates suitable provision for sex and relationships education, as well as giving pupils opportunities to learn about the dangers of the misuse of drugs. Within the PHSE activities, the concept of citizenship is especially well developed. For example, each class carries out work linked to a community project that often involves charity work. The well organised school council also very effectively helps to develop pupils' awareness of citizenship. Pupils are also provided with very good opportunities to widen their understanding; for example, activities are undertaken such as the visit made to the Council Chambers, where the Mayor hosted a discussion session for pupils. While there is clearly a wide range of interesting PHSE activities taking place, the school recognises the need to provide a whole-school programme for this area, which draws together all of the strands of work currently underway and provides full support to enable teachers to plan efficiently for this area.
39. The school is effective in providing a fully inclusive curriculum so that all pupils are given equal access to the statutory curriculum. A very good example of this is noted in the extra efforts which the school makes to ensure that pupils with severe special educational needs are fully included in the residential trips made.
40. The school has very strong community links, which benefit the work of the school in many ways. Visits to places of interest in the locality, such as museums and the town centre, enhance the curriculum. The citizenship programme particularly benefits from links with the local authority which allow, for example, debates in the town hall. Personal development is helped by residential outings and by visits to local communities such as old people's homes. There are also close links with local churches and other religious organisations. The school has an industrial partner and it receives some sponsorship and staff training provisions from other industrial organisations. In addition, the school organises many different visitors, ranging from Divali dancers to members of the police force. The school premises are used after school for community activities.
41. Links with partner institutions are very good. Local schools have formed a primary development group, which provides the basis of many joint initiatives. These include the co-ordination and cost reduction of staff training. There are good relationships with the receiving secondary schools and there are no concerns about the arrangements to transfer pupils. Staff from all the schools grouped by the transfer arrangements meet regularly. Mountfields Lodge is very involved in teacher training programmes through liaison with a number of further education colleges.

42. The provision for special educational needs is very good. At the time of the inspection the percentage of pupils identified as having special educational needs, including those with Statements of Special Educational Need, is well below the national average. The percentage of pupils with statements is broadly in line with the national average. The support and care offered to pupils with special educational needs by staff and other pupils are clear indications of the school's commitment to an inclusive education for all its pupils.
43. The school's overall provision for spiritual, moral, social and cultural development is very good. This is an improvement on the last inspection where it was judged to be good.
44. Pupils' spiritual awareness is promoted well. Full consideration has been given to this area, with specific documentary guidelines laid down for staff and good coverage of the area encapsulated in the locally agreed syllabus for religious education used by the school. Good examples were seen in assemblies and also in a personal and social education lesson where pupils had opportunities to reflect in silence about the themes under consideration. The school places a strong emphasis on pupils gaining an awareness and spiritual sensitivity to the world around them. Many activities are planned that successfully promote pupils' awareness in this area. For example, the school invited a well known poet to come to the school to work with pupils and parents, and, on a return visit he made, pupils were given an opportunity to read the poems they had written in response to his first visit. Also, photographic evidence shows the excitement in learning generated in a project where Year 6 pupils tested and launched the rockets they had designed and made. Through projects like these, the school ensures that pupils have good opportunities to develop a sense of wonderment in the activities they carry out. In assemblies, 'thought for the day sessions' and during religious education lessons, a wide range of issues are considered in depth, with suitable opportunities for pupils to reflect upon the issues presented and to express their thoughts and feelings. For example, Year 6 pupils writing about their feelings and aspirations for the future show much sensitivity, making statements such as: 'I hope countries will come together and solve arguments'... 'I would like to help endangered animals' ... and ... 'I hope everybody's dreams will come true'. Year 1 and 2 pupils reflected on the different places of worship and similarities between them. They referred to church, synagogue, temple and mosque while identifying common elements of worship between the different religions. The school ensures that pupils participate in an act of collective worship on a daily basis and these occasions also offer further opportunities for pupils to reflect through the prayers they say together.
45. Staff promote a very strong moral code. They value and respect the pupils at all times and under all circumstances. During lessons and assemblies, pupils are provided with clear guidelines for acceptable behaviour and for developing caring attitudes, and they are given a clear understanding of the difference between right and wrong. Teachers set high expectations for pupils' behaviour and foster values such as honesty and fairness. As they progress through the school, pupils are given very good opportunities to consider the needs of others and to consider wider moral and ethical issues. For instance, pupils in Years 5 and 6 learn about the issues surrounding the problems of racism while studying episodes from the life of Martin Luther King. Also, through charity fund raising, pupils gain a full awareness of helping other groups of people in need and the need to conserve the resources on the planet.
46. Pupils are given very good opportunities to increase their social awareness. The school council is a strong element in this area, with representatives from each class

attending regular meetings, usually chaired by the headteacher, where a wide range of school issues are discussed. In this way, the council is able to exert 'real' influence on everyday school life. For example, the council was responsible for successfully pursuing the idea that drinks should be available during class time. The school takes the views of pupils very seriously and this is reflected through the provision of a small budget for the school council to oversee. The principles of citizenship are very well promoted throughout the school through the involvement of pupils in a wide range of community projects. Regular class meetings held throughout the school provide very good opportunities for teachers and pupils to identify, discuss and attempt to resolve any problems that occur.

47. Opportunities to promote pupils' cultural awareness are promoted well. In subjects such as history, geography and religious education, teachers plan a wide range of activities to help pupils learn about different cultures and civilisations from the past and present. In art, pupils have good opportunities to learn about the styles of different European artists, while in religious education pupils learn about other religions and their associated cultures. Lively discussions were seen in some religious education lessons in respect of this area and were given a further dimension through the useful contributions of pupils with religious backgrounds other than Christianity – who chose to participate in these lessons rather than opting out, as would be their right if their parents so wished. The in-depth consideration of human rights issues by Year 5 and 6 pupils during their religious education lessons was noted during the inspection as being a particularly poignant example of the way in which the school strengthens pupils' cultural understanding. Work about different faiths during religious education lessons helps pupils to learn about a range of different cultures and traditions. Also, the school celebrates the different cultural backgrounds of its pupils, with, for example, the invitation for families to provide their own traditional food and to dress in their own national dress at a forthcoming school 'garden party'. However, the school recognises the need to capitalise on this valuable resource to a greater extent in the future.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school is safe and secure and pupils' welfare is given a high priority. For example, considerable emphasis is given to a programme of personal, social and health education, which includes drugs and sex education. Also, the school promotes several courses concerned with cycling proficiency.
49. Health and safety arrangements are good and conscientious efforts are made by the staff, including the premises officer and governors. All statutory requirements are satisfied and there is a clear policy which defines responsibilities and provides guidance. However, procedures which are needed to implement the policy are not clearly defined. No significant health and safety issues were identified during the inspection. Child protection arrangements are satisfactory. There is a policy and a designated teacher who has received recent training, but a clearer programme of staff training is required. Lunchtime supervision arrangements are good. Supervisors follow a well organised procedure and they are confident about their roles. Training for supervisors is available.
50. There are satisfactory procedures to monitor and promote attendance. Registers satisfy statutory requirements, and administrative arrangements for processing the registers and for dealing with information from parents are good. However, there is no clear procedure for dealing with absence without a known cause and this provides

opportunities for misunderstandings about the extent of the school's responsibility. Registers are monitored occasionally and when necessary the Education Welfare Officer is involved. Rewards are provided for pupils who have full attendance for a year.

51. The procedures for monitoring and promoting good behaviour are good. They are based on an expectation of good behaviour and rules which are reinforced by rewards and sanctions. Pupils are aware of, and influenced by, these arrangements. The reward procedures are clear and they are consistently applied by all staff, including the lunchtime supervisors. Parents are involved if there are behaviour problems and they are made aware of their children's good behaviour. There are effective policies and procedures in place to counter oppressive behaviour such as bullying, sexism and racism.
52. The level of support for pupils is enhanced by the caring attitudes and good relationships within the school. Pupils are happy to take problems to their teachers. The school maintains a social development record for each child and comments about pupils' personal development are also made on target setting sheets maintained for each pupil.
53. Overall, the school has good systems for monitoring pupils' academic performance and personal development. This is an improvement upon the last inspection where this area was noted as being satisfactory. The school has a wide range of well organised procedures for assessing pupils' attainment in English, mathematics and science. Good systems are in place so that results from the testing carried out, for both statutory and non statutory tests, is stored on computer so that the school is able to track individual pupils' progress as they move through the school. The school has very usefully created an assessment and statistics working group. This group analyses test results and provides colleagues with detailed information about areas of weakness identified. This information is used very effectively to enable teachers to modify future work planned for their classes, so that the weaknesses identified can be addressed. The headteacher has also created a good system to regularly monitor the progress of pupils who are noted as performing very well and those whose performance is a matter of concern. This monitoring is a very effective way of ensuring that these pupils progress at a steady rate and usefully identifies where any difficulties occur. It also tracks elements of personal development such as behaviour. Teachers continually assess pupils' attainment in religious education, information and communication technology and all of the foundation subjects. By the end of the year they have a clear picture of the levels achieved by pupils. However, the school recognises the need to develop whole-school systems for assessing pupils' attainment in these subjects on a regular basis so that the progress of individuals can be closely monitored. The school is rightly seeking to develop these systems in a strategic way in line with the current development of individual subject areas.
54. Staff know the pupils well and monitor their personal development very carefully. Record of achievement folders are maintained with annotated samples of pupils' work and these help teachers to gauge pupils' overall development as they move through the school. The school has a clear policy for marking pupils' work but this is not consistently implemented throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school enjoys a very positive partnership with parents. Evidence from meetings with parents and from the parents' questionnaire indicates strongly that they like the school. However, the parents do scrutinise the work of the school closely, due to the high expectations they have for their children. They can also express any causes of dissatisfaction with confidence. As a consequence, many individual concerns were drawn to the attention of inspectors. These concerns were not supported by inspection evidence and, in broad terms, inspectors agree with the parents' positive views.
56. Information for parents is very good overall. The governors' annual report and prospectus are well presented and informative. There are 'welcome' booklets, which describe specific aspects of the school's provisions and include information on the curriculum. Good quality newsletters are published frequently. Meetings are held about curriculum issues and to introduce different stages of education in the school.
57. The pupils' progress reports, issued annually, are good. They satisfy statutory requirements and they provide useful information about progress in subjects and personal development. Targets for improvement in mathematics and English are also included. Targets are shared with parents three times per year and they are also made aware of certificates of achievement. Well attended parents' consultation evenings are held twice a year, with an optional third to discuss progress reports. The school operates an open-door policy and parents are free to visit at any time. The approachability of the school is much appreciated.
58. Links between the parents and school are very good and a similar position was reported at the previous inspection. The parents are very keen to be involved. For example, there was a very good response to the questionnaire for the inspection. Regular help in school is provided by 30 to 40 parents and there is a very active parent and staff association. It raises substantial funds for school use and provides opportunities for parental contact. The school also supports a group for parents of children with special educational needs and a parents' interest group.
59. Parents are encouraged to help their children at home and the available evidence, for example, the pupils' reading records, suggests that the response is good. Some guidance is provided for parents about homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school is led and managed well. The headteacher continues to give a very clear educational direction to the work of the school and to provide strong leadership. He has been effective in sustaining a shared sense of purpose amongst the staff in raising pupils' attainment and a continual improvement in the quality of education the school provides.
61. Through strong and purposeful leadership, the headteacher has established sound and developing procedures to evaluate the school's performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses. The headteacher is very supportive of pupils and staff and is felt to be very approachable by parents. He has established a management structure, through year group teams, that copes with the large number of pupils in the school, but provides more personal support for individual pupils. This allows the headteacher and his assistants, together with the governing body, to plan strategically for the school's future development.

Having achieved the objectives of the last five-year plan, the school is currently discussing its priorities for the next five years.

62. The headteacher is supportive of staff, making clear his high expectations and leading by example in ensuring that there is a consistent approach to how pupils are treated. Consequently, pupils feel valued and well supported.
63. The headteacher is ably assisted by the two assistant headteachers in managing the school and ensuring that the school's policies are carried out effectively. Each has whole-school management responsibilities. They work closely together to ensure that the needs of pupils are met and support is given to staff in carrying out their duties.
64. The governing body is fully involved in the school's future development and works closely with the headteacher and his staff. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. Governors have an appropriate committee structure in place and oversee the development of the targets in the school development plan well, calling the school to account for its performance. The governors are kept very well informed about pupils' academic performance by the headteacher and staff and, through monitoring the work of the school for themselves, have a clear idea of its strengths and weaknesses.
65. The management of the provision for pupils with special educational needs is good. The co-ordinator sets a clear educational direction for staff and pupils about special educational needs. She monitors the pupils' individual education plans and the progress they make towards meeting their targets on a regular basis. The school has recently reviewed its policy for pupils with special educational needs in the light of the new Code of Practice. This was presented to parents and governors for consultation. The school has established effective links with outside agencies. The school has developed a speech and language programme for Foundation Stage children in consultation with the educational psychologists and the speech therapists. Staff use this to further improve pupils' speech and language development and to identify any potential difficulties. Staff in Year 1 are currently engaged in producing a similar programme.
66. The management of the provision for pupils with English as an additional language is good. The policy sets out clear procedures for the identification and assessment of pupils who are learning English as an additional language. However, although each year group monitors the progress pupils make, there is no systematic assessment and recording of pupils' language acquisition skills as they move through the different stages of the language proficiency scale. The school has plans to further develop staff's knowledge about learning English as an additional language through in-service training in the autumn term.
67. Most subject co-ordinators carry out their subject management roles well and have a clear idea of the provision made for their subject across the school. This year for the first time they have been given time away from their class responsibilities to fulfil their duties and have drawn up an action plan for the development of their subjects. This is having a very positive impact on curriculum provision and on pupils' standards of attainment.
68. School development planning is good. Targets are relevant and good progress is being made towards meeting them. School self-evaluation procedures are good and developing. The headteacher, assistant headteachers, year group leaders and subject co-ordinators, monitor the quality of teaching and learning effectively and

make good use of the information gained to provide appropriate training for teachers and teaching assistants.

69. Staffing arrangements are satisfactory. There is a balance of experienced teachers and some who have qualified more recently. The number of teachers compared to the number of pupils is broadly average compared to similar schools. There are teachers who are recognised within the local education authority as 'leading teachers' in their subjects. The school is effective in using these strengths and other specialisms to raise standards and to lead the development of the curriculum. Several peripatetic music teachers visit the school. The number of teaching assistants is below average. A number of the support staff are employed to help pupils with special educational needs, including some who are attached to individual pupils who have particular learning difficulties or physical disabilities. However, the amount of hours allocated to general classroom assistance is relatively low. The school is well served by an efficient and effective administration staff and the arrangements for lunchtime supervision are good. The arrangements for the induction of new staff and the management of training for all groups of staff are good. The school is involved in a pilot programme for the training of new teachers.
70. The accommodation is satisfactory overall. The school is set in very attractive woodland which, together with the varied arrangement of playground space and playing fields, provides an ideal outdoor environment for both learning and play. The school buildings, which have been extended over the years, include classrooms which are reasonably sized, a spacious reception area and the recent addition of a new library and computer suite. There are, however, some limitations. There are three temporary classrooms on the school site, one of which is particularly isolated. The reception children have to go through three sets of double doors to reach the toilets and these are in need of refurbishment. The school hall is too small to accommodate the whole school comfortably. The necessity of arranging separate assemblies restricts the hall time available for the 19 classes to have physical education and drama lessons. The size of the hall also restricts the school's arrangements for parental and community involvement in school activities. Dining arrangements are very cramped. There is a smaller hall but this is being used as a classroom for reception children. This in itself presents problems for classroom management.
71. Learning resources are satisfactory overall. The stock of physical education equipment is good but there is no secure outdoor storage. This results in time being wasted and puts extra pressure on indoor storage space, which is already limited. There is a good range of musical instruments available. There are plans to increase the number of computers in school in order to reach the minimum requirement. The modest-sized computer suite does not accommodate a whole class so an extra person is needed to supervise and teach whenever part of a class uses the suite. Although resources are adequate to deliver the curriculum for the Foundation Stage, permanent large equipment in the outdoor area in the nursery and easy access to the outdoor provision for the reception classes would further enhance children's learning and physical development.
72. The school uses its financial resources well to help improve standards. Spending is targeted carefully at achieving the objectives of the school improvement plan and restricting the size of the classes in which pupils are taught. This aspect of the school's work has improved significantly since the last inspection. Good progress has been made in addressing the concerns raised by the last inspection team. Details of how much the implementation of planned improvements will cost are now

identified. The school has devised a very good system for judging how well it performs in relation to the money it receives. This is a strength of its provision.

73. The governors involve themselves well in deciding how money will be spent and in checking how this is done. Each committee of the governing body contributes to the drafting of the budget, prior to a meeting of all members to agree expenditure for the year ahead. Governors hold fast to their well established policy of ensuring that as much of the money available each year as possible is spent on the pupils currently in the school, rather than keeping large amounts of money in reserve. This ensures that pupils benefit from the best provision the school can make whilst they are at Mountfields.
74. Another strong feature of the school's work is the way in which steps are taken to use money and time wisely. For example, savings are made as a result of banding together with a group of other local schools to claim discounts on goods and services.
75. The school's bursar works very efficiently. As a result, the school's finances are controlled and administered very well. This is borne out by the very small number of minor recommendations made in the recent auditors' report. Together with other capable staff, she assists in ensuring the smooth day to day running of the school, freeing the teachers to get on with their classroom duties.
76. Specific funds such as grants made by the government are used wisely, often to increase the number of adults working with the pupils. Computer technology is put to good use to improve the efficiency of administration and communication. It is employed to create planning that helps teachers to prepare lessons and in analysing data about how well pupils learn. The school also works well in seeking value for what it spends and in consulting pupils about how the school is run.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. The governors, headteacher and staff, with the support of outside agencies as appropriate, should continue to raise pupils' standards of attainment by:
 - (1) improving the frequency of opportunities pupils have to practice sustained, independent writing; (Paragraph 101)
 - (2) improving the marking of pupils' work so that pupils are regularly advised of how they could improve their work; (Paragraph 33)
78. In addition to the key issue above, the following more minor points for development should be considered for inclusion in the action plan:

Provide more frequent opportunities for Year 2 pupils to explore informal methods of working out and recording their number work and applying their number skills in everyday practical situations by limiting the use of worksheets. (Paragraph 108)

Establish a whole-school programme for pupils' personal, health and social education which draws together all the good work currently underway in the school so that teachers are supported well in planning efficiently for this aspect of pupils' development. (Paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	114
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	57	41	0	0	0
Percentage	1	13	50	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	515
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	43

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	37	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	39	42
	Girls	37	37	37
	Total	73	76	79
Percentage of pupils at NC level 2 or above	School	92 (92)	96 (93)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	41	40
	Girls	37	34	34
	Total	74	75	74
Percentage of pupils at NC level 2 or above	School	94 (93)	95 (98)	94 (92)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	46	31	77

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	37	42
	Girls	29	26	29
	Total	63	63	71
Percentage of pupils at NC level 4 or above	School	82 (89)	82 (91)	92 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	38	41
	Girls	29	27	29
	Total	65	65	70
Percentage of pupils at NC level 4 or above	School	84 (87)	84 (91)	91 (93)
	National	72 (70)	74 (72)	82 (79)

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	2
Black – other	1
Indian	19
Pakistani	0
Bangladeshi	3
Chinese	7
White	348
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21.8
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	233.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	8.66

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	889,273
Total expenditure	869,977
Expenditure per pupil	1,602
Balance brought forward from previous year	-9,222
Balance carried forward to next year	10,074

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	541
Number of questionnaires returned	295

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	5	1	0
My child is making good progress in school.	49	45	5	1	0
Behaviour in the school is good.	41	50	4	1	3
My child gets the right amount of work to do at home.	31	50	13	1	5
The teaching is good.	57	40	2	1	1
I am kept well informed about how my child is getting on.	40	48	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	1	0
The school expects my child to work hard and achieve his or her best.	54	43	1	1	1
The school works closely with parents.	41	47	7	2	2
The school is well led and managed.	54	36	4	1	5
The school is helping my child become mature and responsible.	48	47	2	1	2
The school provides an interesting range of activities outside lessons.	44	38	11	1	7

Other issues raised by parents

Parents said that they were supportive of the school and felt that it was doing a good job. They praised the high visibility of the headteacher and how he knew their children by name. Parents were appreciative of the efforts of the Parent and Staff Association in providing regular social events as well as raising a lot of money for the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Children in the Foundation Stage are admitted to the nursery on a part-time basis when they are about three years and six months. They are transferred to reception classes twice a year. The nursery is managed by two nursery nurses with the help of three part-time support staff. At the time of the inspection there were 30 children attending the morning sessions and 26 children attending the afternoon sessions. The reception children are taught in three classes of about 26 in each class. Children are assessed on entry to the nursery to gauge what they can do. The school involves parents in this process of initial assessment. The current assessment information on entry to the nursery indicates that they come with a wide range of abilities, but on the whole their attainment is broadly in line with that expected of their age in communication, mathematical and personal development. The collegiate approach to planning and organisation of learning experiences through play and exploration of the world around them in the nursery and reception classes contributes towards the good progress children make throughout their time in the Foundation Stage.
80. By the time they leave reception classes, the majority of children are confident learners and are ready to take on more formal work related to the National Curriculum. They are working beyond the Early Learning Goals in all areas of learning. In personal, social and emotional development their attainment is well above that expected of their age.
81. The carefully planned transition arrangements from nursery to reception and from reception to Year 1 classes enable children to settle in quickly. The school has established good links with parents, other organisations and other Foundation Stage practitioners. This has helped the school to share good practice in the teaching and learning of young children.

Personal, social and emotional development

82. The majority of the children start the nursery with personal, social and emotional skills broadly in line with those expected of their age. The caring environment and the well established routines of the nursery enable children to make very good progress and by the time they leave the nursery they are well on their way attaining above the age related expectations in this area of learning. This was clearly evident in the sessions observed. Children come into the nursery and confidently start to explore the different activities set up in different areas of the room. They are clear about the general routines of the nursery and they know what is expected of them. The children in reception classes register their names for dinner as they come in and settle down to the activities set up for them. Their independence and confidence in choosing and attempting the tasks are rewarded by offering them special stickers. The teaching in this area is very good overall. Staff in nursery and reception classes provide good role models for children, always treating children and other adults with respect and care.
83. Children are always enthusiastic about their learning whether it is joining in with the number games about counting in twos in the reception class or building a model of a dinosaur in the nursery. They take good care of the resources and equipment and put them away in their proper places after use. They are always polite to one another and

to the many visitors and adult helpers around the class. They are very good in negotiating roles and sharing resources in role-play areas and in the basic provision of sand, water and construction activities. The way children in the nursery negotiated roles of waiters and customers in the café, and the way reception children took turns in experimenting with the torch in the dinosaur cave are good examples of this. Children are often given opportunities to reflect on the impact of their actions on others. This enables children to learn about right and wrong. Their behaviour in sessions and at playtimes, and during assembly times, is always good. The children who are new to English and those with special educational needs are well supported in sessions by careful choice of resources and strategies that enable them to experience a sense of achievement. The children are attaining well above the expected levels of the Early Learning Goals by the time they leave reception.

Communication, language and literacy

84. The teaching and learning in communication, language and literacy are good both in the reception classes and in the nursery. Children's skills in communication, language and literacy, particularly in their speaking and listening skills, vary widely as they enter the nursery, but on the whole these skills are broadly in line with those expected of their age. The careful organisation of activities and resources, such as the interactive display of the dinosaur hatching out the eggs, and the careful selection of books in the book corner and in the café, raise children's interests and enthusiasm to learn. The selective intervention by the nursery nurses in these situations helps the children to think critically and use and extend their skills in speaking and listening, reading and writing. As a result, they make good progress and many are well on their way, attaining beyond their age related expectations by the time they enter reception classes. The reception teachers extend these skills through careful organisation of continuous provision such as the dinosaur cave, the telephone corner, the shop and the construction corner. Children use these areas confidently to recreate roles and experiences and to extend their reading and writing skills. Although some useful activities are planned for in these areas, there were missed opportunities where more careful planning would have further assisted children's learning. The teachers use aspects of the National Literacy Strategy effectively to enhance children's reading and writing skills. Teachers use stories, poems, games, visits and visitors well to develop children's interests in reading and writing. The majority of the children are working beyond the Early Learning Goals.
85. Children in the nursery can use speech to connect ideas and explain what is happening and can also predict what might happen. In the session observed where the nursery nurse was encouraging the children to talk about the story of 'Meg's eggs', the children could recall a lot of information about the story. They speak clearly and confidently about what they know and ask questions to clarify and find out more. They can express their ideas through pictures and tell a member of staff what to write; for example, one of the more able children could say why he wanted to write 'please don't eat me' in the speech bubble. Children in reception classes can talk confidently about their experiences and about stories and books they have read. They are beginning to extend their ideas by providing details about the things that interest them. For example, they can talk about different types of dinosaurs, what they eat and where they used to live. In their discussions they show a growing awareness of the need to listen to others.
86. The children in the nursery are given opportunity to read and write for different purposes. The staff in the nursery use the role play areas well to develop their reading and writing skills. In one of the sessions observed, the nursery nurse took the

role of the customer in the café and skilfully directed the children to read the menu and find out the cost of the items she had ordered. Children in this situation could identify the item by using their knowledge about initial letter sounds with some prompting from the staff. They could write the order by copying the letters and words. The majority of the children in the nursery know how to handle books and many are beginning to recognise some letters and letter sounds. They can use pictures to make sense of the texts. Children in reception classes can use words and simple sentences to convey their experiences. Some of the more able children are beginning to use full stops. This was evident in the session observed where a group of children were making a book about their own version of the 'Gingerbread Man'. The more able children are beginning to attempt plausible spelling of unknown words such as 'rapping' for 'wrapping'. In one of the sessions where the teacher and children were sharing a big book together, teacher used her questioning strategies well to gauge children's understanding of different aspects of reading. Children could identify the author and title of the book and knew about its contents. The teacher challenged the more able by asking them how she could find certain information in the book and the children's reply demonstrated their knowledge of the contents page. In the discussion with a group of children in the reception, it is evident that the children can identify the author and title of the books. They can read simple texts and can predict what might happen. The more able children can read fluently and are beginning to express their favourite characters and stories. Staff in both nursery and reception class support children with special educational needs or English as an additional language well. They provide lots of visual and concrete examples to develop children's communication, language and literacy skills. They value children's home languages. For example, they invited one of the Chinese parents to show the children how Chinese language is written. As a result of the good teaching, these pupils make good progress.

Mathematical development

87. Children in the nursery and reception are given a range of opportunities to develop their knowledge and skills in this area. The nursery staff use different methods such as making models about dinosaurs, making pictures about their spring walk or playing games with them, to develop and extend children's knowledge about number, shape, size and capacity. As a result of the very good teaching and learning opportunities in the nursery, children make very good progress and the majority of children are close to attaining beyond their age related expectations by the time they enter the reception class. Children in the nursery can compare sizes and use words such as big, small, long and short while they go about choosing materials to make their models. The nursery nurses further develop children's mathematical thinking by turning their attention to the size and shape of the boxes they use and by encouraging them to talk about their actions. The majority of the children in the nursery can count and recognise numbers up to five. The more able can count beyond five and can order numbers. A small minority of children can work out one more than a given number of up to six or seven objects and can recognise simple shapes.
88. Teachers in reception classes give children interesting activities to raise their understanding of different aspects of mathematics. Rhymes and games are used well to challenge and extend children's understanding of numbers and number operations. The staff make effective use of the National Numeracy Strategy to develop different aspects of mathematics. The teaching and learning in this area are good overall in the reception classes, children make good progress and by the time they leave reception class their attainment in mathematical development is above the Early Learning Goals. Children in the reception classes can count and order

numbers beyond ten. Rhymes and games are used to develop children's understanding of ordering numbers and children are learning to count up totals in two groups of objects. Activities such as this help to make the learning of mathematics fun. Most children can recognise two- and three-dimensional shapes. They can compare size and use words such as 'bigger than' and 'smaller than' when comparing the features of the dinosaurs. The special educational needs children and children who are new to English are supported well and they make good progress towards their targets. However, their attainment remains below that expected of their age by the end of the reception year.

Knowledge and understanding of the world

89. Most children reach beyond the expected level in this area of learning by the time they leave the reception classes. The staff in the nursery and reception classes use the vast school grounds effectively to raise children's understanding of the world around them. The teaching and learning in this area are good overall and children make good progress. In the exploration and investigation aspects of knowledge and understanding of the world, children in the nursery show an awareness of change as they talk about the pictures and displays about the life cycle of dinosaurs, and observe the changes in the dinosaurs as they grow bigger. In the reception class, children are given the opportunity to find out different features of animals through their topic work. They can talk about similarities and differences of different dinosaurs, and observe certain features of the dinosaurs to decide if they are carnivores or not.
90. Children in reception can notice the changes that happen during the development of a frog and can use this information to sequence the pictures about its life cycle. Staff in the nursery develop children's skills in designing and making using different materials; for example, making models of dinosaurs with papier-mâché. Children can choose the materials they need to produce their model. They are beginning to use simple tools like scissors and glue spatulas to cut and fix different parts. Children's work shows that they can discuss the things they saw on their way to the park and state their likes and dislikes. Children in the Foundation Stage are given opportunities to learn about other cultures and beliefs through celebration of different festivals. Children in reception classes are given opportunities to use equipment such as a programmable toy to work out different routes and are given frequent opportunities to use computers to create pictures, find information about different topics and play games. They are gaining confidence in using the programs and they show good control of the mouse. One class of children only has limited access to computers as it is based in the small hall which does not have a computer. This limits the progress of these pupils.

Physical development

91. The teaching and learning in this area are good, overall. Teachers and nursery staff make best use of the resources available to them to give children good opportunities to develop their physical skills. As a result, children make good progress and the majority of children are well on their way, attaining beyond the Early Learning Goals by the time they leave the reception.
92. Although there is no permanent large apparatus in the nursery, the nursery nurses make good use of the resources available. They set up the large apparatus and toys daily and use them effectively to develop children's physical skills. Children are confident in using large apparatus and wheeled toys. They negotiate their space and roles well when playing outdoors. Teachers in the reception classes use the school

grounds well to develop children's physical skills. In the lessons observed the teachers used the play equipment creatively to develop children's skills in throwing, catching, and moving in different ways. Children show a growing awareness of space and can combine different movements to travel along the ground. Children in the nursery are beginning to show some fine motor control when they are using pencils and paintbrushes. The reception children show increasing control in using different tools. Children in reception can talk about simple health topics. They know that things like crisps and sweets are bad for them and that exercise keeps them healthy.

Creative development

93. Staff in reception and nursery classes offer children a variety of well structured activities to develop and extend their creative skills. The opportunities offered to children to explore different media and materials through art and music are particularly good. Children develop their imagination through experience in role-play and children in the nursery respond to this particularly well. However, the lack of well planned adult supervision in these activities made it less effective in the reception classes. Reception children's observational paintings of flowers and their clay work show that they can explore colour, shape and texture to create the desired effect. They sing with confidence and join in with the actions. The good teaching and learning in this area enable children to make good progress throughout the Foundation Stage, and by the time they leave the reception class the majority of children have reached the levels required in the Early Learning Goals.

ENGLISH

94. Standards of work achieved in English are above the national average by the end of Year 2 and Year 6 and have been maintained since the last inspection.
95. In Years 1 and 2, pupils make satisfactory progress and their overall achievement is satisfactory in relation to their abilities. Many pupils make good progress in their learning in Key Stage 2 and, because of good quality teaching, they achieve well. This is largely due to the confidence in the delivery of the National Literacy Strategy, which is having a positive impact on pupils' learning. Other initiatives such as the early literacy strategy and the additional literacy strategies are also supporting the raising of standards well. Trends over the last four years indicate a steady upward trend in Key Stage 1 and varied results in Key Stage 2. Last year's results were above average at the end of Year 2 when compared with similar schools and well above average nationally. Results at the end of Year 6, however, were well below average when compared to similar schools. The school has identified the need to raise standards in writing and this has been the main focus for development over the last year.
96. By the end of Year 2, most pupils attain above average standards in speaking and listening and are well able to express their opinions clearly in a range of situations. They are beginning to adapt what they say to the needs of the listener, varying the use of vocabulary and level of detail. For example, pupils in Year 1 speak confidently about what they did during the holidays. One pupil gave a clear description of what 'camouflage' meant when talking about the animals at a zoo. They can offer opinions about the illustrations in a book and are able to share information. Pupils in Year 2 can explain how a library is organised and how to use non-fiction books. In a history lesson they listen with interest to a visitor telling them about her holiday experiences

as a child. They ask and answer questions confidently. For example, one pupil was able to explain the difference between a 'guesthouse' and an 'hotel'.

97. Pupils' attainment in speaking and listening by the end of Year 6 is above average. They are well able to talk and listen in a wide range of contexts, confidently engaging the interest of the listener. Pupils in Year 4 are able to evaluate advertisements for impact, appeal and honesty. One pupil was able to explain clearly why he thought the statement, 'It's a terrific, new taste' was part fact and part opinion. In another lesson, pupils very confidently discussed the meanings of a number of identified words to reach a good level of comprehension. A good discussion also took place on the arguments for and against being able to play football in the playground. Several interesting and good quality discussions also took place in Years 5 and 6 on the main features 'quest' stories.
98. By the end of Year 2, reading standards are above average and all pupils are making satisfactory progress in their learning. Many are able to read a range of texts fluently and accurately and are well able to use a range of strategies to read unfamiliar words to establish meaning. They express an interest and enjoyment in reading and can name their favourite authors. Pupils in the younger classes join in together, reading text with some expression, and offer opinions about the illustrations in the book. Most have secure knowledge of 'contents', 'index' and 'glossary' and how they are organised. The early literacy strategy for some pupils in Year 1 is having a positive impact on attainment in reading.
99. By the end of Year 6, attainment in reading is above the national average. Pupils' reading skills are well developed and most read confidently for a range of purposes. They are well able to select essential points and identify key features, themes and characters. They can select relevant sentences, phrases and relevant information to support their views. For example, pupils in Year 5 and 6 identify the main features in a quest adventure story and analyse the change of tension throughout the story. Younger pupils, in Year 4, confidently read information for and against homework so that they can share their opinions with other members of the class. Library skills are well developed and pupils confidently retrieve and collate information from a range of sources.
100. By the end of Year 2, pupils' attainment in writing is similar to the national average. This is not as good as in previous years, but is related to this particular group of pupils whose attainment on entry to the school was not as high as the previous year group of pupils. Sound teaching of writing is having a positive impact on pupils' learning but many are still unable to use their knowledge of a variety of interesting words in their own written work. Pupils' writing often lacks imagination and is not of the same high standard as that achieved in speaking, listening and reading. Most pupils are able to write for a range of different purposes, including retelling favourite stories (such as 'Six Dinner Sid'), creative stories, book reviews, letters and writing instructions such as 'Getting ready for physical education', using the correct format. Pupils in Year 1 successfully prepare a glossary of plant parts with support. Others in the group select the correct word to complete sentences about plants, while lower attaining pupils label a diagram to show the different parts of a plant. In Year 2, pupils begin to record information about a chosen animal using headings. One class of pupils highlight keywords and phrases in text and use them to write sentences about a topic. For example, higher and average attaining pupils record several sentences about tigers or dolphins, while lower attaining pupils describe what they see in a picture in more than one sentence. Spellings are reasonably accurate and most pupils are using a neat joined style of handwriting.

101. Standards in writing are similar to those found nationally by the end of Year 6. Inspection evidence indicates that pupils in Years 3 and 4 are achieving good standards in writing. This is because of the particular focus on writing throughout the school. Pupils' writing is generally lively and thoughtful. Spellings are mainly accurate and they have good experience of writing for a range of purposes. For example, pupils in Year 3 write sentences using words which express different emotions and Year 4 pupils make a list of the arguments for and against homework. Older pupils, in Years 5 and 6, understand the importance of using simple and complex sentences in their writing for effect. They analyse the change of tension in the story and record the information on 'an excitement graph'. However, few pupils are using the wide vocabulary, exhibited in their speaking skills, when writing. Many are reluctant to choose adventurous vocabulary to engage the interest of the reader. The school has rightly focused on developing a clear understanding of the structure for writing and this has had a positive impact on pupils' learning. Pupils have a much clearer understanding of writing skills but there are few opportunities for pupils to put these skills into practice in sustained, independent writing.
102. The quality of teaching and learning in Years 1 and 2 is satisfactory overall and is good at Key Stage 2. Overall achievement is good. Lessons are mostly well planned but the tasks set in Key Stage 2 often motivate the pupils to give of their best, whereas some lessons in Key Stage 1 lack pace. All teachers have high expectations and this has a positive impact on pupils' learning. Lessons usually begin with brisk question and answer sessions to assess pupils' knowledge and understanding from previous lessons. For example, the teachers in Year 6 questioned very well to ensure pupils clearly understood the genre of the text. In these lessons, the teachers' enthusiasm and love of literature impacted very well on pupils' learning. As a result, all pupils made very good progress in their learning during these lessons. Pupil management is good and sometimes very good. Pupils are interested, keen and concentrate well in lessons. Plenary sessions are used satisfactorily to assess pupils' knowledge and understanding gained in the lesson, although few teachers actually refer to the learning objectives so that pupils themselves can assess what they have learnt. In one lesson in Year 2, the teacher made good reference to pupils' writing targets and this had a positive impact on pupils' learning. Teaching assistants are used well to support pupils' learning, particularly for those pupils who have special educational needs.
103. Assessment procedures are good and are used well to set targets and to ensure that teachers plan a range of tasks to meet the needs of all pupils. Senior members of staff are beginning to use assessment information to identify strengths and areas to develop. For example, raising attainment in writing is a high priority for the school. Strategies used are beginning to be effective and to impact well in learning. Reading records are comprehensive and the home/school reading diaries, particularly in Year 1, often include details of extra areas for pupils to practice. This provides a good link between home and school and a good opportunity for parents to be involved in their child's learning.
104. Management of the subject is very good and the co-ordinator is working extremely hard to support the school in raising standards, particularly in writing. Monitoring of teaching is effective and the co-ordinator has led several training sessions since taking up her appointment in September. For example, she has led sessions on teaching non-fiction writing and guided reading. Together with other members of staff, writing targets have been set for each year group so that teachers and pupils know what they need to do to achieve higher standards in writing. This is beginning to

have an impact and inspection evidence indicates that standards are improving in Years 1, 3, 4 and 5. Other areas for development identified include an identification of literacy skills used in other areas of the curriculum. At present the use of literacy skills across the curriculum is good. For example, there are links with geography when pupils in Years 5 and 6 completed an in-depth study of St Lucia. In one history lesson observed the teacher appropriately reminded pupils of how to use non-fiction books for their research. Pupils' use of information technology is satisfactory: for example, some pupils used the Internet to find information about a visiting poet. Examples of the use of word processing to display pupils' work were seen in school. Resources are satisfactory and the school makes good use of visitors to school to support pupils' learning. For example, pupils very much enjoyed a visit from a local poet and the authors of non-fiction books. Theatre groups regularly visit the school and their performances support pupils' learning effectively. The system for borrowing books from the school library has been computerised and pupils enjoy entering the details on the computer.

MATHEMATICS

105. Standards have improved since the time of the last inspection. The attainment of the current group of Year 2 is above average for numeracy and in line with national expectations for other aspects of mathematics (shape, space and measures and data handling). The attainment of the current group of Year 6 pupils is above national expectations, with most pupils reaching expected standards in all aspects of mathematics and a significant minority (over a third) exceeding national expectations.
106. All pupils, including those with special educational needs, make good progress in numeracy in Years 1 and 2 and, by time they are seven, the great majority can sequence numbers up to 100 and recognise when numbers are odd or even. They can solve simple money problems and they know when they have to add or subtract numbers to solve problems. They have increasing confidence in recalling multiplication facts for the two and ten times tables. They can recall addition and subtraction facts up to ten and use doubling and halving to help them with mental calculations. They recognise halves and quarters. A significant minority of pupils (over a third) exceed national expectations. These children are confident with larger numbers, begin to add and subtract two-digit numbers and solve problems using multiplication and division. Progress in other aspects of mathematics is satisfactory. Pupils can estimate and measure lengths using a ruler, and read simple scales. They know the mathematical names for simple two-dimensional shapes and can interpret information presented in simple bar charts and pictograms.
107. Pupils, including those with special educational needs, make good progress in Years 3 to 6. Most pupils use written methods of addition, subtraction, multiplication and division efficiently and can do many calculations mentally. They know how to multiply and divide whole numbers by ten and 100 and can recall multiplication and division facts. They understand the decimal system and use this understanding to solve problems involving money and measure. Pupils are familiar with the language of shape. They recognise symmetry and calculate area and perimeters. They can understand data when presented in a variety of charts and graphs. The more able pupils multiply and divide decimal numbers, sequence negative numbers and solve problems using ratio and proportion. These pupils calculate fractions of quantities including percentages and check results using inverse operations. They have increased knowledge of angles and are able to draw angles to the nearest degree.

108. There are some good aspects to the quality of teaching and learning in mathematics in Years 1 and 2. Relationships between the teachers and pupils are good, and inspection evidence shows that teachers plan for a progression in the learning of numeracy and give their pupils many opportunities for learning and practising numeracy skills. However, there is a very heavy emphasis upon the use of worksheets. Insufficient opportunities are provided for pupils to explore informal methods of working out and recording their number work or to apply their number skills in everyday practical situations. One very good example of this was observed during the inspection when a teacher skilfully demonstrated to pupils how they could estimate numbers of objects by using what they already know. Some teachers in this part of the school do not manage time well and there is sometimes an imbalance between the time taken by the teacher to give instructions and the amount of time for the pupils to do things. On other occasions, the planning is not entirely focused and the pace of learning slow. Relatively less emphasis is placed on other aspects of mathematics apart from number work. Overall, however the quality of teaching is satisfactory.
109. During the inspection, the quality of teaching observed in mathematics in Years 3 to 6 ranged from satisfactory to excellent. Overall the quality is good. Lessons start very promptly and pupils are usually challenged with quick fire mental calculations. The pace of lessons is often very good and adjusted to the ability of the pupils and the difficulty of the task. Relationships are good within lessons; pupils behave well, work collaboratively and try hard. In one lesson, when the teacher challenged the pupils with a mathematical puzzle, pupils maintained intense concentration and effort, with the teacher's excellent interventions making them even more determined to solve the problem. Teachers' knowledge and understanding of the subject are very good and they use this to match work to pupils' abilities. A notable feature of the teaching is that pupils are consistently encouraged to look for patterns and relationships within number. In one very good lesson some Year 4 pupils progressed enthusiastically step by step towards finding a rule for discovering the total of three consecutive numbers, as their teachers fostered their natural curiosity and enthusiasm to learn. Teachers in this part of the school use the planning methods within the National Numeracy Strategy more consistently and follow the model of the three-part lesson effectively. At the end of most lessons observed the teacher revised the learning that had taken place and in the best lessons presented the pupils with another challenge. The effective use of homework is another strong feature of the teaching in Years 3 to 6.
110. The continuing development of mathematics within the school is encouraged by the very good leadership of the subject co-ordinator. Pupils' performance is monitored and effective action taken. An assessment system has been introduced and is being evaluated. There is a plan in place for teachers' professional development in the subject and a small budget for improving resources. The use of information and communication technology as an integral part of lessons is an aspect of the teaching and learning of mathematics which is currently underdeveloped.

SCIENCE

111. In 2001, teachers assessed standards in Year 2 as above average. The standards of those in Year 6 in the national tests that year were above average compared to all schools and average judged against schools in similar circumstances. Records kept by the school indicate that the standards attained by pupils presently in Year 6 are similar to those achieved by last year's cohort. Standards have been maintained

since the last inspection. The good quality of teaching and the strong emphasis put on practical work result in pupils achieving well.

112. Standards in the current Year 2 are above average. The pupils know a lot about plants. They understand that leaves make food and the plant 'gets gas from air'. Some of the pupils' work on electricity is above average for their age. Most recognise that a circuit will not work because of a gap in the wiring. The teachers challenge pupils well in investigative work. In an experiment to find which materials are waterproof, pupils predicted the outcomes and drew conclusions about the results. However, they do not always say whether what they find is what they expected. Year 1 pupils delight in finding some of the properties of magnets and whether specific materials are magnetic or not.
113. Pupils in Year 6 attain above average standards. Aspects of their work in experimenting are better than are usually found in this age group. They base their predictions about the tests they do on scientific knowledge and understanding. In one investigation a pupil said, 'The water in the saucer will evaporate first because it has a bigger surface area and is more shallow'. Rigorous teaching results in pupils achieving good standards in most areas of science, including the study of life processes.
114. The scrutiny of pupils' written work and discussion with them show that they make good progress as they pass through the school. All pupils enjoy the practical approach that teachers use, especially those with special educational needs who receive good support. Pupils who do not speak English at home benefit from the emphasis placed on teaching key scientific vocabulary.
115. The quality of teaching is good throughout the school and so pupils learn well. The teaching is particularly good in Year 6. A strong feature of lessons is teachers' high expectations of pupils and how they respond by listening carefully and working hard. Teachers are skilful in managing pupils and control their classes well. They give clear explanations and question well to ensure that pupils gain skills, knowledge and understanding readily. In a lesson about micro organisms for Year 5, the teacher's good use of language made it easy for the class to understand the dangers of food poisoning and the reasons why it happened. Occasionally, teachers do not involve pupils enough in making suggestions about how investigations could be done. This reduces the level of challenge for more able pupils.
116. The school is changing how it plans science. An analysis of work throughout the school shows that good links are made between science and other parts of the curriculum such as personal, social and health education. The amount of attention currently given to different aspects of science is not always balanced effectively and that more time is spent studying living things than other areas. In addition to this, Year 6 pupils get more opportunities for investigation and for learning about electricity in one of the three classes. The assistant headteachers have managed the subject effectively this academic year in the absence of a permanent post-holder. The school is aware of the need to give the incoming co-ordinator opportunities to redress any slight imbalances in the Programmes of Study.

ART AND DESIGN

117. The standards of art work displayed in and around the school indicate the priority given to the subject and the skills pupils have in creating different forms of art using

different media such as paint, pastels, clay, natural materials and textiles. Standards of attainment in art and design are above those expected nationally for seven and 11 year old pupils. They also show how pupils are given opportunities to learn about other subjects through art. For example, Year 5 pupils learn about body movement as they create people in action using pipe cleaners. Year 4 pupils make drawings of seeds growing and can relate this to work in science on life processes. Year 6 pupils' mathematics work on tessellation and rotation is used to create imaginative patterns. Year 2 pupils' work on the 'seaside' poem and on 'reflection' are good examples where art is used to develop and extend pupils' knowledge and understanding of other subjects such as English.

118. From very early on in Year 1 pupils are introduced to the work of different famous artists. They use their work to learn about different techniques in using colour, form and materials to create paintings and drawings. Year 1 pupils' work creating a painting in the style of Monet is a good example of this. By the time they reach Year 6 pupils have a good knowledge of the work and styles of different artists and sculptors and they use this effectively to produce their own art work. Pupils' skills in sketching are developed systematically through carefully planned art work. Pupils in Year 2 are beginning to use sketching pencils to draw pictures of objects they have observed. Their drawings show how they have used lines and shape to produce the features of the objects they have observed, such as old and new irons, telephones and shoes. As they progress through the years, pupils are becoming more confident in selecting and recording visual information through their sketching and drawing. They can use their sketches to develop their ideas for designs. Year 6 pupils' work on creating the three-dimensional forms for headgear is a good example of this. Pupils in both key stages are given opportunities to work with a range of media. Year 5 pupils' work on people in action shows how they used the photographs of different gymnastic positions and movements of themselves to recreate these actions using pipe cleaners. Year 3 pupils' paintings of the seaside show that they can use colour, shape, line and size to show the effect of objects near and far. Through this work it is evident that attainment in art and design is above expected levels for pupils' ages throughout school. There is some evidence, for example Islamic patterns, where pupils are given opportunities to learn about art from other cultures. However, examples such as these are limited. Pupils enjoy art. They work together well sharing ideas and resources. They are very proud of their work and take great care in presenting it.
119. Although no lessons were observed in Years 1 and 2, the work seen around the school and in pupils' books indicate that teaching and learning across the school is good. The high standards achieved by pupils indicate the high expectations teachers have and the quality of work they expect. In the lessons observed in Years 4, 5 and 6, teachers shared the objectives with the pupils, making sure that all pupils had understood what they were expected to achieve. Teachers' skilful questioning ensures pupils think about the process and skills involved in producing their work. As a result they evaluate and change their work as they progress. Teachers make good use of best examples to encourage pupils' learning. In one of the lesson observed in Year 4 about patterns, the teacher used examples of pupils' sketching of different patterns to further develop their ideas. She has also offered pupils the opportunity to experiment with their patterns using computers. However, generally the use of information and communication technology in art and design is less well developed. In a Year 5 and 6 lesson the teacher asked pupils to explain their design for their hat and this encouraged pupils to evaluate the effectiveness of their design. The step-by-step approach to develop pupils' skills by setting small challenges for them to solve makes lessons interesting for pupils and they get a lot of joy from their work.

120. The co-ordinator has done a lot of work to support staff in delivering the subject. She has produced a collection of pupils' work with National Curriculum attainment levels so that staff can use this to plan and assess pupils' work. The school is in the process of amalgamating the Qualification and Curriculum Agency's scheme of work with their own. The marking of pupils' work varies throughout school. There are some examples of evaluative comments about what is good about the work and what needs to be further developed. Developing a whole school approach to assessing and recording pupils' attainment is one of the areas identified for further development. The co-ordinator is clear about the strengths and areas for improvement. She sets good educational direction for staff and her co-ordination of the subject is good. The resources are adequate to deliver the subject effectively. The school has made good progress since the last inspection and it has a good capacity to improve further under the clear direction of the current co-ordinator.

DESIGN AND TECHNOLOGY

121. It was only possible to observe one lesson in design and technology during the course of this inspection, nonetheless a scrutiny of pupils' previous work shows that by the age of seven they have made sound progress and attain levels that match the national expectation. By the age of 11, pupils have made good progress and attain levels that exceed the national expectation. This marks an improvement since the last inspection where standards were noted as matching the national expectation for pupils at the ages of seven and 11.
122. In the one lesson seen in Year 2, the teacher prepared activities well so that pupils had good opportunities to evaluate a range of toy wheeled vehicles. They cut out a range of pictures to highlight specific features of different vehicles and worked with small construction kits to examine and evaluate the different components and materials that can be used for building them. The activities helped pupils to gain a solid grasp of the ideas and materials they could use when entering the next phase of work to design and make their own model wheeled vehicle. Careful guidance from the teacher and support staff enabled pupils to work in a purposeful and enthusiastic manner, but with good opportunities to pursue their own individual ideas. This meant that all groups of pupils, including those with special educational needs, profited by the experiences and made good progress with their learning.
123. Teachers make very good links between design and technology and other subjects. This was seen, for example, in one art and design lesson where Year 5 and 6 pupils were given very good opportunities to design and make hats. They selected from a good range of resources, clarifying their design ideas by experimenting and discussing different possibilities. The teacher questioned pupils skilfully to stimulate their thinking. By setting a range of mini challenges she succeeded in getting the pupils to work in an enthusiastic way. As a result, pupils collaborated effectively and compared and modified their ideas to come up with a good quality prototype.
124. The scrutiny of pupils' previous work shows that by the age of seven they are confident with employing models and pictures to explain their designs. They have made a range of different wheeled vehicles, windmills and clock faces - all of which employ a simple moving or pivoting mechanism. Information and communication technology has been appropriately used for designing model houses, and the houses have been carefully constructed and fixed together showing good attention to detail, for example, with windows and doors carefully cut out and with features such as

chimneys and door handles added in some cases. By the age of 11, pupils work from detailed plans and with precision. They test and evaluate the models they have made and gain a good understanding of how well or not their designs work. For example, in a Year 5/6 project to build rockets that would move, pupils produced highly detailed plans and a great deal of consideration clearly went into the ideas of how the models could be powered and made to be aerodynamically efficient. Pupils utilised balloon power (jet thrust), water pressure and elastic band power and photographs of the testing/launching showed the pupils working with tremendous enjoyment and enthusiasm. Some of the models were constructed to a high standard of finish, with very skilful use of everyday household materials to make the models look realistic. Again, the work demonstrated very strong and supportive links with other subjects, in this case art and science. Similarly, food technology work in Year 5 made good use of mathematical data handling ideas, with carefully constructed surveys into bread tasting. During a 'bread and biscuit week' pupils gained a very full knowledge of the bread making process. As well as building their science knowledge of how yeast operates in the dough making process, they constructed a step-by-step plan of how to bake bread and biscuits themselves and wrote detailed accounts of the results of their work.

125. Although not enough lessons were seen to judge teaching and learning overall, the wide range of in-depth work seen in the work scrutiny provides many indications of good teaching, with pupils building on their skills and previous learning well as they move through the school.
126. The subject is well led and managed. The headteacher currently co-ordinates design and technology and has a good subject knowledge which he uses effectively to support staff well where appropriate. The school has made very effective use of links with the local university and visiting students to support design and technology projects. The school is keen to further develop this subject, which is currently identified as a priority area in the school development plan. Areas targeted include the checking on future training needs for staff and the progression of pupils' skills. These are good points of focus to help the school further upgrade the quality of work across the school. Overall, the school has adequate resources for teaching and learning, but there is insufficient equipment to support food technology work/cooking for Year 3 to 6 pupils.

GEOGRAPHY

127. Standards in geography are in line with national expectations at the end of Year 2 and 6. All pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress in their learning. Standards have been maintained since the last inspection.
128. By the end of Year 2 most pupils are beginning to describe and compare the physical and human features of different localities, showing an awareness of places beyond their own locality. Year 1 pupils begin to develop their mapping skills by drawing a plan of their route to school and a simple map showing directions to the park. They investigate the physical features of different localities and can describe areas such as a forest, desert and jungle. Pupils in Year 2 discuss three localities, the seaside, countryside and town, identifying similarities and differences in these areas. They discuss the different forms of transport used to travel around the United Kingdom and other parts of the world. They make a plan of their classroom and name some places on a map of the United Kingdom. They identify important buildings around their local

area of Loughborough; for example, where the town hall and swimming pool are situated.

129. By the end of Year 6, pupils are beginning to appreciate the importance of wider geographical location in understanding places. For example, they make an in-depth study of the island of St Lucia, locating the island on a world map, planning routes from one town to another and the island's land use. They recognise and describe human and physical features and are beginning to understand how these can change the nature of places. For example, pupils in Year 3 compare a village in 1900 with the same village today. They recognise some of the human and physical changes that have taken place over the last hundred years. Pupils in Year 5 use information on a map to discuss the growth of Loughborough and make a close study of the local area using maps and locating their own homes on these maps. They complete a survey of traffic in the area. Most pupils can name rivers and cities on a map of the United Kingdom. In Year 6, pupils extend their geographical knowledge and understanding of the United Kingdom and understand that physical features can change. For example, they look at the effect of waves on the coastlines around Britain. Good links with science enable pupils to fully understand some of the reasons for 'erosion'. Several year groups have a focus on a geography unit called 'What's in the news' and are focussing on the countries competing in the World Football Tournament. Pupils in Year 4 are able to share with the rest of the class facts gleaned from their research, such as the capital city, population, official language, climate and national flag for each country competing in the competition.
130. The quality of teaching and learning is satisfactory. Teachers demonstrate secure subject knowledge and prepare interesting activities for the pupils, although lesson planning is often brief. Sound question and answer sessions are a feature of most lessons and are used effectively to find out what pupils know and understand. For example, at the start of one lesson the pupils were asked what they already knew about the coastal area and were asked to position geographical vocabulary onto a picture of a coastal area. From this exercise and by quality questions the teacher could establish the prior geographical knowledge of the pupils before she went on to the main activity of the lesson. Teachers focus well on the use of specific geographical vocabulary, for example 'erosion' and 'population' and this has a positive impact on pupils' learning. Behaviour management and relationships are good. As a result, pupils generally behave well and enjoy their work. Good provision is made for pupils with special educational needs. For example, the pupil who is visually impaired was given the opportunity to use a three-dimensional model for her geography work on the local environment, and most of the written evidence provided for her is printed in Braille. Resources are well organised and used effectively to support learning. The use of literacy skills in geography is developing well, as are cross-curricular links with other subjects. For example, pupils were able to use their knowledge of the organisation of non-fiction books to support them in their research, and in Year 2 there are good links with looking at how and where people spent their holidays in the past. There was little evidence of the use of information technology to support pupils' learning. However resources have recently been purchased to address this issue.
131. Management of the subject is satisfactory. The co-ordinator is working effectively with staff to review the scheme of work and to implement assessment procedures. The school is using parts of the nationally recommended scheme of work for geography, together with their own scheme, and are gradually introducing end of unit assessment tasks to ensure there is clear progression of skills and knowledge of the subject as the pupils move through the school. Resources are satisfactory and good use is made of residential visits to support the teaching of geography. For example,

pupils in Year 4 have visited Lincoln to study a different locality, and pupils in Year 6, are going to Scarborough and the Isle of Wight to look at coastal features.

HISTORY

132. Standards attained in history remain broadly similar to those reported at the time of the last inspection, with both seven and 11 year olds acquiring skills, knowledge and understanding typical for their age. A small number of these pupils exceed national expectations.
133. Pupils in Years 1 and 2 learn about history within class topics. In a topic entitled 'Journeys', for example, they learn about different forms of transport through the ages. They do some writing, drawing and other forms of recording but much of the learning is done through discussion, watching educational videos, visiting places of historical interest and talking to people who visit the school. During the inspection, pupils in Year 2 listened and asked questions when someone came into the classroom to tell them about holidays in the 1940s and 1950s. This variety of experience allows pupils, including those with special educational needs, to make sound progress overall. Seven year olds talk about people in history, such as George Stephenson, Louis Braille and Elizabeth Fry, and know why they are famous. They know some of the ways in which life in Victorian times were different than they are today. They learn how social conditions affected daily life and about Victorian views that children should be seen and not heard'.
134. The quality of teaching in Years 1 and 2 is satisfactory. There are some good elements to the quality of teaching in Years 1 and 2. In one good lesson observed, the pupils arranged pictures of different forms of transport along a time line. During this session, the quality of discussion was good and when talking and answering questions, pupils demonstrated an increasing sense of the passage of time. However, the quality of teachers' planning varies and there are times when the focus of teachers' planning is insufficiently clear and pupils' learning is not consolidated by recording their history work in their books.
135. In Years 3 to 6, pupils study historical topics such as 'The Romans', 'The Tudors' or 'Ancient Egypt', and they also do a local study of Loughborough when they visit the town centre and follow the Victorian Town Trail. Year 4 pupils find out about the different levels of society in ancient Egypt and the rituals associated with the entombment of the Pharaohs. They visit Lincoln and studies in the city help their awareness that various peoples such as the Romans, Vikings and Normans have invaded Britain and left their mark. Studies of the Romans in Years 3 and 4 are also enriched by a visit to Lunt Fort. A visiting historical drama group who create costumed role-play learning situations for the pupils, heightens the interest of pupils in Years 5 and 6 in their study of 'The Tudors'. They are knowledgeable about Henry VIII and know why he acted as he did. In lessons observed during the inspection, some pupils role-played characters such as Catherine of Aragon, Thomas More and others. The other pupils asked them questions about their views of the situation at the time of Henry's first divorce. In these sessions the pupils demonstrated an awareness of the different consequences of Henry's actions and were beginning to become aware of how history could be interpreted in different ways.
136. The quality of teaching in Years 3 to 6 is satisfactory. Some good and very good lessons were observed during the inspection as well as some satisfactory lessons. The work in pupils' books in Year 3 to 6 is of variable quality. There are some well written and well presented accounts but there are other examples of worksheets completed untidily, or other tasks limited in scope with little evidence that the pupils are really trying to do their best. The enrichment activities the pupils experience, the knowledge and enthusiasm of some of the teachers and the quality of the discussion

in classes show that all pupils make satisfactory progress. Pupils of all ages show interest in the subject and some, especially the more able, bring ideas to lessons which they have gained from their own reading or family discussions.

137. Since the last inspection, the school has improved its provision for the teaching of history by producing its own scheme of work. This programme of work has been closely linked to visits the pupils make and other enrichment activities arranged by the school. The school is now integrating units of work provided by the Qualifications and Curriculum Authority into its own scheme of work. There is some inconsistency in the way that the subject is planned. The management of this transition is not yet rigorous enough to ensure that a new structure is agreed and put in place for the planning, teaching and assessment of history. Resources for the subject are adequate and these are often complemented by artefacts loaned by parents.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. At the end of Year 2 and Year 6, pupils' standards are broadly in line with those expected for their age. This was the case at the time of the last inspection. The previous report showed that skills were not developed effectively year on year. These problems have largely been solved because the school put in place its own programme of work and is now in the process of replacing it with the planning provided by the Qualifications and Curriculum Authority for all schools.
139. The school responded well to the judgement that pupils' keyboard skills were slow when it was last inspected. A structured programme of practice tasks is now in place to help pupils throughout the school. As a result, they are now as good as most others in typing and using an appropriate range of keys.
140. Pupils aged seven develop ideas and make things happen effectively using computers. They gain word processing skills by, for example, writing stories. They centre the text on the page, use bold lettering where they choose and underline appropriate passages. They give instructions to make an electronic toy follow a given path. Pupils in Year 1 were seen writing about what they did during the half term holiday. They learned how to control the mouse, use capital letters and to print their work. Displayed work shows that they design streets using computers during geography lessons. Year 2 pupils achieve good results when they 'paint' landscapes with houses, trees and clouds.
141. Eleven year olds work well with databases and spreadsheets. They compile banks of information about different members of their class and question them to discover, for example, how many walk to school. In a lesson observed in the computer suite, pupils learned how the formula feature of their database program automatically recalculates costs when they enter different amounts. Their work to produce presentations involving images, sound and text is of a good standard. They create a 'Come to the Talent Show' package in which they program some of the text to disappear whilst the rest of the page remains. Some pupils lack experience of sending emails and monitoring events using computers.
142. Standards are rising quickly now that the new computer room is in use. Pupils in Year 3 were seen learning to import images from the Internet, digital cameras, compact discs and scanning devices. They rotated, resized and moved the pictures to new positions before inserting boxes into the page in which they typed text. The use made of computers in other subjects is increasing fast. Pupils in Year 2 use art

programs to print images which they use when designing calendars. Those in Year 3 work on programs to increase their understanding of number patterns, and Year 6 pupils simulate a science experiment using compact disc technology.

143. The quality of teaching and learning is good overall. Only lessons in the computer room were observed, taught by knowledgeable ancillary assistants. The high quality of Year 5 pupils' past work indicates that they receive particularly effective teaching from both the ancillary assistant and their teachers. The main strengths of the teaching of the different year groups seen are that adults know the programs that they use well, and have a clear idea about what they want pupils to learn and how this will be achieved. The good liaison between the assistants and the class teachers who plan the lessons helps to promote this. The teaching assistants use good methods of teaching. In a lesson for pupils in Year 3, the assistant's use of an analogy between a set of drawers and the computer's filing system enhanced pupils' understanding of the process they were using.
144. Pupils' enthusiasm for working with computers has a positive effect on the standards they attain. The support they give each other helps pupils with special educational needs and those who do not speak English at home to make progress similar to their peers.
145. The small size of the computer room reduces the number of pupils who can be taught at the same time. The room comprises two bays on opposite sides of the entrance to the library. Usually two groups of six or less will use it, one infant and one junior, each taught by ancillary assistants. This reduces the frequency with which pupils visit the room. The individual attention that they receive because of the small size of the groups compensates to some extent for this. Most classrooms currently have only one computer, so the opportunities for practising skills there are limited. However, the school's plans for increasing the number of machines are well advanced.
146. Training funded by the government has increased teachers' confidence, knowledge and understanding of computer skills significantly since the last inspection. The good support given by the subject co-ordinator to her colleagues and the work she has done to improve the assessment of how well pupils learn have had a good effect on the progress that they make. The co-ordinator has also set up a very productive link with the local grammar school which involves some of its students working with junior pupils to create a website for Mountfields Lodge, and raising standards in controlling equipment using computers. Not all teachers include the use of computers sufficiently in their lessons. The school is aware of the need to improve the systems for saving pupils' work, so that the co-ordinator can better monitor the standards that they attain.

MUSIC

147. By the end of Year 2 and Year 6, pupils' standards of attainment are above those expected for pupils of these ages. Pupils enjoy their music making activities, make good progress and achieve well due to the good quality teaching they receive and the many opportunities they have to perform. The good standards noted at the time of the last inspection have been maintained.
148. By the end of Year 2, the majority of pupils sing a range of songs from memory. They sing enthusiastically and most demonstrate correct pitch. Pupils play simple tunes

on the recorder and keep a steady beat with the encouragement of the teacher. Pupils follow graphic scores using their voices as an instrument and are learning to make music as part of an ensemble, keeping their own part as others make different noises. Pupils clap a variety of rhythms and can keep a steady beat. By the end of Year 6, pupils sing enthusiastically and show good awareness of pulse and dynamics. They regulate their breathing to fit the correct phrasing of a song, and enjoy taking part successfully in three-part rounds. Pupils enjoy composing music and make use of a very wide range of appropriate instruments to create appropriate and effective musical pictures of landscapes, such as the seashore or the market place, in response to listening to Mussorgsky's 'Pictures at an Exhibition'. Pupils' good social skills ensure that they work together well and achieve the challenging tasks that are set for them.

149. The quality of teaching and learning is consistently good. Many of the lessons observed during the inspection were taken by a specialist teacher who visits the school for one and a half days a week. However, other members of the school staff with musical expertise also add to the good provision made for the subject. The specialist music teacher has excellent subject knowledge and successfully conveys her enthusiasm to pupils by making learning fun. She makes very effective use of tight time structures and the school's good musical resources to ensure that lessons move at a brisk pace and pupils achieve well. The use of her expertise in giving demonstration lessons is effectively increasing the confidence of teachers in teaching music. Consequently, pupils demonstrate enthusiasm and good concentration levels in lessons and achieve well. The teaching of singing is particularly strong and half the pupils in Years 3 to 6 belong to one of the school's choirs. There is a good range of resources for the teaching of music.
150. The management of the subject is good. The two co-ordinators work well together and have a clear view of the future development of the subject. As much of the teaching of the subject is carried out by the specialist music teacher, she has a clear view of standards in most classes. Together, the co-ordinators are successfully implementing the Qualification and Curriculum Agency's recommended guidelines for the teaching of the subject. Pupils have access to a wide range of peripatetic musical instruction and a significant number of pupils are learning to play a musical instrument. Also, in Year 2, all pupils have the opportunity to learn to play the recorder. There is a small school orchestra who perform for the school and at local events. The provision made for music is a strength of the school.

PHYSICAL EDUCATION

151. Pupils' standards in physical education at the end of Year 2 and 6 are in line with national expectations. Pupils make satisfactory progress.
152. Year 1 pupils show control when running, jumping and skipping and when holding stretched shapes, showing generally good extension of their limbs. They work together well in pairs. All pupils respond well to instructions and commands and enjoy physical activities. Year 2 pupils are developing good movement skills as they use a range of large gymnastic equipment safely. They show imagination in movements as they travel across and along the apparatus, twisting and turning and climbing on and jumping off. Year 3 and 4 pupils respond imaginatively to a musical stimulus as they demonstrate a range of sporting actions and work well together in small groups, co-ordinating their actions together. They listen attentively to instructions and work hard to improve their performance. Year 6 pupils show sound

skills when throwing and catching and are aware of the importance of the position of their feet when striking a ball using a cricket bat or tennis racket. They play a variety of games, demonstrating satisfactory skills in movement, such as swerving and side-stepping.

153. The quality of teaching is satisfactory overall and varies from good to satisfactory. All teachers make use of appropriate activities to prepare pupils for physical activities and to calm them down ready to return to their classrooms. In the better quality lessons, teachers successfully transfer their enthusiasm for sport to the pupils and consistently remind them of simple coaching points which, when adopted, improve their performance. Good attention is paid to safety considerations and praise is used well to motivate pupils to even greater efforts.
154. The subject is managed well by the infant and junior co-ordinators who work together well in raising the profile of sport in the school. There is a good range of resources and facilities for the development of sport. A wide range of sports is offered to pupils through extra-curricular activities, including sports competitions with other schools and an activities club for Year 2 pupils, and these are all well attended. The school is involved in national and local initiatives to increase the range and quality of the sporting activities available to pupils, such as the 'Active Sports' project. Good provision is made for pupils in learning to swim and nearly all pupils achieve the national objective in being able to swim 25 metres, with a significant number of pupils achieving beyond this level. Sports provision is a strength of the school.

RELIGIOUS EDUCATION

155. By the ages of seven and 11, pupils have made good progress in their learning and attain standards that exceed the expectations laid down in the locally agreed syllabus for religious education. This is an improvement since the last inspection where standards were noted as being average. Religious education was also noted as not being a 'high profile' subject and this is no longer the case, with much emphasis having been placed upon developing the subject. The subject remains a priority area in the next phase of the school development plan.
156. Pupils throughout the school gain an in-depth knowledge in the areas they study because teachers approach all of the themes in a comprehensive way - giving plenty of opportunity for discussion about topics and often following this up with practical activities that fully consolidate pupils' understanding and perceptions. Year 1 pupils gain a good understanding of the positive and negative feelings that are part of human life as they listen to a story about a magician turning the world grey; they learn to appreciate the wonder of brightness and colour in the world around them. Year 2 pupils gain a good knowledge of many Bible stories, including the stories about Noah's Ark, Jonah, Moses and New Testament parables such as the story of the Good Samaritan. They also learn facts about other religions, including the symbols, clothing and buildings that are important to the people who follow these religions. Year 3 and 4 pupils are encouraged well by their teachers to reflect upon the concept of 'faith'. They learn how this can apply in different situations, considering for example, ... 'Do we have faith in the England football team?' ... and compare this line of thought to the story of the woman who was healed by Jesus because of her faith. They gain a good knowledge about the life of significant religious people, such as St Francis, and know that God exerted a powerful influence on his life. Pupils make good gains in their learning throughout the school because teachers tell the related stories about religious events very well and capture pupils' interest. This was noted in

particular in the lessons for pupils in Years 5 and 6 where the dynamic way in which teachers presented the story about Martin Luther King drew the pupils into thinking very deeply about issues of discrimination and what can be done to combat such situations. By the time they reach the age of 11, pupils acquire a broad range of knowledge about the origins and beliefs of principal religions. They look at and compare different sacred texts and are given good opportunities to compare religious ideas in a modern context; for example, how people survived in Afghanistan under the rule of the Taliban and their very strict Islamic beliefs.

157. Pupils respond well in lessons and often display much enthusiasm for expressing their ideas during class discussions. Teachers successfully encourage collaboration in activities and discussion work so that all individuals have a full chance to participate in the work. The quality of the teaching at each key stage is good. Teachers show confident subject knowledge and therefore present information to pupils in an interesting and lively manner, which stimulates and motivates the pupils. Teachers use some very effective strategies to involve pupils. For example, in discussing discrimination with Year 5 and 6 pupils, the teachers gave out sweets to only a selected group of pupils to demonstrate the idea of unfairness - pupils responded with good ideas about how such unfairness should be dealt with. At Key Stage 1, teachers make good use of tape recordings to provide interesting and stimulating themes. In response to these good strategies, pupils develop their ideas confidently and progress at a good rate with their learning and achieve well.
158. Religious education is led and managed well by an enthusiastic co-ordinator. She has helped develop the subject so that it now occupies a high profile in the curricular provision offered by the school. A particular strength of work in this subject is the strong links that are made with work in assemblies. Religious education themes are very usefully given a strong introduction in assemblies and this sets the ideas up very well to help teachers follow up the themes during subsequent lessons. This helps to provide a very consistent approach towards planning and teaching. Strong links are also made with the school's active PHSE programme and, in this way, the subject makes a very substantial contribution towards developing pupils' spiritual awareness. Additionally, the work on different faith communities provides pupils with a valuable insight into other cultures and traditions. Whilst the co-ordinator monitors planning and liaises closely with colleagues, she does not have the opportunity to monitor teaching and learning across the school. The co-ordinator also recognises the need to build a more formalised approach to monitoring pupils' progress. She is also usefully seeking to increase the number of visitors from a range of different religious backgrounds to the school to further support pupils' learning. Resources for teaching and learning are adequate.