

INSPECTION REPORT

HEATHER PRIMARY SCHOOL

Heather

LEA area: Leicestershire

Unique reference number: 119926

Headteacher: Mrs E Stead

Reporting inspector: Nigel Pett
17331

Dates of inspection: 18th – 20th June 2001

Inspection number: 192960

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:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Heather Coalville Leicestershire
Postcode:	LE67 2QP
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Michelle Tointon
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17331	N A Pett	Registered inspector	Mathematics Geography Religious education	The school's results and achievements How well is the school led and managed?
9928	A Dobson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17757	Ms J Willis	Team inspector	English Art Music Physical education; Early years Special educational needs English as an additional language	How well are pupils taught?
13805	Ms L Lowery	Team inspector	Equal opportunities Science History Information and communication technology Design and technology	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school is situated to the northwest of Leicester, serving Heather and its immediate area. It caters for 96 boys and girls aged between 4 and 11 years of age and it is much smaller than other primary schools nationally. A small number of children aged under five are catered for in the Foundation Stage in a combined Reception/Year 1 class. Pupils come from the full range of socio-economic backgrounds and the number of pupils eligible for free school meals is below the national average. There are no pupils of ethnic minority heritage or with English as an additional language. The proportion of pupils identified as having special educational needs and holding statements to address their specific needs, is below the national average. Attainment on entry reflects the full range of prior attainment. The school's aims are for a commitment to 'quality in education' within its whole community.

HOW GOOD THE SCHOOL IS

This is an improving school. Standards in National Curriculum tests are above the national average, overall, and most pupils make satisfactory progress. Teaching is satisfactory overall with a significant amount of good teaching. The school is being well led and managed and gives satisfactory value for money.

What the school does well

- Gives children aged under five a good introduction to education and teaches effectively to promote pupils' progress in the Foundation Stage and in Key Stage 1.
- Provides a very good range of extra-curricular activities.
- Cares very well for its pupils and effectively promotes good standards of behaviour, attitudes, values, personal development and relationships, which lead to its positive ethos.
- Successfully promotes pupils' moral, social and cultural education.
- Has an effective and developing relationship with parents and the community.

What could be improved

- Raising standards in writing, particularly for higher achievers.
- Raising expectations and consistency in the quality of teaching.
- Meeting the individual needs of pupils, especially those with special educational needs.
- The quality of marking and use of assessment.
- The overall quality of resources.
- The involvement of the governors in monitoring standards and quality of education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been satisfactory. Since the last inspection in 1997, standards have risen, although issues still remain for the standards of pupils' writing. The quality of teaching has improved, although there are still weaknesses in Key Stage 2. The roles of subject coordinators are still underdeveloped. The governors' annual report to parents and the prospectus still fail to meet requirements. Development planning has not shown sufficient improvement, although recent developments in monitoring and strategic planning show an awareness of the school's strengths and weaknesses. There is a good potential for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	B	B
mathematics	B	E	A	A
science	D	C	B	B

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

Children in the Foundation Stage make very good progress and, by the time that they are aged five, their standards meet the Early Learning Goals. The results achieved in the National Curriculum tests at the end of both key stages have improved over the last four years at above the national trend. The targets for the percentage of pupils reaching the national levels in year 2000 were met. Pupils in the Foundation Stage and Key Stage 1 achieve good standards. Standards by the age of eleven for the pupils currently in Year 6 are average in English, mathematics and science. There are shortcomings in speaking and listening and in writing, where there is insufficient opportunity for recording in foundation subjects and for extended writing, limiting pupils' overall progress. Standards are in line with the expectations of the agreed syllabus in religious education, in information communication technology and in the foundation subjects. The overall progress of pupils with special educational needs is unsatisfactory. Fluctuations in results reflect the small size and prior attainment of the year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school, work hard and are proud of their achievements.
Behaviour, in and out of classrooms	Good. The large majority of pupils behave well in class and around the school, although they can be slightly boisterous at play.
Personal development and relationships	Good. Many pupils show responsibility towards others and for their work and their relationships are good.
Attendance	Good. Authorised and unauthorised absence are better than the national averages for primary schools. Punctuality is good.

The manner in which pupils' attitudes, values and behaviour are promoted is a strength of the school. Pupils are encouraged to mature and become responsible although opportunities to develop independent learning skills are missed.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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 has improved since the previous inspection. During the inspection it was at least satisfactory in 92% of lessons, good in 42% of lessons and very good in 12% of lessons. Teaching of literacy and numeracy is good, overall, save for the shortcoming in writing. The teaching in the best lessons has a positive impact on pupils' learning and standards, but in 8% of lessons teaching is unsatisfactory. Expectations are not always high enough and the planning and strategies are occasionally inappropriate. The overall support for pupils' individual needs, especially the gifted and talented and those with special educational needs, is unsatisfactory, leading to some underachievement. Staffing problems have exerted a disruptive effect on the continuity of teaching for some classes, especially for pupils between the ages of 7 and 11 years.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory breadth and balance. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Provision is unsatisfactory, especially with regard to individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils are helped to mature and there is good provision for their moral, social and cultural development. Spiritual development is satisfactory as opportunities are missed to further develop pupils' values and beliefs and sense of awe and wonder.
How well the school cares for its pupils	Good. Pupils are well known and cared for, but the effective procedures for assessment are insufficiently used to raise standards.

Good opportunities are taken to enhance the curriculum. Assemblies contribute well to pupils' spiritual development. Training for child protection is not up-to-date. The quality of pupils' reports is unsatisfactory in relation to target setting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The headteacher provides clear direction for the school and manages well. There is a supportive partnership with the staff.
How well the governors fulfil their responsibilities	Satisfactory. Many of the governors are recently appointed. They are totally committed and are developing their role very effectively.
The school's evaluation of its performance	Satisfactory. Analysis of tests results is carried out, but monitoring and evaluation of teaching and learning are underdeveloped.
The strategic use of resources	Satisfactory. Strategic planning is developing well and the school seeks to provide the best opportunities for its pupils. It provides satisfactory value for money.

The new headteacher provides a very good example through her commitment. The recently written school development plan identifies priorities and is strategic. There are distinct shortages in resources, which are being addressed. There are sufficient staff who have appropriate qualifications and experience to teach the age range and the curriculum. Subject expertise is satisfactory, although there are weaknesses in information communication technology. The accommodation is generally adequate to meet the demands of the curriculum except outdoor play facilities for the Foundation Stage. There are deficiencies in the state of the temporary classrooms. The very good displays add significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standards being achieved and progress made by their children.• The high expectations set by the school.• How well the school cares for its pupils.• The good attitudes, values and behaviour• The good quality of teaching.• The quality of information on pupils' progress.• Children like school, and are helped to mature and show responsibility.• The school is easily approachable, and is well led and managed.	<ul style="list-style-type: none">• Inconsistency in setting homework.• The range of activities outside of lessons.

These are the views expressed in the pre-inspection questionnaire and by the small minority of the parents who attended the pre-inspection meeting. Inspectors firmly agree with most points that please parents. Inspection evidence supports the views about homework. The quality of information about pupils' progress is satisfactory, but lacks sufficient targets. Inspection evidence counters the views about extra-curricular activities and whilst pupils are well cared for, the meeting of pupils' individual learning needs and expectations in some teaching are inadequate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results in the year 2000 National Curriculum tests at the end of Key Stage 2, when pupils are aged eleven, were above the national average and the average for similar schools in English and science and well above in mathematics. They show a significant improvement from the previous year. The proportion of pupils gaining the higher levels was well above the national average in English and mathematics and close to the average in science. The overall points score for all three core subjects was above average and in comparison with similar schools was well above average. The overall trend for improvement was above the trends to be found in primary schools nationally. Targets set for 2000 were met. Taken over the last three years, the average points score achieved by the pupils has exceeded the national average. From year to year there are some small differences between the performance of boys and girls, but this reflects the make up of the year groups. They are occasionally very small and, sometimes, have a higher proportion of pupils with special educational needs. The differences between these results and inspection judgements reflect these factors.
2. Results at the end of Key Stage 1 tests and teacher assessments were above average in reading and close to the average in writing. In mathematics, results were very high. In teacher assessments for science, results were above average. The proportion of pupils gaining the higher grades was well above the national average in mathematics, above average in reading, and below average in writing. In comparison with similar schools, reading was above average, writing well below average and mathematics very high. Girls achieved better results than boys. Over a four year period, the results have fluctuated, but year groups vary in size, gender and in prior attainment, but these latest results do show improvement.
3. When children start in the Reception class, their skill levels are broadly in line with the national average. Children are taught in a Reception class, which at the time of the inspection was combined with pupils in Year 1. The children make good progress and, by the end of their reception year, the majority of children will have achieved most of the Early Learning Goals in all the areas of learning. A minority achieve standards that are above average for their age in their mathematical and literacy development.
4. By the age of seven, most pupils' attainment in speaking and listening is above average and they make good progress. By the end of Key Stage 2, pupils' attainment in speaking and listening is average. They listen well, but are less willing to offer opinions or to develop conversation or discussion. Little evidence of extended discussion or debate was observed during the inspection to enable pupils to develop their skills in speaking and listening. Pupils' attainment in reading is above the national average in both key stages. At Key Stage 1, pupils enjoy reading aloud and are proud of their reading skills. Pupils read a variety of simple books and understand the difference between information books and fiction. By the end of Key Stage 2, most pupils read fluently, have a good understanding of the books they read and can name favourite authors. Standards in writing show significant improvement in style and content by the end of Key Stage 1 and are at least in line with the average for their age. Handwriting is developed satisfactorily throughout the key stage and pupils demonstrate a good understanding of simple punctuation of sentences. By the age of 11, pupils' writing is in line with the national average. All pupils write for a wide variety of purposes including reporting, stories, plays and poetry. There is insufficient opportunity for recording in foundation subjects and for extended writing and this limits pupils' overall progress.
5. Standards in mathematics are above average by the end of Key stage 1 and average by the end of Key stage 2. The effective implementation of the National Numeracy Strategy has made a significant contribution to pupils' progress. Numeracy is used effectively in subjects across the curriculum, for example, in science, geography and design and technology. In mental work at the beginning and end of lessons, pupils display good levels of numeracy skills and the large majority can calculate accurately. High attainers can draw appropriate conclusions from their data. Standards in science are average by the end of both key stages. Pupils develop their

investigational skills as they move through the school and, by the age of eleven, the majority are competent in their approach to a fair test and their predictions and conclusions. The school recognises the need to further develop these skills, particularly to support the recording element and thus extend their writing skills.

6. Standards in information and communication technology are average by the end of both key stages. This shows an improvement in Key Stage 2 since the last inspection and that standards at Key Stage 1 have been maintained. Pupils can use word processing, data handling and art packages to present information in a variety of forms. Older pupils use CD ROMs and the Internet effectively to find out information. Pupils can handle data well, producing and interpreting a range of graphs and charts and using spreadsheets in mathematics. Younger pupils can program a Roamer for control technology, but there is limited opportunity for older pupils to develop skills in control, monitoring events and responding to them.
7. Standards are above average in music by the end of Key stage 1 and average by the end of Key stage 2. Standards are average by the end of both key stages in art, design and technology, geography, history, and physical education. Standards are in line with the expectations of the agreed syllabus in religious education.
8. Pupils' progress is satisfactory, overall. This is an improvement since the last inspection. Whilst most pupils consolidate their knowledge and understanding, there are inconsistencies. For example, in English and in subjects across the curriculum, teachers work well on developing pupils' vocabulary in oral work. In foundation subjects, there is insufficient written recording to support the development of pupils' writing. In mathematics, pupils' mental skills are showing good improvement and this is having a positive impact on their mathematical development. In science, the large majority of pupils make good predictions in their investigations, but there are insufficient opportunities in Key Stage 2 to develop their skills and the writing up of their findings requires improvement. Progress in other subjects is at least satisfactory and occasionally good when teachers set challenging work. Nevertheless, insufficient attention is paid to ensuring that there is appropriate work to meet the individual needs of all pupils. For example, pupils with special educational needs make unsatisfactory progress, overall, because work is not consistently and specifically planned for these pupils. Individual education plans (IEPs) are not regularly updated and targets are not sufficiently specific, or designed to build on pupils' learning in achievable steps. Pupils make satisfactory progress in lessons when planning clearly identifies their needs and appropriate learning support is available on a one-to-one or small group basis, but, where this is not the case, pupils achieve standards of learning below their capabilities. The needs of the minority of higher attaining pupils are not always well met and this adversely affects their progress.
9. In relation to the last report, standards have improved, overall. The further raising of standards, particularly pupils' overall literacy skills and meeting their differing needs in the setting of demanding work, remains the key area for improvement. The recent improvement in management is beginning to consolidate learning and is raising standards, overall.

Pupils' attitudes, values and personal development

10. The pupils' positive attitudes, their good behaviour and the friendly relationships observed in the previous inspection, continue to be strengths of the school. There is a positive ethos. The vast majority of pupils enjoy school, a point confirmed by over 90 per cent of parents who responded on the parents' questionnaire.
11. In the Foundation Stage, children aged under five respond very positively to their experiences and have good relationships with their peers and with teachers and learning assistants. They co-operate well in small groups and pairs and are sensitive to the needs and feelings of others. All children behave well and show a good understanding of right and wrong. They have opportunities to select and develop their own activities and their progress as independent learners is satisfactory. Pupils in Years 1–6 know they go to school to learn and settle down quickly. They listen attentively, participate well in lessons and generally work hard. When the teaching is good, they respond very well to challenging and appropriate work. They generally

show a good enthusiasm for learning, although for some pupils, particularly in Key Stage 2, the rather predictable structure of each morning being devoted entirely to numeracy and literacy lessons appears to deaden their interest in these subjects. A small minority of pupils do not display positive attitudes and can be disruptive.

12. Behaviour is good, overall, and it is an orderly community. Pupils know very well that high standards are expected at all times. They each sign and understand the code of conduct and think that the rules are applied fairly. Behaviour in class is generally good and conducive to learning. Very occasionally, the levels of support for pupils with special educational needs is inadequate and when they experience difficulty with the work their behaviour becomes disruptive. This can also occur when potentially higher attaining pupils are set work that does not challenge them sufficiently. Most pupils move around the school in a sensible manner. Behaviour in assembly is good and pupils are respectful during prayers. Playtimes and lunchtimes have a friendly atmosphere, although some pupils are rather boisterous, leading to incidents of misbehaviour. No signs of oppressive behaviour were observed during the inspection and the pupils confirmed that bullying is not a significant problem. When an incident occurs, they generally express confidence in the staff's ability to sort out the problem speedily. One pupil has been permanently excluded in the last year.
13. Relationships are good. Pupils get on well with each other and adults in the school. In lessons, they listen sensibly to each other's views and show a good respect for the feelings of others. This was well illustrated in a Year 4/5 lesson discussing the issues raised by refugees coming to this country, where the overwhelming mood of the class was to ensure that all people are treated fairly and with respect. Dining is a social occasion and the pupils relate well to each other, with low noise levels allowing easy conversation.
14. Pupils mature satisfactorily. They enjoy helping in the running of the school, from taking registers to the office when they first start, to more whole-school duties by the time they are in Year 6. The School Council, which has recently been reformed, is a very useful channel for pupils to show initiative and responsibility. Its members enjoy their roles. Opportunities for acquiring skills for independent learning, such as investigation and research are limited.
15. Attendance is good, a similar judgement to the previous inspection. The attendance rate is above the national average for primary schools, and unauthorised absence is below average. Holidays in term time are not significant. Pupils come to school and to lessons punctually. Registrations are prompt and efficient, setting a positive tone to the school day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory, overall. It is satisfactory in 92 per cent of lessons, good in 42 per cent, very good in 12 per cent, but is unsatisfactory in 8 per cent. It is good in the Foundation Stage and in Key Stage 1 and satisfactory in Key Stage 2, overall. At the time of the last inspection teaching was also judged to be satisfactory, but there has been considerable improvement in the Foundation Stage and Key Stage 1 where teaching was generally good or very good in lessons observed. The shortcomings at Key Stage 2 inhibit some aspects of pupils' learning, particularly for the progress of gifted and talented pupils and those pupils with special educational needs. Teaching of older pupils is satisfactory with some good teaching, where pupils' work indicates satisfactory progress over time.
17. In the good quality of teaching in the Foundation Stage, the Early Learning Goals are clearly understood and used to inform planning. All children currently in this stage are in a class that combines Reception and Year 1. The basic skills of literacy and numeracy are very well taught through the National Literacy and Numeracy strategies. Learning for the youngest children is well planned for different groups to build on children's levels prior attainment and previous learning. They make very good progress in communication, language and literacy skills and good progress in mathematical development. The teacher passes on her own enthusiasm and the children are excited about their learning and proud of their achievements; for example, in learning to read new words and understanding when to use a full stop and capital letter. Teachers have high expectations of behaviour and, in particular, of listening skills and children respond well to these. Insufficient opportunities are provided for children to select their own

activities from a range provided to develop their skills in independent learning and creative development. Good use is made of learning support assistants who work well with groups of children in all activities.

18. Pupils in Key Stage 1 often make good progress in all areas of the curriculum. There is a strong emphasis on the teaching of basic skills across the curriculum, well supported through the literacy and numeracy strategies. Good use of questioning encourages pupils to explain how they work out answers, reinforcing and developing their understanding. Teachers demonstrate good knowledge and understanding of the different curriculum areas and motivate pupils well. For example, in a very good music lesson, pupils tackled challenging rhythms with competence and enthusiasm, making good progress in using symbols to represent the sounds of different percussion instruments. Teachers have established a good working environment with high expectations of output and behaviour to which pupils respond well.
19. In Key Stage 2, where teaching is good or better, work is planned to meet the differing needs of the pupils and builds upon their prior learning. Teachers have a good understanding of the subject and plan clear learning objectives, which are shared with pupils so that they understand clearly both what they have to do and what they are expected to learn. Achievement is identified and celebrated and the next stage of learning is presented as a target. This understanding and involvement in their own learning effectively motivates pupils who make good progress. In good lessons, the pace is brisk and work is presented in an exciting way, setting problems to solve, things to find out or challenges to meet. The level of the work is challenging, but is achievable. For example, over the last term in years 5 and 6, the focus on developing extended writing has produced good progress and the brisk pace and challenge in a very good music lesson led to good standards being achieved. Management of pupils is satisfactory, overall, but behaviour deteriorates when pupils do not find the work sufficiently stimulating or if it is too difficult. Where teaching is less than satisfactory there are shortcomings in teachers' subject knowledge and understanding. Questioning and explanations lack clarity and do not effectively promote learning. Planning is focused more on activities than on learning objectives, with work not meeting individual needs. Pace is often slow, pupils are often confused about what they have to do, and work is presented as a task to be completed rather than an interesting challenge to motivate pupils.
20. Satisfactory application of the literacy and numeracy strategies has had a positive effect on the development of basic skills throughout the school. The national guidelines are effectively used for the basis of schemes of work for the foundation subjects. Teachers use the schemes well to inform their planning, but insufficient attention is given at classroom level to matching tasks and learning objectives to pupils' needs to ensure appropriate challenge. Teaching of the foundation subjects and religious education is satisfactory, overall. There has been considerable improvement since the last inspection in the teaching of music and information communication technology. Teachers have developed sound to good knowledge and understanding in these curricular areas. In music, they plan lessons well to build upon previous learning and develop pupils' skills. In information communication technology, planning covers all areas and displays of work indicate that teaching encourages the application of skills across the curriculum.
21. Teaching for pupils with special educational needs is less than satisfactory. Individual education plans do not contain specific, challenging, targets and teachers make little use of them. The deployment of support staff is not always effectively targeted. Work planned is often insufficiently challenging for gifted and talented pupils. The use of assessment to inform teaching and learning for all pupils is underdeveloped. Pupils' work is regularly marked and comments of praise and encouragement are given. However, marking is not used effectively to help pupils improve their work.
22. The use of homework is good at the Foundation Stage and Key Stage 1, but inconsistent at Key Stage 2. Pupils throughout the school take reading books home and spellings to learn, effectively developing the home/school partnership. Good use is made of reading diaries, filled in by parents and teachers. Pupils at Key Stage 2 are set more formal homework and have a homework diary, but the effectiveness of its use is variable. Some pupils interviewed felt that

homework was too hard or they were unsure of its purpose and what they had to do. However, pupils demonstrate an interest in their work that extends out of school. They often find things out at home related to their work in class and bring in books, artefacts and pictures and information they have downloaded from the Internet.

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

23. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum, the Agreed Syllabus for Religious Education and for sex education and drugs awareness. Since the previous inspection, the National Literacy and Numeracy Strategies have been implemented. The school is aware of the need to review the distribution of time and the use of the literacy and numeracy strategies to provide a better balance to the school day. The time allocated to English and mathematics is above the national average and the time spent on the foundation subjects, science, religious education and information communication technology is below average. Curriculum time is allocated to personal, social and health education, but this varies from class to class and is not based on a carefully planned scheme of work. The need to improve information communication technology has been recognised and resources have been renewed. Existing computers have been redistributed, so that children can have regular access to them during lessons and there is now a well used, but small ,computer suite in the library. This improved provision gives pupils good access to the specified curriculum for information communication technology.
24. Co-ordinators have worked hard to rewrite or amend existing schemes of work to ensure that they take account of recent national guidance. Individual teachers are now effectively using these in their planning, but monitoring to ensure consistency is underdeveloped. This is particularly important with different combinations of mixed age classes. Pupils with special educational needs receive full access and entitlement to the curriculum. They are no longer withdrawn from lessons for extra support as was evident in the last inspection. However, their access to the curriculum and their opportunities within it are limited where work planned is not in line with their needs.
25. The provision for personal, social and health education is satisfactory. Provision is inconsistent, because there is no scheme of work to provide a coherent programme. Sex education, the dangers of drug misuse and children's personal needs, are effectively addressed through this programme. There is a very good range of extra-curricular activities. As well as different sports and musical activities, there are gardening, assembly, puppet and French clubs. Pupils are involved and support these activities very well. There are very good community links and these contribute positively to the curriculum. The links are strong with the church and pupils support senior citizens in the village. Pupils join in May Day celebrations and many local groups use the school building.
26. The provision for the pupils' spiritual, moral, social and cultural development is good, having been maintained since the last inspection. Opportunities for spiritual development are satisfactory. Well-planned assemblies meet requirements for a daily act of collective worship, and pupils are familiar with prayer and the singing of religious songs. Pupils are encouraged to reflect upon the assembly themes. The local vicar and other religious groups lead the assemblies on a regular basis. The school celebrates all the main Christian festivals and children make visits to the local church. Opportunities for spiritual development occur on other occasions, and the school is extending opportunities in subjects across the curriculum to develop pupils' values and beliefs, and their sense of awe and wonder.
27. Provision for moral and social development is good. There is a clear code of conduct and an expectation that pupils will try to do the right thing. This is reinforced through assemblies and personal, social and health education. Pupils consider moral issues in subjects such as history and geography with regard to pollution, the environment and living conditions in other times and places. They are encouraged to consider the needs of others. They are frequently involved in fund raising for a wide range of charities and have also adopted animals, such as an elephant, donkey and a tiger and continue to support them. There is a school council which encourages pupils to take responsibility. In addition, pupils are expected to care for the pets in

school and they feed the birds, look after the school pond and operate a litter patrol. The gardening club helps to improve the school grounds. There are many opportunities to support the local community. Pupils distribute produce to local senior citizens after their harvest festival, send Christmas cards to them and take part in carol singing in the village. The residential visit to Beaumanor encourages initiative and independence in the pupils. Taking part in challenging activities on this visit encourages them to co-operate with and support each other.

28. Pupils' cultural development is good. Through assemblies and religious education, they have the chance to learn about the major world religions and associated lifestyles. They know about a wide range of religious festivals and take part in celebrations of all the major festivals. Pupils are taught about the work of a broad range of artists and in music and assemblies they listen to music from all over the world. Through their geography and history topics, pupils learn about their cultural heritage and in geography they have the chance to study living conditions in less economically developed countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. There has been significant improvement since the last inspection in procedures for assessment, but there are still shortcomings in their effective use. The attainment of children aged under five is carefully assessed on entry. Good use is made of the National Curriculum tests and assessments and non-statutory assessments in the core subjects in Years 3, 4 and 5 to track pupils' progress as they move through the school and to set itself realistic targets. A range of standardised tests is used in both key stages to measure progress in spelling and reading. The assessment co-ordinator has carried out a detailed analysis of the statistics and provides information to identify pupils who are experiencing difficulties or performing particularly well and to identify areas of weakness in subjects or in classes. Portfolios of assessed work in each subject are being developed to ensure that teachers have shared expectations about standards. Individual pupils have their own folder of assessed work, showing their progress in each subject, and this is added to each year so that a clear picture of attainment and progress is passed to their next teacher. However, teachers are not making full use of all this information to help them plan work on a day-to-day basis which is closely matched to pupils' prior attainment.
30. The judgements regarding care and welfare are broadly similar to the previous inspection, although there are some shortcomings. This is a friendly school where the pupils are well looked after on an individual basis at all times. The headteacher and the staff know the pupils well, treat them as individuals and listen to them with respect. Procedures for monitoring pupils' personal development are good. The recently introduced, detailed record keeping in the 'blue book' is a very good initiative and will, in time, provide a very good overview of each pupil's rate of development. The sections in the pupils' reports on personal development are of good quality. The programme of personal, social and health education covers an appropriate range of topics. Good procedures exist for monitoring and promoting good behaviour. The discipline policy, based on praise and rewards, is consistently applied and is effective. The pupils take the acquisition of rewards seriously. Detailed behaviour records are kept of every pupil, with parents being informed when necessary of any inappropriate behaviour. Bullying is not tolerated and effective action is generally taken. Whilst staff are familiar with the child protection policy, the responsible person has not been trained and this is a significant weakness. Health and safety issues are taken seriously. There are regular inspections of the school, with a governor involved and effective follow-up procedures for any points noted. The school follows good practice regarding safety checks on equipment and fire drills. There is a good level of first aid cover. Good links exist with external agencies to provide effective support for most issues.
31. The care for pupils with special educational needs is unsatisfactory, overall. Procedures are in place to monitor pupils' performance and assess attainment, but these are not well used to plan the curriculum in line with the individual needs of these pupils in order to further their learning. Pupils have individual education plans, but most were last updated a year ago so monitoring of progress is unsatisfactory. Links with support agencies are not well used.

Teachers are caring and offer good personal support to pupils with special educational needs and, in some classes, good support for their academic development.

32. Procedures for monitoring and improving attendance are good. Registers are well kept and meet legal requirements. The procedures for recording absences have recently been reviewed, which has resulted in a decrease in the level of unauthorised absences. Attendance is regularly monitored by the headteacher who has clear procedures for following up cases of poor attendance. Procedures for parents requesting holidays in term time are very good and clearly stated in the prospectus. The awarding of certificates effectively encourages good attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents think highly of the school, which has a good reputation locally. It has maintained the effective partnership with the parents since the previous inspection and the partnership continues to be a strength of the school.
34. There was a good response to the questionnaire, but only a small minority of parents attended the pre-inspection meeting. Parents particularly like the approachability of the headteacher and staff, the high expectations the school has of the pupils, the good teaching and the good progress the pupils make. Inspectors agree with parents that the school is very approachable. Expectations, teaching and progress are all interlinked. Inspectors judge that, although good teaching was seen throughout the school, it was consistently better in the Foundation Stage and Key Stage 1, than in Key Stage 2 where it was judged to be satisfactory, overall. Consequently, expectations and progress, whilst satisfactory, overall, have some inconsistency.
35. Inspection evidence agrees with parents that the setting of homework varies, particularly in the homework given to pupils of a similar age, but in different classes, although the overall situation is satisfactory. Some parents have concerns about behaviour and would like a greater range of activities outside lessons. Inspectors disagree and, even though a few pupils are boisterous at lunchtime, behaviour, overall, is good, and pupils are supervised. Inspectors also consider that there is a very good range of extra-curricular activities for the resources available.
36. The quality of information given to parents is satisfactory. There are regular interesting newsletters, although parents are not informed of what their children are about to learn, which limits parents' involvement in their children's learning. Arrangements for parents to meet teachers to discuss their children's progress are good. Pupils' reports are generally satisfactory although they do not always clearly identify what the pupil needs to do to improve. The prospectus and the governors' annual report are easy to read, very informative and useful to parents. The information in these two documents does not meet statutory requirements, but action is being taken to remedy this weakness. Links with those parents who have children with special educational needs meet statutory requirements. Annual consultations are offered to parents, but are not always taken up.
37. There is a good level of involvement by parents in the life of the school. Many governors are parents and are very committed. There is an active Friends Association that successfully promotes social events, often involving the village community, as well as making significant contributions to resources. At home, parents listen conscientiously to their children read and help with the learning of spelling lists. However, parent helpers in the classroom are not as common as in many primary schools, although the new headteacher hopes to increase the number and has recently sent out a general invitation to parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher took up her post in January. Before this, there had been an acting headteacher for one term. She is playing a distinctive role and is very committed to the staff and pupils. Since her arrival, she has initiated significant improvement. She leads the school very well, has a good vision and provides clear educational direction. She has established an

effective partnership with staff and governors. Expectations have been raised. The school's aims are very well shared and are being increasingly met. The basic care of pupils is very good and standards are improving. The staff provide the headteacher with good support. Governors, parents and pupils have great confidence in the headteacher and the staff. The school has the clear potential for improvement.

39. Many members of the governing body are new to their role, including the Chairperson. The governors are very aware that they are in a developmental stage and have initiated an effective range of training. They are becoming increasingly and appropriately involved in the overall leadership and management of the school. For example, they are making a programme of visits to monitor the standards and quality of education to inform their decision-making. Statutory requirements are not met for the required information in the prospectus and for the governors' annual report, although action is being taken to remedy this shortcoming. The good partnership between the headteacher and governors is now promoting good learning opportunities throughout the school. Whole-school policies are being prepared and approved by the governors, with a process for regular review to ensure that they contain sufficient structures for guidance, monitoring and evaluation. The role of the governors, in ensuring school improvement, has significant potential.
40. The involvement of the staff in effectively managing development and the management roles of the subject co-ordinators are satisfactory in the context of this small school. Effective developments are planned for, but the potential difficulties envisaged by staff changes at the end of this school year are inhibiting. There is no substantive deputy headteacher. The monitoring and evaluation role of the subject co-ordinators is underdeveloped, although the headteacher and coordinators for English and mathematics have carried out this work. The management of provision for special educational needs is unsatisfactory. The headteacher has taken on the role of coordinator and is aware of the shortcomings in the provision for these pupils. She is inexperienced in this area and has identified training needs in the school improvement plan for herself and the governor with responsibility for special educational needs liaison.
41. The whole-school development plan has recently been written, taking into account the evaluations made by the headteacher and the governors. It is taking account of a range of appropriate priorities, with criteria to judge success and is strategically linked to finances. For example, the priorities include provision for special educational needs and improving teaching and learning. Financial administration is good and the recommendations of the last auditor's report have been implemented. Specific grants are appropriately used. The contingency fund is appropriate and governors are effectively monitoring spending and working hard to ensure that they achieve best value. Taking into account the standards being achieved and the progress made by the pupils, the quality of teaching and the quality of education, the school is giving satisfactory value for money.
42. The overall improvement since the last inspection has been satisfactory. The action plan took account of the key issues, but not all were resolved. Standards have risen for pupils in Years 5 and 6 and in information communication technology. Weaknesses still exist in pupils' standards in writing. Teaching has improved, overall, as there has been improvement in the deployment of the staff and the change of headteacher has led to changes in the teaching load. Improvement has not been achieved in the key area of monitoring by subject coordinators, although there is now coverage of the National Curriculum. There is better support for pupils with special educational needs, but issues still remain, making the overall improvement for this provision as unsatisfactory. Information in the school prospectus and annual report remain unsatisfactory.
43. The staff are appropriately qualified for the age range and to meet the needs of the curriculum. There is a broad range of expertise among the staff and subject knowledge is generally satisfactory, except in information communication technology. There are two job shares, one to facilitate time for the headteacher's administration and a temporary member of staff. Staff skills in information communication technology are being developed and this is improving pupils' standards. Learning support staff have good expertise and are generally well deployed. Administrative support is sufficient and the staff make a good contribution to the smooth

running of the school. The amount and range of in-service training undertaken by the staff are appropriate and contribute effectively to meeting the priorities in the development plan and for professional development. Induction arrangements are appropriate and performance management is being implemented.

44. The accommodation is unsatisfactory and does not meet the needs of the curriculum or the pupils. The main building was constructed in approximately 1850. It houses the classrooms for the Reception/Year 1 class and Year 6, a small hall and a small library, none of which is adequate. The very small staff room which has to be a resource base and a small office are also housed in this building. The office has to be shared by the headteacher and the secretarial staff. This presents significant difficulties when the headteacher needs space for meetings and for her administration time. Other classes are accommodated in three temporary classrooms adjacent to the playground. A fourth temporary classroom is leased to a local playgroup. The temporary classrooms are effectively used, but they are in need of refurbishment and are badly affected when the weather is very hot or cold. There are no covered ways between the buildings to protect pupils when the weather is inclement. Specialist accommodation and appropriate resources, such as workbenches and access to water, militate against the teaching of science, art and design technology. There is no appropriate play area for children in the Foundation Stage. Hard play areas are satisfactory and there is a good playing field. The good work of the site manager is evident throughout the school and exemplified by the high standard of cleanliness.
45. Good improvement has been made in the quantity and quality of computers and within the limitations of accommodation, they are well deployed and used. There are significant limitations in the resources to support teaching in English, science, art, design technology, geography and history. This deficiency is being addressed through the development plan. Resources are well organised. Good use is made of the local area, of visits and visitors to enrich the curriculum. Displays throughout the school are very good and help to provide a stimulating learning environment. They are linked to areas of the curriculum, as well as to celebrate pupils' work, activities and success

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The governors, headteacher and staff now need to raise standards still further by:
- i. Improving the quality of teaching and learning, especially in Key Stage 2, through:
 - the raising of teachers' expectations;
 - the further development of teachers' subject expertise;
 - the development of independent learning;
 - the better use of marking and assessment;
 - the improvement in the range of resources available.

Paragraphs 14, 17, 50
 - ii. Improving opportunities for pupils to develop the style and content of their writing to support learning in all subjects;
 - iii. Improving the provision for pupils' individual learning needs, especially for those identified with special educational needs and gifted and talented pupils.

Paragraphs 21, 60, 73, 82, 87
 - iv. Improve the quality of monitoring and evaluation by both governors and staff.

Other issues that warrant attention include:

- fulfilling the statutory requirements for training for child protection and in the quality of information in school publications;
- improving the quality of target setting in pupils' reports;
- improving the quality of accommodation and, particularly, the outdoor play area for the Foundation Stage and the temporary classrooms.

Paragraphs 44, 49, 54

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	42	38	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	9	9	9
	Total	13	14	15
Percentage of pupils at NC level 2 or above	School	87 (87)	93 (87)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	6
	Girls	9	9	9
	Total	13	14	15
Percentage of pupils at NC level 2 or above	School	87 (87)	93 (87)	100 (87)
	National	84 (82)	88 (86)	88 (87)

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

Because the numbers of pupils are small, data are given in the tables below only as to the percentage of pupils reaching the indicated levels and in comparison with the national figures. Detailed comments on these results at the end of Key Stage 2 are given in paragraph 1 of this report.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	4	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	80 (80)	80 (50)	100 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	80 (60)	80 (50)	90 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	86
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
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 – Y7

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	16
Average class size	19.2

Education support staff: YR – Y7

Total number of education support staff	3
Total aggregate hours worked per week	50

Financial information

Financial year	1999/2000
	£
Total income	205,966
Total expenditure	203,740
Expenditure per pupil	2,101
Balance brought forward from previous year	-2,757
Balance carried forward to next year	-531

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	57	7	2	0
My child is making good progress in school.	36	62	0	2	0
Behaviour in the school is good.	19	57	12	7	5
My child gets the right amount of work to do at home.	26	45	26	0	2
The teaching is good.	38	60	0	2	0
I am kept well informed about how my child is getting on.	31	50	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	24	2	5	0
The school expects my child to work hard and achieve his or her best.	52	40	7	0	0
The school works closely with parents.	31	40	19	5	5
The school is well led and managed.	31	48	7	5	10
The school is helping my child become mature and responsible.	43	40	5	5	7
The school provides an interesting range of activities outside lessons.	29	45	17	7	2

These are the views expressed in the pre-inspection questionnaire and by the small minority of the parents who attended the pre-inspection meeting. Inspectors firmly agree with most points that please parents. Inspection evidence supports the views about homework. The quality of information about pupils' progress is satisfactory, but lacks sufficient targets. Inspection evidence counters the views about extra-curricular activities and, whilst pupils are well cared for, the meeting of pupils' individual learning needs and expectations in some teaching is inadequate.

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

47. The school has maintained the effective quality of provision provided at the time of the previous inspection and has made improvements in the quality of learning. Children enter the reception class in the September or January before their fifth birthday. Their range of social and early learning skills is broadly appropriate for their age for the majority of children, as indicated by the baseline assessment. Inspection evidence shows that by the end of their reception year, the majority of children will have achieved most of the Early Learning Goals in all the areas of learning. A minority will achieve above average standards in their mathematical and literacy development.
48. The reception class provides a stimulating learning environment where the children feel happy and confident. The nine reception children share the class with seven Year 1 children and take part in the literacy and numeracy hour each morning. The majority of the Foundation Stage children are stimulated by this experience and learn well, mainly due to the very good teaching by the headteacher. She knows the children well and questions and tasks are carefully planned to meet their individual needs, providing appropriate challenge to further their learning. All children make satisfactory progress and most make good progress. There are currently three teachers for the Foundation Stage, reflecting the job share arrangements for the headteacher. Responsibilities for the areas of learning are clearly identified and teachers' planning takes account of the stepping-stones towards the Early Learning Goals for the Foundation Stage children. Two learning assistants provide support for the Foundation Stage children during the literacy and numeracy hours each morning, which allows some flexibility in the structure of the lessons to provide opportunities for creative development or exploratory play. They work well, under the guidance of the teacher to develop children's learning, for example, in counting objects and putting them into pairs and in re-arranging words to make a sentence about a picture. There are good assessment procedures in place for tracking pupils' progress, particularly in terms of their recognition and use of key words and their phonic skills. Home/school links are good and parents are encouraged to participate in their children's learning, especially in the development of early reading skills.
49. The accommodation and resources for the Reception/Year 1 class are inadequate. There is no space for a permanent home corner for ongoing role-play or for sand or water to be regularly available. Although some outdoor toys are available, for example, for road safety play activities, there is no separate fenced-off area for play and Foundation Stage children go outside at playtimes and lunchtime with the rest of the school. The tightly structured literacy and numeracy hours limit the opportunities for learning through exploration or creative play, although staff plan carefully to provide opportunities within the timetable which is necessarily structured to the National Curriculum for the Year 1 pupils.

Personal, social and emotional development

50. By the end of Foundation Stage, standards for most children are in line with the expectations of the Early Learning Goals. Children are encouraged to feel confident about what they can achieve. They are made aware of their good progress which is regularly shared and celebrated in the class. They respond very positively to their experiences in school, forming friendly relationships with their peers and with teachers and learning assistants. They co-operate well in small groups and pairs and are sensitive to the needs and feelings of others. For example, one child helped another who was struggling to get changed for physical education. Adults provide good role models, particularly in expressing an interest and enthusiasm for learning which is transferred effectively to the children. All children behave well and show a good understanding of right and wrong. They sit quietly when required and obey instructions well, for example in P.E. and dance lessons. They demonstrate confidence in expressing their ideas and tackling new activities. Most children sustain concentration well, although a few allow their attention to wander in whole class discussion and the youngest children find it difficult to stay on task for half an hour during the literacy and numeracy hour despite the support of the

learning assistant. They have few opportunities to select and develop their own activities from a range provided so their progress as independent learners, although satisfactory, is not as good as in other areas.

Communication, language and literacy

51. Achievement for most children is at least in line with the national goals and a minority achieve above this level. The development of listening skills is a strength, overall. Teachers emphasise the importance of listening and this has a very positive effect on learning. Children listen to stories attentively and readily share books with adults and with each other. Staff use talk to good effect in all the areas of learning and are good listeners. The children's use of spoken English is satisfactory and the majority speak in clear sentences. Children handle books appropriately and with confidence. Most can identify key words and are building up a bank of words they can identify by sight. They are beginning to use picture and phonic cues to help them understand text. They can talk in simple terms about the plot. Some children read with more real confidence, achieving standards above average for their age. Children take books home to share with their parents and this involvement helps to foster home/school links and a shared commitment to learning. In class, children learn that the title of the book and the names of the author and illustrator are to be found on the cover. They demonstrate an understanding of the contents page and can explain its use. Most children can write their name and are beginning to attempt to write simple words. They copy sentences written by the teacher and some children are able, independently, to write correctly structured sentences with a full stop and capital letter. Children enjoy drawing and writing about things they have done. Letter formation is generally good with most letters correctly formed. The teaching of communication, language and literacy is very good and children make very good progress with early reading and writing skills through the teacher's skilful adaptation of the Literacy Framework to match children's level of understanding.

Mathematical development

52. Towards the end of their reception year, most children achieve levels that meet the early learning goals and a minority achieve above average standards. They can count to ten and beyond and most can recognise numbers up to ten. Children are beginning to count aloud in 2's and 10s and most can count objects in 2's. They can use mathematical ideas to solve problems and the most able can explain their thinking, for example, when counting socks, that another pair of socks means 'you must count on 2 more'. Skills and understanding are developed well by sorting, counting and matching activities and the skilful use of questioning by the teacher encourages the children to apply their developing mathematical skills to new problems. They explore shape and tessellation by solving the problem of which shapes would make good tiles for their teacher's wall. Teaching in this area is generally very good and activities are well planned to provide challenging learning objectives, based on children's prior understanding.

Knowledge and understanding of the world

53. During the inspection, no specific lessons were observed which focused on this aspect. However, scrutiny of planning and children's work indicates that learning in this area is broadly satisfactory. A religious education lesson focused on the contents of the meal provided for the first night of Passover - the Seder, helping children to develop a cultural awareness of the Jewish religion. The practical lesson involved children observing, using all their senses and discussing the types of food available. Opportunities are planned for children to develop technological skills through the use of construction toys, although the tight structure of the literacy and numeracy hours, which take up the whole morning, limit the opportunities for children's free choice of activity in this area. The children have access to only one computer and printer in the classroom. Opportunities are planned to develop their skills with the keyboard and mouse and displays of work indicate effective use of computers in literacy support.

Physical development

54. Planning is satisfactory, overall, although the children do not have access to their own outdoor play area. A range of wheeled vehicles is available for outdoor play in planned sessions. In a games lesson, children make good progress in developing their skills in controlling a ball, learning to throw and catch and to aim the ball when bouncing it in a hoop. Good teaching helps them develop their individual skills. In dance, they show a good awareness of space and of each other, building on previously learned skills. They demonstrate achievement of most of the early learning goals in the area of physical development, although no evidence was collected concerning their ability to use tools and different construction materials.

Creative development

55. No lessons were observed, but opportunities for art and music are made available in the timetable. Children have opportunities to listen to music on a daily basis in assembly and while they have their mid-morning drink. They sing songs and recite nursery rhymes with enthusiasm and enjoy role-play with large puppets. The lack of a permanent home corner which can be adapted for role play activities limits the children's opportunities for independent imaginative play in this area, but opportunities for role play and dressing up are provided regularly. Their work shows appropriate use of pencils, crayons and paint and children can cut out pictures and stick them in order. Insufficient evidence was available to make a judgement of achievement in this area.

ENGLISH

56. The results of the National Curriculum 2000 tests, at the end of Key Stage 1, when pupils are aged 7, showed that standards in reading were above the national average and above average in comparison with similar schools. Standards in writing were in line with national averages and below average compared with similar schools. The percentage of pupils achieving the higher level was above the national average for reading, but no pupils achieved these levels in writing. Over the last three years, attainment in reading has been well above average, but attainment in writing has fluctuated between average and below average. Results in the tests at the end of Key Stage 2, when pupils are aged 11, showed that standards of attainment in English were above the national average and above average for similar schools. Over the past three years, attainment has fluctuated between average and well above average. The percentage of pupils achieving the higher level was above average. This shows an improvement in standards in both key stages since the last inspection. These results at the end of both key stages, and differences between previous results and inspection judgements, reflect the differing size and prior attainment, of the year groups of pupils.
57. By the age of seven, most pupils' attainment in speaking and listening is above average and they make good progress. This is begun very effectively in the reception class where an emphasis is placed on developing good listening skills. Pupils' opinions and ideas are listened to with sensitivity and interest throughout the key stage and pupils respond well to this good teaching by listening carefully and being eager to contribute their ideas to class discussions. By the end of Key Stage 2, pupils' attainment in speaking and listening is average. They listen to instructions and answer questions, but pupils in years 5 and 6 were reluctant to offer opinions and had to be prompted and encouraged. When pupils do express views, they are listened to well by other members of the class. They were polite and responded appropriately, when interviewed by inspectors, but made little attempt to develop conversation or discussion. Little evidence of extended discussion or debate was observed during the inspection to enable pupils to develop their skills in speaking and listening.
58. Pupils' attainment in reading is above the national average in both key stages. At Key Stage 1, pupils enjoy reading aloud and are proud of their reading skills. They learn to use a range of strategies to identify unfamiliar words and to extract the meaning from the text. They can talk about the books they read with increasing confidence as they progress through the key stage and, by the end of year 2, they enjoy predicting what might happen next. They take account of simple punctuation when reading aloud and are beginning to read with expression. They read a variety of simple books and understand the difference between information books and fiction.

They show good understanding of the contents page of a book, can identify the author and can use simple texts to find things out. They make good progress throughout the key stage. By the end of Key Stage 2, most pupils read fluently, taking account of the punctuation, but even the most able readers put little expression into their reading. Most pupils show good understanding of the books they read and can name favourite authors. However, they have difficulty in explaining why they like a particular book or author and tend to give simplistic explanations, for example, 'I like books about animals'. A significant minority of pupils read more interesting and difficult books at home than at school: 'Harry Potter' books and 'Lord of the Rings' were two examples given. Pupils are developing good research skills and can explain how they would find appropriate books for research in the library. They also use the Internet effectively to find information. Pupils' progress in reading throughout the key stage is satisfactory, overall. The literacy strategy is having a positive effect on pupils' basic reading skills, but insufficient opportunities occur at Key Stage 2 for pupils to develop the skills of reading aloud with expression and a sense of audience. They do not identify why they enjoy particular books and dislike others, relating this to content, style of writing and features such as humour, tension and character development.

59. By the age of 11, pupils' writing is in line with the national average. The separation of pupils in Reception and Year 1 from Year 2 in the last term has made it easier for teachers to plan work to meet individual pupils' needs. This good planning is especially evident in the former class where the youngest pupils work to cut out words to construct a sentence to fit a picture, another group copy the sentences they have made, while the most able pupils construct their own correctly structured sentences to describe the picture. Pupils in Year 2 have made good progress over the last term in their writing skills, raising the level of attainment of all pupils to being at least in line with the average for their age. Handwriting is developed satisfactorily throughout the key stage and pupils demonstrate a good understanding of simple punctuation of sentences. The structure of the literacy hour has not been adapted to provide sufficient time for the development of extended writing skills. Pupils have not been sufficiently challenged to develop their ideas, vary their sentence structure and use descriptive vocabulary and phrases. At Key Stage 2, in years 5 and 6, a focus over the last term on developing extended writing has produced good progress. The consideration of style and structure of writing, use of more complex grammatical sentence structure and choice of vocabulary and phrasing to give detail, description and effect, have been very beneficial. The writing of most pupils in Year 6 is now in line with the national average and the writing of a minority of pupils is above average. This is an improvement since the previous report. An initiative on the development of spelling throughout the school over the last year has effectively raised standards to the national average for most pupils. Younger pupils' progress in Key Stage 2 is less than satisfactory because tasks in the literacy hour are not well matched to their differing needs or their previous learning, and expectations for the quality and quantity of work to be produced are too low. This is also reflected in subjects across the curriculum where there are insufficient opportunities for pupils to record their work.
60. The quality of teaching is satisfactory, overall. Teaching in Key Stage 1 is good or better and in Key Stage 2 is satisfactory. Where teaching is good or better, work is planned for different groups of pupils according to their individual needs and builds upon their prior understanding of reading or writing skills. Teachers have a good understanding of the literacy strategy and make learning objectives clear to pupils, so that they understand both what they have to do and what they are expected to learn. Good use of questioning and interesting examples of the kind of work expected effectively motivate pupils, who make good progress at their own pace. In good lessons, the pace is brisk and work is presented in an exciting way. Teachers set high expectations so that work provides challenge, but is achievable. Where teaching is less than satisfactory, questioning and explanations lack clarity and do not effectively promote learning. In one lesson observed, pupils were confused about what they had to do and the purpose of the writing task set. Planning is focused more on activities than on learning objectives and work is planned directly from the literacy strategy, taking little account of pupils' prior attainment or learning experience. Pace is often slow and work is presented as a task to be completed rather than an interesting challenge to motivate pupils and progress becomes unsatisfactory. Pupils with special educational needs receive insufficient support. There is good support in the Reception/Year 1 class, but no additional learning support occurs in Key Stage 2. Teachers do not ensure in their planning that work matches the differing needs of

their pupils sufficiently, so that all pupils have equal opportunities to develop their learning. Individual pupils who are gifted and talented or who have special educational needs do not have adequate individual education plans containing specific and challenging targets.

61. Leadership and management by the coordinator are satisfactory. The introduction of the Literacy strategy has been well managed and all permanent staff have attended training in its implementation. This has had a positive effect on the development of pupils' reading skills and construction of correctly formed and punctuated sentences at Key Stage 1. At Key Stage 2, the literacy hour has further developed pupils' understanding of sentence structure, punctuation and grammar. Systems are in place for monitoring pupils' progress in reading, writing and spelling and data are collected from a variety of tests. Procedures for analysing and evaluating these data, to plan teaching strategies which will raise standards for different groups of pupils, are still to be implemented. There is insufficient monitoring and evaluation of teaching and learning to identify training and support to raise standards of teaching where necessary. The roles of the support staff are not used effectively. Some new resources have recently been purchased, but the quality of reading material at Key Stage 2 is still less than satisfactory. Some high quality 'Big Books' are available at Key Stage 1, but overall resources are inadequate.

MATHEMATICS

62. Results in the year 2000 National Curriculum tests at the end of Key Stage 1, for seven-year-olds, were very high in comparison with the national average and when compared to similar schools. The percentage of pupils attaining the higher level was below average. The attainment of girls was better than boys. Attainment in mathematics was better than in English and broadly similar to science. In the end of Key Stage 2 tests, for eleven year olds, the results were above average when compared to all schools and to similar schools and in relation to pupils' prior attainment. This shows the good progress that the pupils have made. There was little difference between the performance of boys and girls. Over the last 4 years, results have fluctuated, reflecting the differing size of year groups, their prior attainment and those having special educational needs. Results are significantly better than at the last inspection.
63. Standards by the end of Key Stage 1 are above average for the small number of pupils in Year 2. Pupils can count in two's and ten's. They can add and subtract, with numbers up to 20 and can double numbers and halve them. Pupils can investigate simple number sequences with success. They have experience of a wide range of topics and know the days of the week, the months of the year and can tell the time correctly, using a quarter past and a half past the hour. Pupils recognise fractions like a half and a quarter in a range of contexts. They are familiar with two- and three- dimensional shapes, and know the names of a triangle, a square, a circle and a hexagon. They can measure objects found in the classroom, using non-standard measures and also by using centimetres. There is a minority of pupils with special educational needs, but they make sound progress and achieve well.
64. The standards seen in this inspection are slightly below the most recent National Curriculum test results at Key Stage 2. The cohort of pupils is of lower prior attainment. Standards by the end of Key Stage 2 are average. A significant minority are achieving above average standards. Not all pupils are confident with their tables. The majority of pupils can use all four rules of number. For example, they can multiply by a two-digit number and divide by a single digit. The potentially higher attaining pupils understand equivalent fractions and can work with improper fractions. Most pupils can work out percentages competently and know that 25 per cent is a quarter and 50 per cent is a half. They can work proficiently with decimals. When using investigations, they can solve number sequences. Most pupils understand the properties of and can accurately name a wide range of two- and three-dimensional shapes, like an octagon or pyramid. They can recognise acute and obtuse angles. In their investigation on squared numbers, the higher attaining pupils display good attainment. They can quickly see patterns. Effective use is being made of computers. For example, the entering of data into a computer to make a graph.
65. In both key stages, progress is at least satisfactory and often good, more especially at Key Stage 1 than at Key stage 2. There is good progression and continuity, for example, in the

development of knowledge and understanding in shape and space. More complex calculations for area and perimeter of shapes extend pupils' knowledge. Pupils effectively learn how to divide a number by a single digit so that a remainder is left, and most of the older pupils can confidently use all aspects of division. By the end of the key stage, the pupils have a much wider range of knowledge and skills, showing their good learning. The progress of pupils with special educational needs is unsatisfactory, overall, because individual education plans are not used sufficiently to plan their learning programmes. Numeracy is used well in other subjects. For example, measuring skills are effectively used in science and geography.

66. Overall teaching is good. For the oldest pupils, the teachers exchange classes so that their expertise is well used. The teachers use the National Numeracy strategy effectively to structure lessons and to focus on the progressive acquisition of skills. Lessons begin with mental arithmetic sessions that include tables, working out prime factors or number sets. Most lessons are well planned and, as the main objectives of the lessons are generally well explained, pupils know what they will be doing. Work is effectively set to meet the differing needs of the pupils, but this is not always the case and, where it does not occur, pupils are insufficiently challenged. For example, in one lesson there is a good range of tasks for pupils in calculating square numbers, but, in another lesson, there is insufficient variation of tasks in work on fractions to ensure that all pupils make progress. Where marking is good, it contains appropriate comments to support pupils' progress, but there is insufficient development of this style of support. Assessment procedures are developing so that targets can be set. Classroom management and relationships are generally good. Pupils enjoy their lessons, on the whole, and they have positive attitudes, completing their work and taking a pride in achievements. Teachers set appropriate homework that supports learning. Where there are shortcomings, in a minority of lessons, it is because the pace is too slow, work set is not demanding enough and expectations are too low.
67. The co-ordinator provides effective leadership and management. There has been some effective monitoring of teaching and learning. Careful analysis has been made of test results to inform target setting and to assess pupils' progress. Resources are satisfactory. Since the last inspection, the overall quality of teaching and standards has improved.

SCIENCE

68. In year 2000 National Curriculum teacher assessments, the number of pupils achieving the national average by the end of Key Stage 1 was very high. No pupils achieved above this level and this is well below the national average. Results in the national tests at the end of Key Stage 2 were above the national average, although the proportion achieving the higher level was below average. There has been a steady improvement in results over recent years. Inspection evidence supports these results, in that most pupils are achieving the average standards when they are aged 7 and 11, but are not being sufficiently extended to achieve the higher levels. Opportunities in investigations are insufficiently developed in Key Stage 2 to develop pupils' skills so that they can apply their factual knowledge to new situations. When they do have the chance, they cope quite competently.
69. By the age of seven, pupils demonstrate a sound understanding of circuits and can produce one that lights a bulb. They have grown seeds and know that they need light and water to grow properly. Pupils have found out about the habits and needs of a range of birds and animals and know that they are found in different habitats. They have a good idea of which foods are healthy and which are not. Pupils know about push and pull forces and can classify materials according to their properties. They are developing an understanding of the need for fair testing and they can predict what might happen and reach sensible conclusions.
70. By the age of 11, pupils have become more competent at carrying out investigations. They set them out more clearly and accurately, measure where this is required and put more thought into their conclusions. Their knowledge of forces is considerably greater and most have a basic understanding of processes such as air resistance and upthrust in water. They understand how shadows are formed and can explain why we have night and day and the seasons. Pupils can name all the parts of plants and understand the process of seed dispersal. Their knowledge of materials is good and they can classify them according to whether they are

natural or manufactured. They also know whether they are solids, liquids or gases and know that some changes in materials are reversible and some are not.

71. During the inspection, very little science was seen being taught, because of timetable arrangements. The judgements on the quality of teaching are largely based on the scrutiny of teachers' planning, pupils' work and discussions with the co-ordinator and headteacher. Overall, the quality of teaching is satisfactory at both key stages. Teachers have a secure understanding of the subject and place an appropriate emphasis on learning through investigation. Pupils enjoy this aspect of their work and try hard to achieve accurate results. However, investigations are over-directed by teachers at the end of the Key Stage 2. While this ensures that all pupils, including those with special educational needs can achieve the national average, it does not allow the most able pupils to develop their potential. Teachers generally plan interesting activities and, whenever possible, they link the work to that being done in other subjects. As a result, pupils are generally well motivated and produce a good amount of work in the time available. Opportunities are provided for pupils to make use of computers to record the results of their investigations and to carry out independent research. Teachers ensure that pupils use appropriate scientific vocabulary and frequently measure and work with numbers. Thus, there is a positive contribution to the development of pupils' numeracy, literacy and computer skills.
72. Teachers' planning is clear and contributes to well-organised lessons. Insufficient attention is given to matching the work to the differing needs of the pupils, leading to some making unsatisfactory progress. Work is marked frequently, but it rarely contains comments that tell pupils what they have done well or how they could improve. Effective assessment strategies are in place and these help teachers to write useful comments on annual reports to parents, but not enough use is made of assessment to help teachers plan work at an appropriate level. Whenever possible, teachers give pupils the chance to learn from first hand experience, for example by investigating different habitats in the school grounds and by pond dipping during the residential visit to Beaumanor. This brings the subject to life and makes it more interesting for the pupils.
73. Since the last inspection, improvement has been satisfactory. Co-ordination is effective. Planning has improved and now ensures that all the requirements of the National Curriculum are fully met. The curriculum has been updated, following recent national guidance. There is now more time and the pupils' experience is broader. Assessment has been developed and there are now good systems in place to track pupils' progress. Whilst the co-ordinator is aware of the strengths and weaknesses in teaching, the teaching and standards expected are inconsistent, reflecting the limited time available for sharing good practice. Standards have been maintained, but higher achieving pupils are not developing their potential. The range and quantity of learning resources are limited, which adversely affects teaching and pupils' standards.

ART

74. The standards reached by pupils when they are aged seven and eleven are similar to those achieved by children of the same age nationally. This shows that the school has maintained the standards achieved in the last report.
75. By the age of seven, children have looked at the work of a suitable range of artists and can compare and contrast the different styles. They have produced some very good wallpaper samples based on the work of Charles Voysey. Their skills in mixing colours and using paint and observational skills, are well represented in the seascapes in the entrance hall. Pupils produce work of a good standard, using the limited range of materials and techniques available to them. There is little evidence of pupils producing three-dimensional work, work on a large scale or work that shows real originality. The limited range of resources available restricts the breadth of their work. They can use a computer program to generate pictures.
76. By the age of eleven, pupils have extended their skills and knowledge. They appreciate the work of a greater range of artists and know about the art of other cultures and times. For example, they study the art of the Ancient Greeks and know about and can reproduce Mendhi

patterns. Pupils' observation skills develop and they are generally more capable of accurately representing what they observe. Their pencil control is below average. Some of their work is above average; for example, that related to their study of Ancient Egypt. Pupils have limited opportunities to choose their own materials, work collaboratively to produce work on a large scale and opportunities to produce three-dimensional work, using clay and 'modroc', are minimal.

77. Because of timetable arrangements, only a limited range of teaching could be observed in Key Stage 1 and none in Key Stage 2. Judgements are based on the scrutiny of work on display, in pupils' folders and an examination of teachers' planning. Overall, the teaching is of a satisfactory standard. The work pupils do is limited by the resources available, rather than teachers' planning. The activities planned are generally interesting and often link well to ongoing work in other subjects, such as history and design technology. At Key Stage 1, new skills are taught competently and pupils are quick to acquire them to a good standard. Pupils are given limited opportunities to show originality. Teachers spend time displaying work carefully and, as well as showing that pupils' efforts are valued, it helps to create a stimulating learning environment. At Key Stage 2, teachers plan interesting activities, which pupils enjoy. However, the lack of a co-ordinator means that they do not always extend pupils' prior learning and their expectations are sometimes too low. The lack of an effective assessment system means that pupils are not always sure what it is that they are supposed to achieve and, consequently, they do not always present their best work. Teachers do ensure that pupils can study the work of an appropriate range of artists and good use is made of computers to help pupils produce their own designs and pictures.
78. The current lack of a co-ordinator means that no one has a real overview of what is being taught throughout the school, except on an informal basis. Pupils achieve satisfactory standards, overall, but there is still no effective scheme of work in place to ensure that pupils consistently develop their previous knowledge and skills. This has a negative impact on the progress pupils make and the ability of teachers to plan challenging work. Standards remain the same as they were at the last inspection. Resources are limited and restrict the breadth of experience offered to the pupils.

DESIGN AND TECHNOLOGY

79. By the ages of seven and eleven, pupils are achieving standards similar to those of pupils of the same age nationally. By the age of seven, pupils can use simple hand tools such as scissors, staplers and sewing needles with an appropriate level of care and accuracy. They can work with all the materials specified in the national curriculum. Pupils take care over the quality of finish and are pleased with their results. Their ability to sew is well developed and they have the chance to try different stitches to find out which is the most effective for joining pieces of material. Pupils are aware of the design process. They draw simple diagrams of what they intend to make and label them carefully to show what materials or colours they intend to use. When pupils are given the opportunity to choose their own materials, they do so sensibly. Teachers ensure that pupils acquire an appropriate range of skills and techniques by the end of Year 2. Pupils also learn to write simple evaluations of their work. They generally say whether they like it and may suggest how they could make it better.
80. As pupils move through Key Stage 2, they become increasingly independent in their designing, choice of materials and techniques. They begin to produce alternative designs before deciding which one will be the best to make and include appropriate measurements and occasionally show the plan from different viewpoints. Year 6 pupils often carry out research in order to establish consumer preferences before beginning to design. They produce step-by-step instructions of what they are going to make and sometimes use the process of disassembly to help them decide how to make something. For example, pupils have taken a slipper apart in order to see how it has been constructed. Their findings are helping them produce their own patterns and models for slippers before they make the real thing. The oldest pupils write logical evaluations and can identify their difficulties and describe how to overcome them. In addition, they learn that there are other ways of evaluating products, such as by producing star diagrams. They show appropriate levels of skill and independence and particularly enjoy making things and using computers.

81. Overall, the teaching is satisfactory. Teachers plan individual lessons thoroughly and their organisation is good. The interesting designing and making activities, motivate the pupils well. They provide competent explanations and demonstrations of new skills and as a result, pupils can generally copy what they have seen with a reasonable level of accuracy. For example, Year 2 pupils have made puppets and year 5 and 6 pupils are currently busy making card prototypes for the slippers they have designed. Teachers provide a suitable range of resources, sometimes supplying their own, and make them easily accessible to the pupils. There is a tendency to be too prescriptive about what pupils should make and the materials and techniques they should use. This ensures an overall consistency in the standards achieved, but it does not allow pupils to show the initiative and originality needed to achieve above the national expectation.
82. Subject co-ordination is satisfactory, but the monitoring of teaching and learning in each class is underdeveloped. Consequently, there is some repetition of skills at the same level and teachers' expectations of what pupils can achieve are not always high enough. This is particularly the case at the end of Key Stage 1 and beginning of Key Stage 2. The assessment system is not systematically used so that teachers match work carefully to individual needs. Consequently, higher attaining pupils are not always sufficiently challenged. Since the last inspection, the standards have been maintained and making skills have been improved at Key Stage 2. There is now an appropriate emphasis on designing throughout the school. The curriculum has been updated so that it takes account of recent National Guidance. The accommodation has shortcomings in that there are not appropriate workbenches, or facilities for food technology, and shortages exist in resources.

GEOGRAPHY

83. Standards by the end of both key stages, when pupils are aged 7 and 11 respectively, are average. Judgements are based on discussions with teachers and pupils and a scrutiny of work, plus a limited opportunity to observe lessons.
84. By the end of Key Stage 1, pupils understand simple facts in relation to weather, clothing and settlements. The teacher makes good use of a puppet called 'Hector' who travels the world with his many fans in the class. Pupils have taken him on holidays and there is very good use of a photo album to record his exploits. These form the basis of sessions that compare areas of the British Isles with many other countries. By the end of Key Stage 2, pupils understand and can use grid references and recognise and explain symbols on Ordnance Survey maps. They understand the concept of scale and can measure accurately. Pupils have a good understanding of the river cycle from their study of valleys. They can explain how erosion and deposition cause the cross-section of a valley to be different, and can locate features such as a tributary, meander, estuary and gorge. They understand these terms. Pupils can provide adequate explanations in relation to weather and climate. Through their local study they can explain the geographical location of their village and, through good links with history, how it has developed and what evidence can be used to support their ideas. They carry out research competently, either using textbooks or interpreting photographs, taking responsibility for their learning. Pupils enjoy their lessons and are making good gains in their knowledge and understanding.
85. Teaching is good at Key Stage 1 and satisfactory, overall, at Key stage 2. The best lessons are effectively planned and learning objectives are shared well with the pupils. They understand what they have to do and their learning is good. Learning support staff are effectively involved and know the pupils whom they are supporting very well. They use good challenging questions and effectively support the pupils with learning difficulties. The pace of lessons is generally good. In both key stages, there is some effective setting of work to meet differing needs of pupils through the group work. In the lesson for older pupils in Key Stage 2, a good set of extension tasks was available as pupils completed their initial work as they developed their understanding of the work of rivers on the landscape. Teachers' subject knowledge is generally good. Good links are made to both literacy and numeracy.
86. Since the last report, standards have improved through a more balanced curriculum. Subject coordination is satisfactory, although there is insufficient monitoring of teaching and learning to

ensure that there is consistency and to share best practice. Resources are used well but there are limitations in terms of books and computer programs. Approaches to assessment are underdeveloped and this impinges on lesson planning and the recording of pupils' progress. The school recognises that further development is required to extend the amount of written recording for younger pupils.

HISTORY

87. By the ages of seven and eleven, pupils achieve standards similar to those of pupils of the same age nationally. By the age of seven, pupils know about the life and work of an appropriate range of famous people. For example, they can sequence the main events in the lives of Mary Seacole and Guy Fawkes. They have learned about famous events such as the Great Fire of London and the Gunpowder Plot. Pupils know that things have changed over time, understanding how seaside holidays taken in 1900, 1950 and 2000 compare. They know that methods of transport have changed and that we can now travel much further and faster. Through the visit of a grandmother, they have had the chance to find out what life was like during the Second World War. Children know that clothes have changed considerably and that common items such as irons are quite different now from when they were first invented. Children have started to look at the impact of some of the changes, for example, steam trains. Children have a secure knowledge of the main events and people, but they have few opportunities to produce any of their own writing or to begin to find out for themselves. The activities planned are very tightly structured and ensure a constant level of attainment, but prevent potentially higher attaining pupils from achieving beyond this level.
88. By the age of eleven, pupils have drawn and developed an understanding of the concept of time lines. They acquire factual information, but are then expected to tentatively explain the causes or consequences. Pupils can understand why the Vikings wanted to raid and they know what caused people to settle. They can use correct historical vocabulary in their work. Year 3 and 4 pupils have studied their village over the last hundred years and know what it used to be like and how it has changed. Children in Years 5 and 6 know about life in Tudor times. They can compare the homes and lifestyles of people of different social status. They are beginning to empathise and to compare the advantages and disadvantages of different aspects of their own lives with those of people in other times. They also have a basic understanding of the break with Rome and the change from being a Catholic to a Protestant country. They have learnt about Ancient Greece and know that there is still a legacy today as a result of things that happened then, for example the marathon and words that stem from the Ancient Greek language. Pupils are expected to carry out some of their own research, using books and computers. Lessons are deliberately planned to ensure that pupils come to realise that different sources of evidence are not always equally reliable.
89. Overall, the quality of teaching is satisfactory at both key stages. Teachers have a secure understanding of the subject and can provide clear explanations that pupils can understand. They plan an interesting range of activities, which they enhance with visits, visitors, videos and the use of the computer. As a result, pupils generally enjoy their work and remember it well. Lesson plans are thorough and ensure coverage of the national curriculum programme of study. They also make use of recent national guidance. In the best lessons, pupils are given the opportunity to carry out their own research and to offer explanations, both orally and in writing. They work together in small groups and present their main findings to the class. Teachers make good use of the time available. Generally teachers expect pupils to present their work neatly, but even at the end of Key Stage 2, they are still writing in pencil and this does not prepare them well for the secondary school. Where there are shortcomings in teaching it is because work set does not meet the differing needs of the pupils sufficiently. The school has recognised that a limited range of artefacts restricts teaching and learning.
90. Since the last inspection, the school has maintained the standards it achieves and written work in Year 5 and 6 is now of a satisfactory standard. Procedures for assessment are being developed from a very low base, but samples of levelled work are now being kept. Work is frequently marked, but it does not always identify what has been done well or what needs to be improved. Where it does, teachers do not follow it up and ensure that pupils have improved their work following the guidance offered.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Inspection evidence, including a scrutiny of pupils' work, displays and discussions with teachers and pupils, shows that attainment is broadly in line with the average at the end of both key stages. This shows an improvement in Key Stage 2 since the last inspection and that standards at Key Stage 1 have been maintained. Teachers' knowledge and understanding of the subject have improved since the last inspection and are now satisfactory in both key stages.
92. In Key Stage 1, pupils in Reception/Year 1 class have one computer in the classroom and use a range of different software, including art and simple word processing. Information communication technology for this year group is used mainly for literacy support. In Year 2, pupils have two computers and a printer in the classroom and go to the library to use the Internet. They have used the Internet and e-mail to find out about the donkey they sponsor and have down-loaded pictures and information. In their geography work, they have produced simple maps of the school. A Roamer, which can be programmed by the pupils, is available for coverage of the 'developing ideas and making things happen' area of the programmes of study, but this was not used during the inspection. Pupils can use word processing, data handling and art packages to present information in a variety of forms. In an art lesson, some pupils used an art package on the computers to produce good designs for stained glass windows.
93. At Key Stage 2, the youngest pupils have two computers in their classroom while the other two classes have four and three computers respectively. All classes have access to the three multi-media PCs in the library, which are connected to the World Wide Web. Older pupils use CD ROMs and the Internet effectively to find out information. For example, in a Year 4/5 history lesson, they found out about the Aztec civilisation and the island city of Tenochtitlan and pupils in years 5/6 downloaded pictures of Robinson Crusoe to support their work in English. Pupils can handle data well, producing and interpreting a range of graphs and charts and using spreadsheets in mathematics. They can use word processing, desktop publishing and art packages, to produce a range of displays, posters and artwork. For example, pupils in Year 6 have produced an effective newspaper front page about Grace Darling. Resources include some simple sensors but no evidence was seen of pupils' work with these. This area of the programme of study, control, monitoring events and responding to them, is underdeveloped.
94. No direct teaching was observed during the inspection. From the evidence collected, the quality of teaching is broadly satisfactory, but there are weaknesses in teachers' subject expertise. Planning shows that there is adequate coverage of activities, which meet statutory requirements. The subject is led and managed satisfactorily. Since the last inspection, improvement has been satisfactory; good progress has been made in acquiring and understanding ICT skills by both staff and pupils, based on the LEA key skills sheets. The co-ordinator has now introduced new schemes of work in line with school policy, but staff need further training to develop their understanding and skills. No monitoring arrangements are in place to evaluate the quality and consistency of teaching or pupils' progress and this is a key priority.

MUSIC

95. Standards are above average by the end of Key Stage 1, when pupils are aged 7, and average at the age of 11 by the end of Key Stage 2. This represents good improvement since the last inspection when attainment was average at Key Stage 1 and below average at Key Stage 2.
96. By the time pupils are 7, they sing well, demonstrating a very good understanding of pulse in their clapping and clear understanding of tempo, dynamics and pitch in a singing game. They respond enthusiastically to the task of representing sounds of different percussion instruments by symbols and make good progress in their understanding of composition and performance. One group related their composition to music they had heard, choosing to finish with the cymbals to make the music end 'with a big crash'. Throughout the key stage, pupils have

opportunities to listen and respond to taped music, which they do well. Progress in music is good throughout the key stage.

97. By the age of 11, pupils use a range of percussion instruments well to explore pitch, texture and dynamics to compose music depicting a journey through space. This class have downloaded music from the Internet (2001 Space Odyssey) to play on an electronic key board with the intention of incorporating their own compositions in with this music in future lessons. By the end of the key stage, pupils can use symbols to represent musical sounds when composing and performing music to represent the jungle, a shipwreck or an accident. There is little teaching and learning of formal musical notation, but, otherwise, the programmes of study are well covered. Pupils make satisfactory progress and attainment at the end of the key stage is in line with national expectations.
98. Teaching is good. It is consistently very good in Key Stage 1 and ranges from very good to satisfactory in Key stage 2. In the best lessons, teachers show a good understanding of the schemes of work and planning effectively takes account of previous learning. Teachers' knowledge and understanding have improved significantly since the last inspection, encouraged by a music specialist teacher who joined the staff temporarily. Expectations are good and there is effective use of time. Pupils have good opportunities to listen to and appreciate music in assemblies and to organise and perform their own work, including singing, dancing and playing musical instruments. Various musicians have performed for the pupils, including a jazz group, recorder group and orchestras from local primary and secondary schools, a Sitar group, a drumming group and key board musicians. Pupils in Key Stage 1 join other local schools for singing activities.
99. The subject is led and managed satisfactorily. There is currently no music specialist on the staff but national schemes of work are being applied throughout the school, helping to clarify expectations of the levels of work appropriate for different year groups. A small number of pupils receive individual tuition in guitar and flute from a peripatetic specialist music teacher. Lessons are arranged before and after school sessions so that pupils are not withdrawn from other areas of the curriculum. Teachers use the Leicestershire self-assessment sheets with pupils but as yet there are no monitoring procedures in place to review and evaluate teaching and learning. There is a satisfactory range of resources, including appropriate taped music and a varied range of percussion instruments.

PHYSICAL EDUCATION

100. Standards by the end of Key Stage 2 are average in the areas of games and athletics, which were observed during the inspection. By the end of Key Stage 1, standards are average, overall, in games and dance. This reflects similar standards to those observed during the last inspection.
101. At Key Stage 1, pupils make good progress in developing ball skills. With good teacher support they improve their skills of throwing, catching and aiming a ball and show an awareness of space and others in a whole class game, involving retrieving balls. They concentrate well on improving skills and enjoy taking part in the varied activities. In dance, they learn to move in a variety of ways to music, but are not encouraged to consider the tempo and mood of the music or to produce simple sequences of movement.
102. Younger pupils in Key Stage 2 make satisfactory progress in improving ball skills and tactics in a 4-a-side game of netball. They demonstrate a basic understanding of attack and defence and satisfactory skills in passing a ball. They set their own simple rules for games involving aiming skills and measure their own performance by timing in a run and retrieve event. Pupils respond enthusiastically to the range of activities and show good co-operation when working in groups. Older pupils develop their skills in athletics. Pupils measure their own performance by timing in team events. Lessons reflect satisfactory consolidation of previous learning and some improvement in performance. As well as the traditional sports day which parents attend, a mini- sports day is held where pupils are grouped in teams made up of the full age range and compete at their own levels, encouraging a good team spirit across all age ranges.

103. Teaching is satisfactory. Most teachers' planning reflects clear learning objectives related to the National Curriculum. Teachers introduce the lessons with effective warm-up activities and celebrate achievement through demonstration and individual praise. In the best lessons, there is effective support for pupils to make satisfactory progress through careful explanation and demonstration. Overall, there is insufficient pace and challenge in lessons to motivate pupils to higher attainment and some pupils lose interest. Where teaching is unsatisfactory, objectives are less clear and expectations of performance are too low, resulting in deterioration in behaviour and insufficient progress in development of skills and understanding. All classes are timetabled for two sessions of physical education each week and there is an after school PE club, focusing on multi sports.
104. Leadership and management are satisfactory. All areas of the programmes of study are covered appropriately in a rolling programme, including swimming at Key Stage 2. National schemes of work have been adapted for use in the mixed age classes and the policy updated to reflect this. Pupils work towards the 10 Step award in athletics, which focuses on improving individual performance in different areas. Teachers assess progress on a termly basis, but there are no monitoring procedures in place to review and evaluate teaching and learning. Resources are good. The large apparatus in the hall is appropriate for the age range and is well maintained. The playground contains two sets of climbing frames, both with appropriate safety surfaces and appropriate guidelines for their safe use are in place which teachers and lunchtime supervisors apply consistently.

RELIGIOUS EDUCATION

105. Because of timetable arrangements, observations of teaching were limited, although a lesson of circle time, when pupils discuss issues, was observed. Judgements are based on a scrutiny of pupils' work and discussions with pupils and staff. Standards are broadly in line with the expectations of the locally agreed syllabus by the end of both key stages.
106. By the end of Key Stage 1, pupils understand at an appropriate level the main festivals of the major world faiths. They can recognise objects and symbols that characterise the Christian faith, having made visits to the local church. They know that there are 'special books' which are used by people to describe their faith. Pupils are using the correct vocabulary orally, although there is too little written recording of their work. In Key Stage 2, pupils extend their knowledge and understanding and, by the end of the key stage, have a satisfactory understanding of the different world faiths and cultures. They understand the significance of symbols, and through the celebration of different festivals gain some understanding of values and beliefs. In the circle time lesson, older pupils willingly expressed their views about refugees. They expressed views about fairness, of acceptance of different cultures, but also the difficulties that occur because of racism. The work ensured that the pupils had a good understanding of the reasons why people become refugees.
107. From limited inspection evidence, teaching over time is broadly satisfactory. There is inadequate provision to meet the differing needs of pupils in the limited range of written work, but pupils are generally making satisfactory progress. This is achieved by teachers encouraging pupils to discuss issues to develop their understanding of different cultures. Good use is made of a 'thought for the day' which supports pupils understanding of a range of issues, such as behaviour, acceptance and beliefs. The large majority of pupils respond with interest.
108. Leadership and management are satisfactory but there is no monitoring and evaluation of teaching and learning to inform decision making. The lack of recording in pupils' work is recognised. There is effective use of visits and visitors to enhance the curriculum and assemblies. The latter make a good contribution to the ethos of the school and are taken by pupils. There is a good amount of time given for reflection and prayer. Resources are satisfactory and used well to support pupils' learning. There has been little change in provision and standards since the last inspection.