

INSPECTION REPORT

OLD MILL PRIMARY SCHOOL

Station Road

Broughton Astley

Leicestershire

LE9 6PT

LEA area: Leicestershire

Unique reference number: 120058

Headteacher: Mr A. Barnett

Reporting inspector: Peter Kerr
23583

Dates of inspection: 8 – 11 October 2001

Inspection number: 193221

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Station Road Broughton Astley Leicester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Partridge
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9146	Mark Brennand	Lay inspector		How high are standards? Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21893	Vivienne Brittain	Team inspector	Areas of learning in the Foundation Stage Art and Design Design and Technology	
2777	Robin Greenall	Team Inspector	Special educational needs English Information and communication technology	
23290	Ros Wilson	Team Inspector	Equal Opportunities Geography Religious Education	How good are the curricular and other opportunities offered to pupils?

30493	Malcolm Heyes	Team inspector	Science History Physical Education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Mill is a bigger than average primary school with 402 pupils on roll aged four to 11. It is situated in a large village just to the South of Leicester. Nearly all the pupils are from white, United Kingdom ethnic backgrounds and there are slightly more girls than boys. All the pupils are fluent in English although one or two of them speak a language other than English as their first language. Attainment on entry to the school is slightly above average. There are 67 pupils on the school's register of special educational needs, which is a below average proportion. Nine of these have a statement of need. This is an above average proportion. Thirteen pupils are eligible for free school meals (3.7%), which is well below the national average. Most of the pupils live in private houses, though a few live in social housing.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in English and mathematics are above average. Standards in science are improving. Pupils with special educational needs make very good progress because of the high quality support they receive. The quality of teaching is good overall, with many lessons enabling the pupils to engage in purposeful learning. Leadership and management are good. The headteacher, supported by a very hard-working staff and governors, has established a strong commitment to raising standards. Through good monitoring and self-evaluation the school is aware of what still needs to be improved. Governors manage the finances efficiently to ensure that the school gives good value for money.

What the school does well

- The improving quality of teaching and learning in the school is driving up standards, particularly in English and mathematics.
- Pupils with special educational needs make very good progress because of the high quality support they receive.
- Good relationships within the school and between the school and its governors, parents and community create a very favourable climate for pupils' personal, social and educational development.
- Pupils like school and want to learn. They behave well, work hard and co-operate productively with each other and with adults.
- The headteacher's firm leadership focuses the school's efforts on raising standards.
- Monitoring, evaluation and target-setting provide a clear agenda for improvement.

What could be improved

- Standards in science.
- The consistency of provision for the more able pupils.
- The range of teaching methods used in some classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then significant improvements to the management of the school have led to better teaching, higher expectations and rising standards. Good relationships within and between the staff and governors have been strengthened further. The governors now have better quality information about the school and play a much more dynamic role in guiding and supporting improvements. Parents have more positive views and support the school more effectively, especially in site improvement. Good improvements have been made in all the areas identified as key issues: higher expectations; schemes of work; school development planning and monitoring of progress. The school has also achieved 'Healthy School' and 'Investors in People' status.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores¹ in National Curriculum tests.

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

The results in science are lower than in English and mathematics because fewer pupils attain the above average Level 5 in science than in English and mathematics.

The inspection made the following judgements on strengths and weaknesses in standards:

- **English:** Reading and writing strong. Speaking and listening sound.
- **Mathematics:** Good arithmetic skills. Investigations less well developed.
- **Science:** Experimental skills improving; secure knowledge, but too few able pupils reach standards commensurate with their ability.
- **Information and communication technology:** Below average but rising rapidly. Not yet being used enough to support learning in other subjects.

Strengths in other subjects:

- **History and geography:** Good factual knowledge.
- **Art and design:** Good observational drawings.
- **Design and technology:** Good range of work.
- **Music:** Good singing. Talented pupils achieve well as instrumentalists.
- **PE:** Good gymnastic and dance skills in the five to seven age range.
- **SEN:** Pupils make very good progress and achieve well.

Ambitious targets for 2002 in English mathematics and science for pupils of all abilities demonstrate the school's determination to continue raising standards. Standards achieved by the end of Year 2 in 2001 were in line with similar schools in reading and mathematics, but below average in writing. However, the inspection found that standards are in fact good in all three subjects at this stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils show interest and enthusiasm, work hard and take pride in their achievements. Their positive attitudes contribute enormously to the good progress they make.
Behaviour, in and out of classrooms	Good. Pupils behave well. They listen in lessons and happily obey the rules that govern the life of the school.
Personal development and relationships	Good. The pupils get on well together and support one another. They respond well to opportunities to exercise responsibility.

¹ **Average points scores** take into account the number of pupils attaining Level 5 (above average). A school can therefore do well in terms of Level 4, but still be below average on points.

Attendance	Good. Well above average. Punctuality is also good.
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TEACHING AND LEARNING

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

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

Strengths in teaching across the school:

- good planning ensures that all necessary ground is covered in each subject;
- good preparation of lessons with all necessary resources to hand;
- very good teamwork between teachers and teaching assistants;
- good teaching of basic skills in English and mathematics.

Areas for improvement:

- further extend opportunities for all pupils, especially the more able, to engage in formal and informal discussions, independent research and extended investigations;
- extend the use of assessments to identify the point at which individuals are beginning to experience challenge in order to plan harder work for them.

Specific examples of successful strategies observed in excellent lessons:

- skilled questioning to make optimum use of pupils' ideas in literacy – Year 2;
- imaginative activities for pupils to extend and apply skills in mathematics – Year 1.

The pupils apply themselves readily to all their tasks and so take full advantage of the opportunities that are provided to excel. Their learning is very purposeful in lessons in which they are encouraged to explore ideas and express themselves freely. Pupils with special educational needs learn particularly well because of the thorough way their needs are assessed and catered for.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad range of experiences is provided, both in lessons and outside school.
Provision for pupils with special educational needs	Very good with some excellent features. These pupils benefit from a very well managed programme of very effective support.
Provision for pupils with English as an additional language	There are a few pupils who speak a language other than English as their first language, but they are all fluent in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, particularly for social development. Pupils have good opportunities to take responsibility and to learn about diverse cultural influences. Adequate opportunities are provided for them to reflect on important issues and to value themselves and one another.
How well the school cares for its pupils	Good health and safety, child protection procedures and good support for the pupils' personal and educational development.

The school has a very close and fruitful partnership with parents from which the pupils benefit enormously.

The curriculum is enriched by a good variety of visits and is supplemented by a good range of activities outside school time. The tracking of the pupils' performance in English and mathematics is good and enables the teachers to group the pupils according to ability in order to teach more effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction and is supported by a hard-working and committed staff.
How well the governors fulfil their responsibilities	Good. The governors know the school well and support it very effectively. They ensure that all legal obligations are met.
The school's evaluation of its performance	Good. The school has developed very good evaluation procedures that provide a good basis for development planning.
The strategic use of resources	Good. Spending is closely tied to the educational priorities in the School Development Plan.

The school is well staffed with suitably qualified teachers and very effective classroom assistants. The accommodation is satisfactory. Significant improvements have been made since the last inspection to the buildings and grounds which now provide an attractive learning environment. However, the main hall is too small to accommodate all the pupils and the open-plan teaching areas are not ideally suited to class-teaching. There are enough resources to support learning in all subjects. The sense of purpose introduced by the headteacher has put the school on course to become a critically self-evaluative learning community. The subject co-ordinators are now very effective. Performance management is good and the school has very good procedures for successfully integrating new staff into the school. The governors play a very positive role as critical friend to the school and ensure that the principles of best value underpin all the school's spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, behave well and make good progress. • Teaching is good and the children are expected to work hard. • The school is well led and managed and helps the children to become mature. • Provision for special educational needs is good. 	<ul style="list-style-type: none"> • The range of activities provided outside school. • More understandable reports on their children's progress.

The team agrees with all the positive views. It also agrees that the reports could be simplified, which the school recognises and is addressing. The range of activities available outside school was judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children come into the reception class with a range and variety of pre-school experiences that equip them well for school life. They make good progress during the reception year and most exceed the early learning goals in communication, language and literacy and mathematics. Overall, their attainment in the areas relevant to the National Curriculum subjects of English and mathematics is just above average. This is the benchmark against which the school's measures its success in maintaining or raising standards. However, not all the children stay at the school until they take the tests. In some years, significant changes occur in a cohort² as it progresses through the school. For example, of those pupils who took the tests for 11-year olds in 2000, only 70 per cent had been at the school since reception. Some of the more able pupils, who were on course to obtain higher grades, were among those who left the school before the tests. Some of the pupils who joined the cohort had much lower levels of attainment. The school's reputation for supporting pupils with special educational needs has also meant that some of the pupils who joined had very low attainment. Measuring the school's success by comparing the 2000 test results with the attainment of the cohort on entry to school or at the end of Year 2 in 1996 would therefore fail to give a true picture of the impact of the school's work on the achievement of these pupils. The following commentary takes these factors into account, focusing on the latest test results (2001), which are much better than they were in 2000 in English and mathematics. The focus is on school-based factors that influence the progress made and standards achieved by pupils. The school's records of pupils' progress in English and mathematics show that overall, they make better than average gains. In science, the third core subject, progress has been slower because although more of the pupils have attained the expected Level 4 each year, the proportion attaining the higher Level 5 has not increased.
2. The school's results in the national tests at the end of Year 2 in English and mathematics have improved considerably, especially in the past year. Prior to that, the school's standards had remained above average, but were not improving as quickly as the national average. In 2000, the results were lower than expected because too few of the more able pupils attained the above average level.
3. The results for 2001 were much better. Compared to all schools, standards were well above average in reading and above average in writing. The most significant improvement was the increase in the proportion of pupils attaining Level 3, reflecting better achievement by the more able pupils. In reading, this was 37 per cent – above average compared to all schools and towards the top of the average range compared to similar schools. In mathematics, 100 per cent of the pupils attained at least Level 2, and 32 per cent attained Level 3. Overall the mathematics results were above average compared to all schools and in line with similar schools (using 2000 national data). These results indicate that pupils are now making good progress overall in English and mathematics from the end of the reception year to the end of Year 2.

² A cohort is the term used to denote a group of pupils in a particular year group.

4. Standards in science have also improved, with nearly all pupils achieving the expected level or above in the most recent teacher-assessments. This puts the school in the top quarter nationally. The proportion of pupils reaching the higher level did not increase as much as it did for English and mathematics, however, indicating that the more able pupils are not yet achieving as well as they might.
5. Between 1996 and 2000, the trend in the school's results in the national tests at the end of Year 6 was similar to the national trend in English, mathematics and science. However, the comparisons with similar schools were not as favourable as they could have been. This was because although the proportion of pupils attaining the expected Level 4 increased, too few pupils achieved the above average Level 5. The school recognised that the more able pupils were not being challenged enough and set more demanding work for them. This bore fruit in the 2001, results. The proportion of pupils attaining Level 5 increased significantly, bringing the school's results to well above average compared to all schools and above average compared to similar schools. This reflects good added value. The school's targets for 2002 reflect the realistic aim of at least maintaining these high standards.
6. In science, the proportion of pupils reaching Level 4 or above increased from 84 per cent in 2000 to 92 per cent, in 2001. However, the proportion of pupils attaining Level 5 remained at 20 per cent. This meant that the average points score was well below that of similar schools, despite the improvement at Level 4. The school recognises the need to enable more pupils to attain the above average Level 5 and has put an action plan in place aimed at achieving this target.
7. There have been marked differences in the test results for girls and boys from year to year. On average, boys have performed better than girls compared to the national picture between 1996 and 2000. However, in some years the girls have out-performed them by some margin. It is likely, therefore, that differences between cohorts of pupils lead to differences in results rather than anything the school is doing.
8. The inspection evidence confirms that pupils are now achieving the test results of which they are capable in English and mathematics. Good targeting and the provision of work more suited to the different ability groups in each class are the main reasons for this. The standard of the work produced by a significant number of pupils in Year 2 and Year 6 is above average. The school's ambitious targets for 2002 are therefore realistic.
9. The inspection found that in an increasing number of lessons, the more able pupils are achieving as well as other groups relative to their ability. However, they are not consistently achieving as well as they might in speaking and listening, investigative mathematics and experimental science.
10. In science, the inspection found that standards are beginning to rise because of higher expectations and improved focus in the teaching on investigative work. More pupils are working towards the higher levels in Years 2 and 6 than in the past. The school's target for 2002 is ambitious. They reflect a determination to bring standards and levels of achievement in science level with English and mathematics. Indications are that this may be difficult to achieve in one year due the relative lack of subject expertise and the difficulty being experienced in finding relevant training courses locally for teachers.

11. The standards currently being achieved at the end of Year 6 in information and communication technology are below expectations. However, they are beginning to rise rapidly following the installation of a computer suite, the provision of specialist teaching and good quality support for class teachers by the co-ordinator. Younger pupils are already beginning to reach the standards expected for their age, indicating that the school is on course to ensure at least average standards by the end of Year 6 in the near future. This is a good improvement since the last inspection. However, information and communication technology skills are not being used in other subjects as extensively as they should be.
12. Attainment in design and technology and in art and design are in line with expectations throughout the school, maintaining the standards reported by the last inspection in both subjects. Average standards have also been maintained in geography and history. However, the use of worksheets in some lessons restricts the range and depth of the pupils' answers. In music, standards of singing are good. Improved provision and teaching are also beginning to raise standards in composing and performing. Talented pupils make good progress in music because of the good opportunities to sing in the excellent choir and take instrumental lessons. Standards achieved by seven and eleven year olds in physical education are in line with expectations and pupils make sound progress in their physical development. Standards achieved in religious education are in line with the expectations of the locally Agreed Syllabus that the school follows.
13. Overall, pupils make satisfactory progress in the non-core subjects. Their progress is particularly good when the teaching enables them to explore ideas and extend their answers. The pupils also take full advantage of opportunities to investigate and solve problems. When lessons are too prescriptive, progress is not as good as it could be, especially for the more able pupils.
14. Pupils who have special educational needs (SEN) make very good progress throughout because the school has very good systems for assessing and supporting their needs continuously. By the time they leave school, many of these pupils achieve the standards expected nationally in English, mathematics and science. All these pupils have individual educational plans (IEPs) that include a range of specific targets in literacy, numeracy and personal development. Each target derives from well-kept assessment records and ensures the right level of expectation so that the pupils achieve the standards of which they are capable. The pace and quality of learning of pupils with statements of SEN are consistently good, whether in whole-class or small group sessions, because specialised programmes are well tailored to fit each pupil's needs, and are very well supported.
15. There is no noticeable difference in achievement between boys and girls. In some classes, the highest attaining groups contain more girls, in others more boys. There are more boys than girls on the register of special educational needs, but this is true of most schools. The few pupils from non-white ethnic backgrounds achieve just as well as the other pupils.

Pupils' attitudes, values and personal development

16. Pupils enjoy coming to school. This is reflected in the parents' views, where some 94 per cent agree that their children like school. Pupils' attitudes and punctuality are good and once in the school they settle quickly into the daily routines. Interest and involvement in activities are also good. There is a good range of activities outside lessons, including cross-country, netball, football, choir, violin, and French, which are well supported.
17. Behaviour is good. The pupils are well managed through the consistent application of policies to promote good behaviour and discourage bullying. Children are aware of the sanctions and rewards that the school applies and all have an input into behaviour management by drawing up their own class rules. These, together with notices to reinforce good behaviour, are prominently displayed throughout the building.
18. Incidents of bullying are rare but when they occur the head teacher deals with them quickly and effectively, keeping detailed records when necessary. The school's policy of involving pupils in contributing to issues surrounding behaviour reinforces their appreciation of the impact of their actions on others. It was gratifying to observe a pupil in Year 5 telling a member of her class that he was behaving unacceptably, for example.
19. Relationships are good. The school actively promotes collaboration and the pupils respond very positively. In the information and communication technology suite, for example, across all the year groups, the school adopts a policy of mixed ability pairing. Boys are also paired with girls to promote good inter-gender relationships, and this too bears fruit. A boy was observed giving up his seat voluntarily to a girl when his time for using the computer had expired, for example, and good collaborative work between boys and girls is a strong feature of work in lessons. Pupils demonstrate good respect for feelings, values and beliefs. At the celebration assembly, for example, they sit quietly whilst their peers receive their awards and applaud generously afterwards.
20. Opportunities for personal development are good. The wide variety of school clubs, together with an informal buddy system for those in Y6, the registration and assembly monitors, the playground litter monitors and the paired readers are just a few of many examples which allow pupils to develop personally. Of particular note was the process by which librarians are selected, requiring them to apply for the posts through an application form followed by a formal interview. The pupils respond very positively and maturely to these opportunities. Pupils enjoy showing initiative and working independently. In some lessons, however, they have too few opportunities to do this.
21. The team found no evidence of racism among the pupils. Their attitudes towards people of different ethnic groups, colour, race or religion are positive. Religious education lessons have contributed towards this through the study of a wide range of cultures and religions and visits to local mosques and synagogues.
22. Pupils with special educational needs have positive attitudes to learning because of the quality of the support they get and the success they enjoy in activities that are planned to match their needs. They are very well integrated into the school community, and they show increasing confidence and involvement because all staff

take care to include them in all activities. Other pupils often provide very good peer support and help them to develop socially and personally. Pupils who have emotional and behavioural needs benefit from the school's caring ethos. They feel valued, and build secure relationships with adults and classmates.

23. Attendance at 95 per cent is good. There is virtually no unauthorised absence, a factor for which the parents must take great credit. They are quick to inform the school either by phone or in writing of any absence. Punctuality is also good with lateness occurring very infrequently. The high standard of behaviour means that there are currently no exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The quality of teaching is good overall and is never less than satisfactory. This is a substantial improvement since the last inspection when more than one in ten lessons were judged unsatisfactory. Good monitoring and evaluation of teaching and learning have made a significant contribution to this improvement. As well as identifying strengths and weaknesses in teaching generally, it highlighted classes in which some pupils were not making sufficient progress. This has helped to strengthen the quality of teaching over time and improved the school's capacity to continue raising standards. The key features that currently distinguish good teaching across the school are:

- good planning of lessons from schemes of work;
- good use of a variety of materials and equipment to make lessons more interesting;
- good teaching of basic skills, especially spelling, handwriting and arithmetic;
- very good teamwork between teachers and teaching assistants;
- good management of the pupils and high expectations for behaviour and effort.

25. In exceptional lessons, teachers inject excitement into the subject and inspire the pupils to excel. Very good use of the pupils' own work as a basis for discussion, evaluation and improvement are also features of very good lessons. The main weaknesses in lessons that were satisfactory rather than good were:

- over-direction by the teacher, with a lack of variety in methods of teaching and opportunities for learning;
- not enough scope for more able pupils to extend and apply their skills.

There are examples of very good marking of pupils' work, especially in English, that gives them very clear guidance on how to improve. This is not a consistent feature of marking throughout the school.

26. All of the teaching seen in the reception classes during the inspection was of at least a good standard and one of the seven lessons seen was very good. This consistently good teaching reflects the staff's awareness of how children of this age learn best. The teachers and their assistants work together very effectively as a team. They provide a rich programme of activities that enable the children to learn through purposeful play in all the six areas of learning for this stage. They provide secure daily routines and continuously engage the children in discussion to judge their understanding and to develop their social and learning skills. As a consequence, the children gain in confidence, make good progress and attain above average standards by the time they are ready to begin the National Curriculum in Year 1.

27. In Years 1 and 2, 16 of the 20 lessons seen were good or better. Eight lessons were very good or better, including two that were excellent – one in English in Year 2 and one in mathematics in Year 1. The teachers in this phase generally manage to match the work to the needs of the whole range of abilities in most lessons. The excellent lessons involved the children in active learning through a variety of tasks and discussions that enabled them to gain an insight into some key features of the subjects. In the English lesson, the pupils were inspired to generate their own descriptions of a storm at sea, using exciting and powerful words to capture their intended meaning. In the mathematics lesson, they were enthused about the patterns they could detect in number sequences, and saw how these could help them to solve new problems. Both lessons proceeded at a brisk pace and enabled all the pupils to contribute at their own level, providing challenge for the highest as well as lowest attainers. Another characteristic of the more effective lessons was the use of open-ended questions that encouraged the pupils to express and explore their own ideas. For example, in a very good science lesson in Year 2, the pupils were led into a detailed discussion of the observations they had made in an experiment to compare the absorbency of different materials. Their learning was enriched by references to their own everyday experiences, such as the use of kitchen paper and towels. Good guidance also taught them how to ask further questions, like “What makes a material absorbent?” Other very good lessons in this phase included opportunities for the pupils to evaluate and learn from each other’s work. For example, in a Year 1 gymnastics lesson, the pupils made clear gains in their skills through observing one another and incorporating new ideas into their work. The main drawback in the less effective lessons in this phase was a tendency towards over-direction from the teacher, leaving insufficient scope for the pupils to generate and develop their own ideas. For example in an art lesson, the pupils’ creative contribution to the designs they produced was limited because they all worked to a design given by the teacher. The pupils gained a basic knowledge of these concepts, but they were not sufficiently involved in their own learning. They did not benefit from experimenting with their own designs or seeing other pupils develop theirs.
28. In Years 3 to 6, the teaching was good or better in about half of the 43 lessons seen. Of these, 16 lessons were judged good and six very good. The teachers in this phase face a more difficult task in catering for the full ability range, which widens with time. More pupils with special educational needs join the school; at the same time, the more able pupils are demonstrating increasingly higher levels of attainment compared to their peers. A greater depth and breadth of subject knowledge is required to meet these needs.
29. In English and mathematics, the teachers have taken full advantage of the support available under the National Literacy and Numeracy Strategies to improve their subject expertise and teaching skills. This has enabled them to teach the basic skills well and secure good progress for the majority of pupils. In both English and mathematics, the teaching is very effective in securing good learning for the average and below average attaining pupils. The teachers deliver clear introductions to lessons. They prepare relevant tasks, based on good assessments of the pupils’ attainment, which build steadily on previous learning. This ensures that the pupils gain in confidence and have a positive attitude towards their work based on success. High expectations for these pupils also bears fruit in the effort they put in to learn new concepts and vocabulary. For example, in a Year 5 lesson on instructional texts, the lower attaining pupils confidently used technical terms like ‘sequential steps’ and ‘chronological order’ to describe the characteristics of a

recipe. The teaching is less effective in fully catering for the needs of the higher attaining pupils, particularly the older ones. In some English lessons, for example, the discussion of texts is too superficial to engage the pupils productively enough in exploring their responses to new texts. In mathematics, the more able pupils are asked to spend too much time practising skills they already have, rather than using them to investigate and solve new, complex problems. There is a need for further in-service training to equip teachers more fully to deal with these difficult challenges. In mathematics, there is also a need to provide more support by way of books and resources to enable teachers to plan tasks that will further extend the more able pupils.

30. The teaching of information and communication technology is now good throughout the school. This is a significant improvement since the last inspection. The co-ordinator provides good quality specialist teaching in the computer suite, enabling the pupils to make rapid gains in their knowledge, understanding and skills. He has also provided good quality training for colleagues that has improved the quality of teaching and learning throughout the school. Pupils are actively engaged in lessons and aware of the good progress they are now making in gaining new skills. Inevitably with this subject, there is a great disparity between the amount and quality of the experiences the pupils have had at home on computers. The school recognises this and capitalises on it by grouping pupils in such a way that the more skilled help those with less experience. The main area for immediate improvement in the teaching of information and communication technology is in enabling pupils to use their skills more widely in their daily work. Currently, most of their work is done in the suite. As a consequence, they do not use their skills as a matter of routine, for example in representing and interpreting data in mathematics, tracking temperature in science or using CD ROM or the Internet for general research purposes. These limitations slow down the rate of learning for all pupils, and especially for the most able, who are capable of more extended and independent research and investigation.
31. The quality of teaching observed in the two design and technology lessons that were observed was also good. These lessons illustrated the strong, effective partnership between teachers and teaching assistants that leads to productive learning based on supporting pupils who are engaged in focused practical activities. In other subjects, the quality of teaching was judged to be satisfactory overall. Strengths outweighed weaknesses, and lessons reflected the general points outlined above. Good lessons included more variety and challenge and less effective ones lacked pace and challenge, especially for the more able pupils. In the good and very good lessons, the teachers know their subject well and provide direct teaching and planned activities that enable all the pupils to make significant gains. They engage the pupils in discussions that encourage them to follow and extend their own line of thought and prepare tasks that allow for diverse responses. In other lessons, this does not happen to a sufficient extent. Although teachers prepare different tasks for the different ability groups, in these lessons, the work set, is still not demanding enough for the more able pupils.
32. The teaching of pupils who have special educational needs is very effective. As a result, these pupils learn very well. The teaching is well organised, and is undertaken by teachers and assistants within the class setting, or in small groups taught by the special needs co-ordinator or learning support assistants. The work of the co-ordinator is particularly effective as she is involved in some class teaching as well as with specific groups across the school. This role strengthens her working

relationships with her colleagues and her target pupils, and enables her to monitor and improve provision and progress informally throughout the school. Teachers and teaching assistants are very well versed in the procedures for special needs and they make good use of individual learning plans to match work to pupils' individual needs. The good quality of the targets in these plans means that teaching is sharply focused on pupils' specific learning needs and strongly promotes their progress. Work challenges these pupils across a variety of activities, but they are well supported so that they can experience the daily glow of recognised achievement. The quality of support is high. Good teamwork between teachers, support assistants and the co-ordinator ensures that all available expertise is used well to enhance learning. Learning support assistants are well informed about planning, recognise their key role and make sure that their target pupils are focused, interested, and busy in relevant learning activities. They also maintain observational records which are used very effectively to inform future planning and pupils' profiles.

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

33. The quality of the school's curriculum is good, and meets all statutory requirements. The curriculum for children in the reception class is organised according to the new guidelines for the 'Foundation Stage'. The teachers there have a good understanding of the needs of children of this age and ensure that appropriate activities are provided. All subjects of the National Curriculum are taught and the school follows the locally Agreed Syllabus for religious education. Pupils with special educational needs are well provided for and have full access to all lessons and activities.
34. The school has worked hard to improve the quality and range of learning opportunities since the last inspection, when weaknesses in the school's curriculum were a key issue. Teachers have developed good schemes of work based on the guidelines contained in the National Curriculum. These reflect the needs of all pupils and the resources of the school. Clear subject policies and guidance, together with these good schemes, make a strong contribution to continued improvement in teaching and learning. Good quality extra-curricular activities and clubs, both at lunchtime and after school, are well attended and popular. The literacy and numeracy strategies have been fully implemented. Planned development of literacy across the curriculum is good, and unplanned opportunities for extending literacy and numeracy skills in other subjects are well used.
35. All National Curriculum subjects have enough time within the school week. The curriculum for information and communication technology is good and has contributed well to improved quality of teaching in the specialist suite. The use of computers across the curriculum has improved since the last inspection, but is still not extensive enough. The personal, social and health education curriculum is good, although the amount of time devoted to it is sometimes eroded by other timetable pressures. Although most pupils have full access to the school's curriculum, some who attend music lessons taught by peripatetic teachers miss part of the same lesson each week. This requires more careful monitoring to ensure that arrangements are in place to safeguard against important lessons being missed. A good policy and programme for gifted and talented pupils are beginning to improve provision in this area.

36. Termly planning throughout the school is clear and thorough, so that teachers are well prepared for lessons, with good quality resources and materials available. Teachers' weekly plans have clear objectives that are usually shared with pupils at the start of each lesson. Pupils' activities are well planned in literacy and numeracy, but the same quality is not always provided in other subjects. Homework is used well to extend and reinforce pupils' learning.
37. The school has developed good links within the community; these are used well to broaden the pupils' personal development. The minister of the Baptist Church is a regular and popular visitor to the school. He leads assemblies, participates in celebrations, and is a source of information about a range of faiths, including Christianity, and about certain features of the locality. The village librarian visits the school to promote reading and use of the library. Members of the community enjoy school performances, especially in singing, music and drama, both within school and locally, for example at the Baptist Church Diners' Club. The school works closely with other schools in the locality, including the secondary school with which they share a campus. The two schools work together on environmental projects, improvement of shared facilities, and the transfer of pupils between schools. Teachers from the secondary school contribute to the school's programme for gifted and talented pupils. The family of schools share training for teachers and build networks to support subject co-ordinators in the development of their subjects. They co-operate in events, such as drama and sporting fixtures. The school works hard for charities. For example, they regularly support the local hen-rescue facility through fund raising, and make collections to support the victims of disasters in other parts of the world. Leicester City Football Club provide soccer coaching in the school, and the Broughton Rangers Junior Soccer Team use the school's facilities at weekends, with no charge.
38. A good range of visits that includes Holdenby House, Warwick Castle and the mosque in Leicester, enriches the curriculum. Pupils visit the National Gallery and the British Museum in London, for example, widening their cultural perspective. An annual residential visit to Scarborough for pupils in Year 6 includes studies in Whitby and Eden Camp near York. Visitors to the school contribute well to the cultural development of pupils, and include an African dancer, Mexican percussionists, theatre groups and a local expert on traditional crafts.
39. The school promotes pupils' personal development, with particular strengths in moral, social and cultural development. There is a programme of themes for school assemblies, which enables good planning for spiritual issues and ensures that statutory requirements are met. The school orchestra and the quality of singing contribute to the spiritual nature of assemblies. In the last inspection, planned moments for quiet thought were not given enough time. Although this has improved, the periods of reflection that were observed were still rather brief. The curriculum for religious education provides spiritual development, and pupils learn about values important in their own lives and those of other faiths. Their sense of wonder is developed through the talents of staff and pupils in many subjects, and celebrated through assemblies and small classroom ceremonies. Teachers also make good use of moments of wonder that arise in lessons, for example by drawing the pupils' attention to the beauty of a piece of art or music.
40. Moral education is well provided for and pupils' behaviour is good. The school places high value on honesty and truth, and pupils are taught the difference between right and wrong. There is a good behaviour code, and assemblies are used

to make the rules of the school clear at the opening of the school year. All classes discuss and agree their own rules, and these are displayed prominently on classroom walls. Polite, positive reminders of the standards of behaviour expected are displayed on corridors. The head teacher and staff have good relationships with pupils, and provide a good example for calm, kind behaviour, so that the school has a warm and caring atmosphere. Moral issues are planned into many subjects. For example, environmental issues in geography, pollution and healthy living in science and the recurring themes of right and wrong in literacy and religious education.

41. Provision for social development is good. The school has systems for welcoming all pupils into the school, including those transferring from other schools, and for ensuring their prompt access to appropriate curricular and personal development. An agreed structure ensures pupils are given increased responsibility as they move through the school, which includes taking registers, changing towels in cloakrooms, being librarians, preparing for assemblies and helping with jobs in the classroom. The school organises and takes part in events that involve pupils in the community, and encourages pupils' initiative in helping others, for example through charities, paired reading and supporting others in lessons. Pupils regularly work in pairs and in groups, learning to work well with others and share their skills, although there are not always enough opportunities for them to develop skills of investigation and independent decision making. After-school clubs and activities provide opportunities for good social development. For example the 60 pupils in the school choir sing and dance together with enjoyment.
42. Provision for cultural development has improved since the last inspection and is now good. Opportunities to learn about the diverse cultures in Britain and the wider world are planned into assemblies and subjects of the curriculum. Pupils enjoy learning about lives in other places and times, such as a village in Africa, a small island in Scotland, and the Aztec civilisation in the past. They learn songs and poems from other cultures, including Africa, India and the West Indies. For example, the school choir are learning to perform a traditional West Indian song and dance associated with the carnival Junkanoo. Theatre and other visits and visiting artists, musicians and dancers bring good quality cultural knowledge and understanding into the lives of pupils. They develop their knowledge of the cultural traditions in their own community through links with other groups and organisations, such as other schools, the church, the Diners Club, the library, and sporting organisations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The arrangements for child protection and the care of pupils are good and all members of staff have received appropriate training. Care for those with special educational needs is very good with parents saying that they cannot praise the school highly enough for what it does.
44. Provision for health and safety is good. The modern building provides a safe environment, which is well maintained by a conscientious site manager and cleaning staff. Sufficient members of staff are trained in health and safety. Termly health and safety audits of the building are carried out, but are not systematically recorded. However, any risks that are identified are dealt with immediately. Provision for first aid is good. For example, during the week of the inspection, staff and the first-aider dealt with a serious cut in an exemplary fashion. The calm way in which staff and the first-aider dealt with this situation is to be commended. Lunches are of good

quality providing a well balanced diet, and lunchtimes are an orderly event, offering pupils the opportunity to talk informally with one another.

45. Systems for monitoring attendance are good. The computerised system that is used helps to build up a good picture of attendance which is particularly useful when identifying any trends in absences. The school is helped considerably by supportive parents, who confirm absences at the earliest opportunity. In the event of a long term absence, the school can contact its Education Welfare Officer. Such occasions are, however, very rare.
46. Monitoring of behaviour and bullying is also good. The headteacher keeps detailed records of incidents of bad behaviour together with notes on the action taken to prevent a recurrence. These notes are retained until it is clear that no further action will be required. As with attendance, the school is fortunate in having supportive parents on whom the headteacher can rely to help rectify any incidents of unacceptable behaviour.
47. Procedures for assessing pupil's attainment and progress are good in the Foundation Years, English, mathematics and for pupils with special educational needs. They are satisfactory in other subjects. A good range of national tests is used to keep track of the pupils' progress and the results contribute towards target setting and the grouping of pupils by ability. The headteacher maintains a close interest in monitoring assessment, and uses them to identify trends. For example, differences in the performance of boys and girls are noted and the progress made by different classes in the same year group are compared.
48. The use of marking to show pupils how to improve is inconsistent. There are examples of this being done well, but other examples of cursory marking that does not serve this purpose. Teachers make satisfactory use of other assessment information to plan lessons but it is not consistently used to ensure that the most able children are given work which is sufficiently challenging.
49. Procedures for monitoring and supporting pupils' personal development are good. All pupils in Years 3 to 6 have a record of achievement which they complete themselves. They are required to comment on a range of issues which include their interests outside school, their punctuality and attendance, their attitude to work and lessons, homework, their reliability and relationships. This record forms the basis of a discussion with their class teacher. A simpler form using similar questions is completed for pupils in Years 1 and 2. These records can be particularly useful in identifying concerns which pupils may have. In addition the LEA carry out a survey of pupils' attitudes, providing the school with useful additional data.
50. Pupils who have special educational needs (SEN), including those who have statements of special need, are very well supported. Their needs are rigorously identified and met by teamwork that leaves nothing to chance in this area of provision. Whenever any pupil's progress lapses significantly, a learning plan is produced and implemented. The progress of all pupils with SEN is monitored continuously and rigorously by the co-ordinator for special needs in close liaison with all classroom staff. Records are meticulously maintained and each pupil's progress can be tracked step by step over time. The increasing use of 'tracker sheets' makes it possible to assess the overall quality of this progress at a glance. Effective links with outside agencies and specialists ensure that the programmes outlined in all statements of SEN are carried out and monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views about the school. Interviews with parents during the week of the inspection indicate that they are very happy with the way the school is run. This view was reinforced at the parents' meeting and by the parents' questionnaire. A comparison with the parents' questionnaire from the previous inspection indicates that the levels of satisfaction amongst parents has increased since then. Parents are particularly pleased about the standards of behaviour, the level of care, the provision for SEN and the quality of information they received.
52. The school has good links with parents. The headteacher operates an open door policy making himself available to meet with parents at the earliest opportunity. Interviews with parents confirmed the ease with which they feel they can approach the school with any queries or concerns. The three parents' evenings per year are well supported.
53. The parents make a good contribution to the work of the school. Up to ten parents help in school during the week on a regular basis, providing support for hearing reading, design and technology (including food technology) and science lessons. Parents also help to run soccer practice after school and cross-country running on Saturday mornings. Both the annual Carol Service and Sports Day are very well supported. There is a vibrant PTA comprising some twenty committee members. Considerable sums of money have been raised which have been used to fund the library roof, portable staging in the hall and more recently the purchase of a digital camera. Parents also helped to raise money through the Dragonfly project to buy the safety surfacing surrounding the 'JB special train'.
54. The quality of information provided for parents is satisfactory. Newsletters are regular and of good quality and the Head Teacher has taken note of comments by parents to simplify their appearance so that they are easier to read. The school prospectus is of good quality and meets statutory requirements. Reports to parents on their children's progress are thorough, but parents find them difficult to understand. The school is aware of this and intends to amend them so that they provide a clear and simple way of informing parents what their child knows, understands and can do.
55. The contribution of parents to their children's learning at home is good. They contributed ideas to the format of the home-school agreement, for example. In the early years pupils take books home on a regular basis and the support from parents in completing the reading diaries is good. Similarly parents provide good support for homework. At the beginning of each term, the school issues an information sheet listing the topics that will be covered during the coming academic year. Curriculum evenings have been held in literacy and numeracy and the headteacher has also given a talk on his philosophy for the school and plans for the future.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good. The headteacher provides clear educational direction and is very well supported in this by the staff and governors. The strengths in management identified by the last inspection have been maintained and the areas for development have all been substantially improved. The finances are well managed and the school gives good value for money.
57. At the time of the last inspection, the headteacher had only been in post for a few months. He had established with the governors the key objective of uniting the school in a drive for excellence. This inspection found that today the school is indeed united in pursuit of this aim. The improved results in the national tests for seven and 11-year olds, especially in 2001, are the first concrete evidence of success. However, wider benefits have already accrued from the new sense of purpose that has been engendered. The headteacher has given the staff the support and guidance they needed to develop an agenda for self-evaluation. In addition, the new drive for improvement has provided the parents and friends of the school with a sharper focus for their work. The governors have also benefited by gaining a clearer picture of the school's aims and objectives against which they can measure its success. Finally, the improved assessment and tracking procedures that were introduced have established a framework within which the pupils can measure their own progress and success.
58. The mission statement: 'preparing children today to meet the challenges of tomorrow' guides the vision, aims and values of the school. The vision statement includes a commitment to inclusion for all pupils and to high expectations and standards. The work of the school is clearly directed towards fulfilling these commitments. It already had a justifiable reputation for the way it supports pupils with special educational needs. The organisation and management of this aspect of the school's work are exemplary. The school now also caters more effectively for pupils with above rather than below average attainment and those with particular talents. Policies are in place for gifted and talented pupils and for the more able. Although this inspection found that the more able pupils do not yet consistently achieve as well as they could in lessons, the opportunities they have to do so are better than they were. The areas still needing improvement are in the teaching methods used within individual classrooms rather than the school-wide provision. The co-ordinator responsible for this area has established a very positive ethos for learning in which all avenues are explored to provide opportunities and support for these pupils. Links with the family of primary schools and the feeder secondary school have been very fruitful in this respect. The school's excellent provision for musical instrument tuition and choral singing makes an invaluable contribution.
59. An integral part of the headteacher's plan to raise standards has been the monitoring and evaluation of all aspects of the school's work. Teachers have been fully involved in developing an ethos in which critical self-evaluation is accepted as a positive tool for improving performance. This has meant that new initiatives such as the literacy and numeracy strategies have been introduced much more easily and effectively than they otherwise would have been. The process has also helped to establish minimum standards of teaching quality acceptable to the school. Over a period of time, this has resulted in improvements to the quality of teaching available to the pupils. Specific areas for improvement have been identified in the monitoring of teaching and measures have been taken to spread good practice. These have

included the provision of in-service training and of specialist advice, such as the support of the local leading numeracy teacher to help develop mental mathematics. The monitoring of the school's performance has also included the scrutiny of pupils' work by subject co-ordinators to see if there is a continuity of learning from year to year. The school has identified weaknesses in provision through these procedures that otherwise might have gone unnoticed.

60. The role of subject co-ordinators has been significantly improved so that all teachers are now able to experience some meaningful management responsibility. In English, mathematics, science and information and communication technology, the co-ordinators have played a significant role in initiating improvements that have led to rising standards. Currently, the headteacher carries a very wide responsibility for providing a strategic view of school improvement. The roles played by senior managers within the school are under review, which the inspection found to be appropriate at this stage in the school's development.
61. The governors fulfil their statutory duties assiduously and challenge as well as support the headteacher. Individual governors pair with teachers and undertake specific monitoring roles in order to provide first-hand information to the governing body. Specific initiatives have originated in questions and suggestions arising from such monitoring visits. The reports back to the governing body from these visits are of at least good and often very good quality. They acknowledge and celebrate successes and strengths, but also point out specific areas for development. For example, following a visit to observe provision for the pupils' personal and social development, the governors suggested ideas for extending opportunities for personal responsibility. Among these was friendship monitoring, which has become an established and beneficial addition to school life. The reports on provision for gifted and talented and more able pupils and information and communication technology also contain very useful observations.
62. This first-hand information is supplemented by very good quality reports from subject co-ordinators. For example, the newly appointed science co-ordinator's report identified the need for in-service training to improve the teachers' confidence and expertise in the subject. The school development plan did not contain this objective, but it should have done, as science is the third core subject, but standards in it lag behind those in English and mathematics. The governors are now aware of this fact and have already included this new objective into their future planning. The governors manage the school's finances efficiently and have plans in hand to reduce the school's under-spend in a manageable time-scale. The school secretary and administrative assistant are very efficient and effective. They manage the day-to-day finances of the school very unobtrusively and are able to provide the headteacher with any information on finances and the pupils that he may require. This makes a very valuable contribution to the smooth running of the school.
63. These procedures, together with their close personal associations with the school (most of them are parents with children at the school), ensures that the governors have a very good picture of its strengths and weaknesses. They fulfil their various roles and responsibilities very effectively, and the whole is very well co-ordinated by the chair-person, supported by the vice-chair and the comprehensive committee structure.

64. The School Development Plan is a comprehensive document that is a vast improvement on what was in place at the time of the last inspection. The priorities in the plan have been arrived at after broad consultation with the staff. Ideas from the pupils have been incorporated, but on an informal basis. Current moves to set up a school council offer an opportunity to put this strand of the consultation process on a more formal footing. Parents also make a valuable contribution to developments, for example in the improvements to the grounds, which are making the school into a much more attractive environment for learning. This also is on an informal basis as there are no mechanisms in place yet to canvass parents formally as part of the development planning process. The priorities in the plan were appropriate to the school's needs, focusing as they did on raising standards in English and mathematics.
65. The school is well staffed. The number and quality of full-time and part-time teachers fully meet the demands of the curriculum both for Foundation Stage and in the main school. They form a cohesive and committed team and have good range and balance of experience, expertise and qualifications. All members of staff, including the SEN co-ordinator, have clear job descriptions and each curriculum area and key stage has a co-ordinator whose role and responsibilities are clearly specified.
66. The complement of non-teaching staff is above the average for schools of similar size, and represents a major investment by the school in good support for pupils' learning. There are distinct teams of ancillaries to support work in literacy, numeracy and SEN. All ancillaries have a clear perception of their roles and make a good contribution to the progress of particular pupils. The very positive views expressed by parents about the quality of the support given to their children were confirmed by direct inspection evidence.
67. Newly qualified teachers receive a high level of support during their first year in teaching. This process is very successful in establishing new staff as full and effective members of 'the staff team' from an early stage. Recent appointments have strengthened this team and its shared culture of commitment and success.
68. The performance management of staff operates effectively. An element in every job description requires each member of staff to take responsibility for their own professional development and to support that of colleagues. Procedures are clear, practical and purposeful in identifying individual needs and also in supporting them in ways which match the priorities set out in the school development plan. The school supports a substantial programme of in-service training which maintains a good balance between internal and external provision and between the needs of the school and of individual staff, both teaching and ancillary. The programme has supported co-ordinators in the effective conduct of their delegated responsibilities. It also strengthens the quality of teaching and learning, for example in raising standards in information and communication technology.
69. Accommodation is satisfactory. The modern building is in good condition and the conversion of the courtyard into a library is to be commended. Teachers and teaching assistants appreciate the open plan layout, as it enables them to adopt flexible teaching styles and support one another more easily. The ageing temporary accommodation offers far from ideal conditions for teaching and learning, but is kept habitable and attractive by the constant efforts of the teaching staff and the site manager.

70. A sense of community pervades the life of the school, exemplified in the 'Dragonfly' project for improvements to the grounds. The very real sense in which all the partners in this project are pooling their efforts together towards the shared goal of providing the best for all the pupils gives the school a very good capacity to continue improving.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to continue raising standards across all subjects of the National Curriculum and religious education and to ensure that all the pupils achieve as well as they can, the headteacher and governors should:
- (1) Continue and enhance the drive to raise standards in science by
 - Ensuring that it receives due priority in the School Development Plan
 - Speedily implementing the co-ordinator's plans to provide good quality training and support for staff.(1, 4, 6, 10, 107, 108)³
 - (2) Further raise the achievement of the more able pupils by providing more opportunities for them to extend their own learning through individual and small group investigations, problem-solving and research.
(1, 4, 6, 9, 13, 25, 26, 29, 31, 88, 92, 105, 107, 111, 126, 127, 155, 95, 96, 99, 103, 105, 111, 126, 155)
 - (3) Ensure that as many lessons as possible provide opportunities for all pupils to engage in discussion, self-evaluation and practical learning.
(11, 12, 13, 25, 26, 29, 31, 88, 89, 95, 96, 102, 110, 116, 120, 123, 141, 142, 154)

In addition to these key issues, the governors and headteacher should also consider including in their action plan the following objectives:

- To provide pupils with more opportunities to use information and communication technology as a learning tool across the curriculum. (11, 30, 35, 100, 108, 136, 140)
- To ensure that the planned programme for personal, social and health education is consistently delivered. (35)
- Use the examples of very good practice (paragraph reference: 92) to Improve the consistency with which marking is used as a means of helping pupils to improve. (25, 48, 111, 132)
- Keep a separate record of risk assessments. (44)

³ The numbers in brackets refer to the paragraphs in which reference to the issues are to be found.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	30	25	0	0	0
Percentage	3	19	43	36	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	402
Number of full-time pupils known to be eligible for free school meals	-	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	51

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	13
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	31	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	29
	Girls	27	28	31
	Total	51	51	60
Percentage of pupils at NC level 2 or above	School	85 (95)	85 (97)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	28
	Girls	30	31	31
	Total	54	60	59
Percentage of pupils at NC level 2 or above	School	90 (97)	100 (94)	98 (97)
	National	85 (85)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	30	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	27	25	29
	Total	46	443	48
Percentage of pupils at NC level 4 or above	School	88 (86)	83 (74)	92 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	19
	Girls	22	24	23
	Total	38	43	42
Percentage of pupils at NC level 4 or above	School	73 (66)	83 (66)	82 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	25.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	368

Financial information

Financial year	2000-2001
	£
Total income	675,245
Total expenditure	692,400
Expenditure per pupil	1,767
Balance brought forward from previous year	78,600
Balance carried forward to next year	61,445

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	3	2	1
My child is making good progress in school.	44	48	2	1	6
Behaviour in the school is good.	44	50	4	0	2
My child gets the right amount of work to do at home.	29	53	9	3	6
The teaching is good.	51	45	1	0	3
I am kept well informed about how my child is getting on.	43	44	8	2	3
I would feel comfortable about approaching the school with questions or a problem.	68	29	2	2	0
The school expects my child to work hard and achieve his or her best.	63	34	2	0	1
The school works closely with parents.	45	44	9	2	1
The school is well led and managed.	56	39	1	2	2
The school is helping my child become mature and responsible.	48	44	2	0	5
The school provides an interesting range of activities outside lessons.	19	44	22	5	10

Summary of parents' and carers' responses

Parents and carers have very positive views of the school. No significant issues are raised by the questionnaire that are of general concern. The inspection found that the school provided a good range of extra-curricular activities.

Other issues raised by parents

Some parents felt that the written reports on the children's progress were difficult to understand. The school recognises and is addressing this issue.

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

72. Since the last inspection the good provision for children in this age group has been maintained. This lays a secure foundation for future learning. There is a wide range of attainment on entry to the reception classes. Over recent years, standards have been just above average in children's language and numeracy skills and in their personal and social development. The inspection confirms that this is the case for children starting school this year. Children in reception are making good progress. They are on course to exceed the early learning goals in the six areas of learning by the end of the Foundation Stage (i.e. when they leave the reception classes). There are no differences in attainment between boys and girls and no pupils have been identified as having special educational needs at this stage.
73. Most children begin the Foundation Stage of their education in local nurseries or playgroups. They start school in the September of the year in which they are five. Those with birthdays after February attend part-time until January. Relationships with parents are developed before the children begin school. This helps them to settle in quickly and begin to learn and achieve well. Parents are welcomed as partners in the education of their children and make a valuable contribution to their learning, particularly in the development of their reading skills. The Foundation Stage is well led and managed. Good links have been established with pre-school providers to enable staff to build on earlier attainment. Detailed planning ensures that the school's reception-class curriculum is securely based on the nationally recommended six areas of learning for pre-school and reception children. Information from monitoring of the children's progress, including the initial 'baseline assessment' is used well. It enables the staff to focus their work on developing specific knowledge and skills. Weekly planning reflects this good organisation. It is based on clear objectives that match the emerging needs of the children. Each week, a theme is chosen to provide a link between the areas of learning; during the week of the inspection it was 'Teddy Bears.' This enlivens the curriculum, securing greater interest from the children. Resources are good. They are used well to support the varied learning activities that enable the children to make good progress. Children attending part-time achieve equally as well as those attending full time because the morning sessions cover all the areas of learning.
74. Teaching is always good or better and 20 per cent of the teaching that was observed was very good. A strength of teaching is the way the teacher, nursery nurses and learning support assistants work very well together as a team to plan, teach and evaluate the children's learning. This allows children be taught regularly in groups and this enhances their learning. Staff know the children well and understand their needs. Consequently the children's achievements are good. There is a good balance between teacher directed learning and 'free choice' activities, which are structured well to allow children to learn through investigation and play.

Personal, social and emotional development

75. Most children will exceed expectations in this area because of the skilful teaching, very good provision and the high expectations of what they can achieve. The children have positive attitudes to their learning. They enjoy coming to school and form very good relationships with the staff. In both classes children work happily

with a good degree of independence and with increasing confidence. Most children are able to dress and undress themselves for physical education lessons without adult support. Routines are well established and pupils know what is expected of them. As a result of this their behaviour is very good. Children's concentration in group and class sessions is very good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together with construction kits or in the imaginative play areas and most willingly help to tidy up at the end of each session. Children enjoy the responsibility for taking the class register or leading the line into the hall.

76. The quality of teaching is very good. Staff correctly place a high emphasis on personal and social development during the first half term in order to facilitate learning in other areas. The provision of an ordered routine offers security to young children. Independence is developed in both classes by allowing children some choice in their activities. Activities are structured well to allow children to learn independently. Staff use milk times and playtimes well to talk to the children informally, and this contributes to the very good relationships between staff and children. They are sensitive to the needs of the children and strive to increase their confidence and self esteem. In a whole class session, for example, when a child was losing concentration, the support assistant sat with him and, by gently talking to him, enabled him to join in the discussion about the story. Children are taught the difference between right and wrong and what is acceptable behaviour. Class assemblies are often used to encourage children to think about the impact of their action on others and, for example, about what makes a good friend.

Communication, language and literacy

77. By the end of the reception year most children will have exceeded the early learning goals in this area. They have learned a wide range of action rhymes and perform them with gusto. The children have regular, daily opportunities to share their news and to talk about their experiences. Most interact well with each other, speaking confidently and taking turns in conversation. Their spoken language is well developed and most children have a wide vocabulary for their age. They enjoy listening to stories and sit attentively for an appropriate length of time. The children are developing their early reading skills. They know the format of a story and recognise that print has meaning. They enjoy reading the 'Big Book' together in literacy sessions and some can recognise rhyming words and repeating patterns. Higher attaining children are beginning to read simple texts. They have a small sight vocabulary of known words and they attempt to make sense of unknown words using initial sounds and picture clues. Average and lower attaining children can explain what is happening in stories read to them and use pictures to predict what might happen next. They 'read' stories to adults by using the pictures, sometimes using story language. They are beginning to learn the sounds of letters and most recognise the initial sound of their own name. The pupils' early writing skills are at an appropriate stage of development. A number of children have not had early experiences of mark making to represent writing. Some of these are reluctant to 'have a go'. One child said 'I can't spell it', for example. Other children show above average skills. They confidently make marks, some incorporating correct letter symbols, and 'read' what they have written. Most pupils can write their own name correctly.

78. The quality of teaching is good and has a positive impact on standards. The National Literacy Strategy is being gradually introduced into Reception to aid the planning of appropriate reading and writing activities. Opportunities are given each day for children to share their news and talk about their experiences and well-structured activities are planned specifically to develop speaking and listening skills. For example children sat round in a circle with their own Teddies and each child was encouraged to talk about their bear. Another group listened to the clues given by the nursery nurse to identify an object placed in the circle. When children learn through play and investigation they are very skilfully encouraged to talk about what they are doing. The staff's questions and explanations increase the vocabulary of the children. Role-play is used well to develop spoken language; when pupils played in the food store, for example, they developed their 'shopping' language. The basic skills of reading are very well taught and this enables the children to achieve well. They are introduced to a wide range of books. When reading 'Big Books', staff point to words as they read and encourage children to join in with rhyming words and repeated word patterns. Letter sounds are taught well, enabling the children to begin to work out words, using the pictures as clues. Relevant use of praise rewards children for what they have achieved and gives them the confidence to 'have a go' independently. Reading and storybooks are taken home daily to share with parents and this has a good impact on standards in reading. The teachers also encourage the pupils to try out writing for themselves. Free choice opportunities are always available for writing in the 'office', for example. Activities are also provided to trace over lines and circles in preparation for the more formal teaching of handwriting.

Mathematical development

79. Standards are above expected levels for pupils at this age and almost all children will have exceeded the early learning goals by the end of the school year. Through well-planned practical activities children are developing an understanding of number, pattern, shape and measurement. Most children can count correctly to 10 and many to 20 or higher. When a group of children were counting how many of them were sitting in a circle several higher attaining pupils realised that the number would always be 16 no matter at which child they started counting. Some children can consistently add small numbers of objects together correctly. In one session most children knew how many 'teddies' there were when adding one more, up to five, and many know up to 10. Some children could match the correct numeral to the number of teddy bears. The good use of sand and water play successfully increases the children's understanding of capacity. Most children can thread beads to make a simple repeating pattern. They recognise and know the names of common flat shapes. Almost all children are able to order three teddy bears in size and understand the meaning of small, medium and large in this context.
80. The teaching of mathematics is good and children achieve well. The National Numeracy Strategy is beginning to be introduced. It is used to plan a wide range of structured and unstructured learning activities to extend children's understanding of different mathematical concepts. Number songs and rhymes are used frequently and well to reinforce the learning of numbers and early addition and subtraction. In one lesson, the children enjoyed throwing a large dice, recognising or counting the number of spots and then clapping, jumping etc. the same number of times. Children were encouraged to record their own scores when playing an outdoor game of skittles. Teachers carry out day to day assessments well and they are good at using the information gathered to give extra support when needed.

Knowledge and understanding of the world

81. Children are developing a sound understanding of the world around them and standards are as expected in most schools. Their natural curiosity is nurtured by effective teaching which gives opportunities for children to explore the natural and man-made environment. Children have looked closely at different fruits to investigate what is inside them. They have been learning about their own bodies and how healthy food and exercise helps them to stay fit. They confidently name parts of the body and recognise that teddy bears have the same parts. Children enjoy using large and small construction toys to build recognisable structures and vehicles. They are skilful at cutting out and sticking shapes independently. They develop their understanding of the passage of time when they are encouraged to discuss and sequence activities in the school day. Some children can use the terms tomorrow and yesterday correctly and can remember the sequences of days in a week.
82. The good teaching and the provision of a wide range of stimulating activities enable children to achieve well. There is a good balance of teacher directed and play situations. Outdoor play was used effectively in one session to create a road with a crossing point and traffic lights to encourage children to think about road safety. Staff use questions effectively to encourage children to talk about their experiences and discoveries. Computer skills are not yet taught until after initial assessments are completed but many children are able to use them confidently because of their experiences at home. Informal times are used well to extend pupils' knowledge and understanding, for example the few minutes after a registration session were used well for children to talk about their birth dates and to relate this to the passage of time.

Physical development

83. All children are on course to reach, and many exceed, the standards expected for this area of learning by the time they are ready to start in Year 1. Children in both classes have regular physical education lessons, including the use of gymnastic apparatus. They worked with control and confidence in a lesson, showing a good awareness of space as they hopped, jumped and found ways to move backwards. They control large balls successfully by tapping them gently with their feet. When asked to do so they are beginning to consider their movements and look for ways to refine them. Finer physical skills are developing well. Children show good control when handling scissors, for example when cutting out bears to stick on a house. Manipulative skills are often good. Children show good control of pencils and crayons. They handle play dough dexterously as they roll it and cut out shapes of different sizes.
84. The quality of teaching in the physical education lesson that was observed was good and the children were achieving well. Warm up activities help the children to recognise changes to their bodies as they exercise. The teachers demonstrate skills well and this helps children to improve their performance. Class management is good and children listen and behave well; this has a positive effect on their learning. There are regular opportunities in outdoor play sessions for children to ride tricycles and to control wheeled toys. Activities in the classroom are well chosen to develop fine physical skills and children are taught to hold and use pencils, paintbrushes and scissors correctly.

Creative development

85. Most children will achieve the levels expected in this area of learning. The good provision enables them to express their feelings through exploring a range of media and materials, music and movement and through imaginative play. The children paint imaginatively, experimenting with different types of brushes and choosing their own colours. They have explored a variety of materials to make collages. They know a wide range of songs and rhymes and sing together with enjoyment and zest. Their response to music and rhythm is good. Listening games in a music session helped the children to learn the names and sounds of percussion instruments. By singing, clapping and playing instruments they are developing an understanding of sound, rhythm and pattern. Children play together imaginatively in the food store, using their experiences of shopping with parents to take on the role of customers and checkout assistant.
86. The teaching of creative development is good; the children make good gains in their learning because of this. Detailed planning ensures that a wide range of stimulating activities is provided to help the children learn whilst they explore and create. The children were encouraged to use the sponge in different ways when they were printing in order to decide which way gave the better effect of texture for the bears' fur. They are encouraged to use appropriate vocabulary; good intervention by staff helps them to develop language skills as they express their ideas. Role-play areas are set up for each topic and staff structure them well to develop imaginative play.

ENGLISH

87. Standards attained by pupils in Year 2 and Year 6 are above average overall. They are average in speaking and listening but above average in reading and writing. This is better than at the time of the previous inspection, when standards were reported to 'match the national average'. Improving test results by both boys and girls over the past three years have kept pace with the rising trend nationally and maintained a position above the national average. In view of the school's substantial and increasing numbers of pupils with special educational needs, this represents a good achievement. The most recent performance of 11-year olds in national tests illustrates this trend. For example, the percentage of pupils reaching the higher than expected level (Level 5) rose from 24 in 2000 to 44 in 2001. This reflects the increasing impact of the school's literacy strategy and of its actions to improve standards in writing and to raise the achievement of its more able pupils.
88. In speaking and listening, pupils make uneven progress and do not achieve as well as they should. Most pupils speak clearly in standard English, take turns on cue and listen attentively. When working with partners, for example in the ICT suite, they talk skilfully and sensitively to negotiate agreements and make headway with tasks. Higher attaining pupils can extend their answers coherently, read aloud expressively and, when asked, present their learning clearly and formally to the class. However, the quality and frequency of opportunities to practise and extend these higher skills are inconsistent. For example, teachers do not always make best use of the whole-class discussions of different texts in literacy lessons. They do some things well. For example, they listen and value the pupils' contributions, and they require pupils to listen to each other so that their answers help to build a

coherent picture. They also use questions in a well-ordered way to draw pupils towards an understanding of the text in relation to the focus of the lesson. However, few teachers use questions to effectively target pupils of different abilities. Opportunities for pupils to question each other, to explore ideas or characters together, perhaps through role-play, or to develop reasoning skills and interpretative thinking are also limited. Only the best lessons seen provided closing opportunities for pupils of different abilities to explain and review their new learning with the class. Important learning skills and points of personal development are involved here which influence progress in all areas of schooling.

89. Attainment in reading is above average at the end of Years 2 and 6. Progress is satisfactory overall although the lower attaining pupils often achieve well and reach the expected standard by the time they leave. Well-established systems and good resources support the successful development of reading skills, attitudes and tastes throughout the school. Consistently systematic work on basic skills within the literacy framework develops confidence and a wide range of strategies for reading new material. Resources used in the literacy hour offer pupils good experience of a range of quality texts. Ancillary staff give very good support to pupils who find reading difficult. Good home-learning agreements and routines ensure daily practice and enable parents to contribute significantly to the secure progress pupils make. Graded reading books are well organised to give structure and support to progress in reading. Teachers, especially in Years 1 and 2, keep detailed diagnostic records of individual attainment. These, together with analyses of more formal tests, provide teachers with an informed basis for planning and enable the school to track each pupil's progress over time. As a result, reading tasks are matched to attainments, and reading activities in lessons consistently focus on new learning. Weekly lessons in the school's very good library provide good opportunities for pupils to learn to choose and use books, enjoy quiet reading and develop a working knowledge of library systems. As yet, however, the library is underused for the development of the higher and more independent skills of 'reading to learn'.
90. As they move through the school, pupils of differing abilities, including those who do not read fluently, develop confidence and accuracy in their reading. They develop sound book knowledge so that, for instance, pupils in Year 2 were able to identify a non-fiction book from its cover, explain their reasons and predict some of the chief features they would expect to find inside the book. By Year 4, pupils know how to use the library classification and choose books more discriminatingly, using the blurb and sampling the text. However, few pupils show personal interest in books and authors, or can talk about the different kinds of fiction or non-fiction. By the time they are in Year 6, pupils of different attainments read aloud fluently and with a clear expression of meaning that shows a sound understanding of punctuation. They are quick to identify a good range of the features that typify information books, although only the more able can explain the function of features other than the index and glossary. When asked to consider the opening of a story, these pupils offer perceptive observations of the effects it produces. However, only the most able pupil showed a clear understanding of how the author had used language to construct those effects and draw the reader into seeing events and character in a particular way.
91. Standards in writing are above average across the school and show the good impact of the school's actions to raise attainment. Strengths noted in the previous

report have been maintained and extended, and as at that time, some pupils produce very accomplished writing. Good systems and expectations guide pupils to develop a well-formed script and to present their writing carefully. By the time they leave school, almost all pupils use a consistent, fluent, neat and legible joined style. Pupils follow clear programmes which effectively develop their knowledge and skills in spelling, punctuation, vocabulary and sentence structure. Most progress steadily from largely phonetic spelling strategies, through stages in which they produce mixed forms such as 'vejitubulls', to a largely secure use of regular standard forms. Teachers reinforce learning in these areas by insisting on good standards of writing in other subjects. The curriculum strikes a good balance between the emphasis on these basic skills and opportunities for pupils to write at length in a range of different contexts and styles. These opportunities are increasingly designed to challenge the more able writers, as was exemplified in a Year 2 lesson which inspired many higher and average attainers to write extended stories which expressively captured the stirring events of a famous lifeboat rescue. Pupils in Year 4 develop good skills in drafting and editing their work so that their final poems on the contents of 'My Magic Box' are of fine quality.

92. By the time they are in Year 6, pupils' writing files show a good range of original writing which includes a variety of factual styles as well as imaginative work in poetry, playscript, diary and other forms of narrative. All pupils achieve well and most work shows good control of sentence and text structure and an increasing ability to choose and use words with precision and effect. Bound anthologies of creative writing include the work of all pupils and show a strong responsiveness to literary models such as fables or the diaries of 'Adrian Mole'. One such collection contains powerfully visualised descriptions of foxes, for example "... ears erect at attention, one delicate paw poised, silvery whiskers twitching in the moonlight". Pupils' understanding of how to plan work, and develop and communicate ideas is enhanced by teachers' very good marking and target-setting. Many written comments include small individual targets and these are followed up well. The quality of marking across the school significantly supports progress in writing. In Year 6, pupils increasingly write their own targets and use them to monitor their own development as writers. This is good and inclusive practice, which, together with teaching older pupils in ability groups, promotes the independence of the more able pupils. However, the issue of whether teachers consistently meet the needs of all pupils still applies in, for example, literacy lessons in which all pupils do the same worksheet task and all get everything right.
93. Very good provision enables the increasing numbers of pupils who have special educational needs to achieve very well in relation to their capabilities. The individual learning plans for these pupils are well-written and teachers use them carefully to guide their planning. Language targets that are clear, specific and achievable help to focus teaching. Learning support assistants and literacy ancillaries give consistently effective support. They work closely with class teachers and the SENCO (special educational needs co-ordinator); they understand their pupils and their role clearly, and they are skilful, focused and sensitive in the support they provide. Good teamwork ensures that they give this support actively in all phases of the literacy hour. Provision for the more able pupils is much less consistent in its quality and effect, although good initiatives have raised awareness of the needs of these pupils and have begun to boost achievement. Examples of improving provision include: the development of booster classes in Year 6 to enable more pupils to attain Level 4; more open-ended tasks requiring independent library enquiries, and the identification of pupils who show a particular flair for writing.

94. Good steps have been taken to extend the literacy strategy across the curriculum. For example, every teacher now plans a weekly opportunity for pupils to write at length in the real context of their learning in a subject such as history, geography or science. In geography, for instance, pupils in Year 6 have used books and CD Rom to find information on mountains. They have gone on to write information texts on different aspects of mountains, using technical vocabulary, grammar and text structure.
95. The quality of teaching and learning is good overall. All of the teaching that was observed was at least satisfactory and two-thirds was good or better. Teaching was good at both key stages, but the quality was better at Key Stage 1, where one lesson was outstanding. Effective features across the school are: the sharing of clear learning objectives; the teaching of basic skills; teachers' subject knowledge; their management of pupils, and their use of support staff and homework. Consistently good practice in these areas derives from clear whole-school policy. It accounts for pupils' sound basic skills in reading, handwriting, punctuation and spelling; for their good behaviour and well-directed effort in lessons, and for the very good progress made by those who have special educational needs. In other areas of teaching, the quality is much less consistent. In some lessons, teaching methods lack pace, range and vigour; lesson endings lack focus on the quality of new learning, and tasks are not varied enough in their level of demand to challenge groups of differing attainments, especially the more able. In particular, teachers' use of questions often lacks enough depth, range, openness and sense of opportunity to stimulate and involve all pupils in exploring their responses to texts and new learning. Discussion of texts often proceeds rather superficially through questions that limit responses, when pupils need to experience how discussion can search, share and unfold new understandings. Across the school, however, there are examples of good practice in all these areas. In several lessons, a good spoken language element showed pupils what it means to read expressively and to share responses and build ideas together creatively through discussion. In one inspirational lesson with a Year 2 class, the telling of the story of 'Grace Darling' became a completely shared and creative activity. The teacher drew the pupils into the story by her evocative use of language, and also by her skilful use of questions that enabled pupils to fill in the details and choose words that expressed the force of the storm and plight of the characters. The teacher also seized good opportunities to discuss the quality of certain suggestions so that pupils knew what they were doing well and gained insights into their own learning. As a result, pupils were inspired to write their own powerfully imagined versions of the story, in which the gale 'roared' and 'howled' whilst the sea 'foamed and crashed'. Some pupils were able to comment on the effect of such verbs in their story because the lesson had extended their awareness of word choice.
96. English is well-managed. The co-ordinator and her colleagues have effectively established the literacy strategy across the school. They have developed and used very good strategies for monitoring and evaluating the performance of the subject, particularly in writing and reading. Governors are fully involved in this process and are influential. Development planning is good because new initiatives and changing priorities have been informed by the clear evidence of evaluation and results. The changes that have been introduced are consistently raising standards. For example, pupils are now writing more frequently and at length in an increasing variety of fictional and factual styles, and with a sharper awareness of context. The support for pupils who find literacy difficult is very good. Resources have been very

shrewdly improved and are used effectively. The development of the library is impressive. Its potential as a centre of learning is excellent, although this potential has yet to be realised by use, especially for independent research activity. Procedures for assessing attainment and tracking pupils' progress are very good. The resulting information is mainly well used to guide planning at all levels, particularly for the less able pupils. The development of a policy for more able pupils is leading to improvements in awareness and provision on the part of teachers, though there is clear evidence of inconsistency in this area and this needs to be eliminated. Even so, these pupils are now achieving better and this is reflected in the dramatically improved 'higher level' results at the end of Year 6. There remains a need to develop the quality of work in spoken language, particularly in the quality of pupils' opportunities to articulate their thoughts in more extended and formalised ways.

MATHEMATICS

97. When they begin Year 1, pupils have above average knowledge, understanding and skills in mathematics. They make good progress over their time at the school and obtain results in the national tests for seven and 11-year olds that reflect their abilities. This is a big improvement since the last inspection, most of which has occurred over the past year. The results in the 2001 tests are much better than in previous years, including 2000, because of the increased number of pupils achieving above average levels (Level 3 for seven-year olds and Level 5 for 11-year olds). The children achieve particularly well in number (numeracy).
98. By the end of Year 2, the average attaining pupils have a good understanding of numbers into the hundreds. They order hundreds, tens and units numbers and round them to the nearest ten, and count on and back competently in twos, fives and tens. They add and subtract and are beginning to use these skills to solve practical problems. Higher attaining pupils understand numbers into thousands and above, and are very confident in discussing quite large numbers. For example, they can write the number that is two more than 499, and the most able write numbers like 5009 correctly. The number of pupils functioning at this above average level is higher than in most schools. The pupils also have a good understanding of shapes at this age, explaining very clearly the difference between a square and oblong, for example. Some lower-attaining pupils have a very limited understanding of the number system, but they receive very good support and make good progress towards the targets set for them.
99. Good overall progress is maintained throughout Years 3 to 6. By the time they leave the school, the pupils have very good basic number skills for their age. They add, subtract, multiply and divide using standard formal methods, or where appropriate, a calculator. The pupils apply these operations to fractions and decimals, demonstrating an above average understanding for their age. For example, even the lower attaining pupils add and subtract mixed fractions. The higher attaining pupils quickly find a common denominator to help them add fractions and understand how to multiply whole numbers by fractions. The pupils also have a very good knowledge of percentages and proportions, and how these concepts can be useful in practical situations. When applying their knowledge to solving problems, however, their skills are not quite so good because they do not use a wide enough variety of approaches. For example, they tend to work out exact answers using formal methods before considering whether or not they could work

the answer out mentally. They are reluctant to look for quick ways of working out answers, preferring to go through procedures that they are confident with and know will be marked as correct. This serves them well in some circumstances, but limits their flexibility in applying their mathematical knowledge to new situations. Lower attaining pupils also show similar limitations in this aspect of applying mathematics. For example, they write out the same number four times in columns to add them, when it would be more sensible to round up and multiply then adjust afterwards to arrive at the accurate answer. However, the pupils' work does reflect a determination to succeed and a willingness to work hard. It is neatly presented and nearly always completed. This positive attitude is also reflected in lessons, in which pupils are keen to answer questions and get down to their work quickly and enthusiastically. The pupils' books also reflect very positive attitudes to their work.

100. The pupils have a good knowledge and understanding of the metric system of weight and measurement, and of angular measure. They are also competent using graphs and charts to represent and interpret data. Higher attaining pupils, for example, explain clearly the difference between the mean and the median as measures of an average. There is insufficient use made of computers in this and other areas of mathematics, however, for the pupils to extend and enrich their learning.
101. The quality of teaching is good overall. In some of the lessons it was very good or excellent. These lessons were characterised by very good questioning by the teachers that encouraged the pupils to think things through and explain their methods fully. The questions were sometimes open-ended, allowing alternative responses, and the pupils were encouraged to look for patterns. For example, Year 4 pupils were challenged to explain how they knew that two odd numbers added together always make an even number. Use of questions such as 'how do you know that?' and giving the pupils time to explain their thinking ensured good progress in the understanding of this rule. The pupils have a secure grasp of the general rules that they learn in this way because of the practical and mental involvement they have had in arriving at them. A very good example of this was seen in Year 5 in which pupils arrived at a general formula for working out the perimeter of a rectangle following an open-ended discussion on what is meant by 'perimeter'. By allowing a range of ideas to be expressed and discussed, the teacher led the pupils to a thorough understanding of why and how formulae are useful. In an excellent lesson in Year 1, the pupils consolidated their knowledge of the number pairs that add together to make ten. A variety of interesting activities and games kept the pupils interested and encouraged them to think hard and look for patterns. For example, many were able to see that if $7+3 = 10$, then $3+7 = 10$. The teacher made very good use of her assessment of the pupils' attainment and potential by giving the more able pupils the challenge of applying this concept to calculations involving larger numbers. The activities encouraged the pupils to look for patterns that suggested quick ways of working out answers. This gave enjoyment as well as good purpose to the exercise. A lively whole-class session at the end of the lesson involved the pupils in a race against the computer to find answers to sums using their newly learned skills. Pupils who were taking more time to understand the concept and learn the number pairs also made very good progress in this lesson because they were supported well with work that was carefully matched to their level. This very good support for lower attaining pupils and those with special educational needs was a characteristic of all the lessons observed.

102. Lessons are well planned and generally supported by a good range of resources. The teachers make it clear what is to be learned so that the pupils have a good awareness of their own progress. Expectations for behaviour and work-rate are high, so that lessons proceed smoothly and efficiently. When humour is used, or the pupils are involved in some kind of game or competition with the teacher or each other, their interest and involvement increases and they learn more effectively. In the lessons in which the teacher keeps talking to the whole class for too long, or explaining things themselves instead of getting the pupils involved in discussion, learning is slower and less secure. The very good relationships that the teachers and classroom assistants enjoy with the pupils help to ensure that behaviour is good and that the pupils stay on task and complete work that is set. Teachers keep very good records of the pupils' progress and use this information well in grouping the pupils and providing them with work at different levels of difficulty. These strong aspects of teaching help to ensure that all pupils learn the basic skills in a systematic way. The classroom assistants make an invaluable contribution to the pupils' progress in lessons. They work very closely with the teachers, sometimes supporting the lower attaining pupils and sometimes the more able. They are always fully aware of the purpose of the lesson and show a very good understanding of how the pupils learn best.
103. The more able pupils learn at a slower rate than other pupils in some lessons because the introductions do not challenge them and the tasks they are given are easy to accomplish. There is a resources issue here, as teachers do not have to hand a bank of ideas and activities that would keep these pupils interested and challenged. The teachers do not have the expertise to provide such materials themselves, especially towards the upper end of the school. As a result, some of the activities that the more able pupils are given to do involve them in spending too much time practising skills they already have instead of applying their skills to solving new and interesting problems or investigations.
104. The temporary co-ordinator for mathematics has done a very good job in harnessing whatever support is available to the school to raise standards. A very fruitful partnership with the local leading numeracy teacher has had a particularly positive impact. The teachers have also all attended a five-day course to update their teaching skills, with evident effect on the quality of learning. The dramatic increases in the numbers of pupils reaching above average levels in the tests at the end of Year 2 and Year 6 in 2001 reflect the success of these initiatives. The school is fortunate enough to have recruited a teacher who is a mathematics specialist and who is already having an impact on the quality of teaching and learning for the five to seven-year olds. With the already strong teaching in the school and the determination to raise standards, the school now has a very good capacity to improve the quality of provision in mathematics even further.

SCIENCE

105. The school has broadly kept pace with standards nationally in terms of the numbers of pupils attaining the expected level at the end of Years 2 and 6. However, the proportions of pupils attaining the higher levels have been below average nationally and well below those achieved in similar schools.
106. The school's results in the 2001 school-based assessments at the end of Year 2 continued this trend. However, inspection evidence indicates that standards are

now beginning to rise, with more pupils working towards the higher level. Overall standards for seven-year-olds seen during the inspection are in line with national expectations, with more emphasis on pupils' being engaged in practical investigative work. This shows steady improvement since the previous inspection and on recent assessment results.

107. The results of the national tests at the end of Year 6 in 2001 showed a similar pattern, with fewer pupils reaching the above average Level 5 than in English and mathematics. Inspection evidence indicates that standards are beginning to rise, however, with more pupils working towards achieving the higher Level 5. There were no significant differences between the attainment of boys and girls seen during the inspection.
108. Increasingly challenging practical investigations are now being provided to develop and support pupils' scientific understanding and knowledge as they move through the school. This is improving their understanding of the process of making predictions and observing and recording their results. They use a range of graphs and charts to show the results of experiments, but their explanations and interpretations are sometimes too superficial. More thought could be given as to how the pupils could use their literacy and numeracy skills more effectively in this respect. Although computers are being used to support pupils' learning in some lessons, they are not being used consistently enough across the school.
109. By the end of Year 2, pupils have good scientific knowledge and understanding. They are aware of the characteristics of a fair test. For example, in a Year 2 class, pupils realise that the different types of paper such as tissue and wrapping paper will absorb water at different rates, and that you need to observe closely to understand the reasons why. In Years 3 to 6, pupils develop their scientific understanding of predicting, observing and recording. For example, Year 6 pupils use their knowledge of simple electric circuits to predict the different effects on a light bulb of two batteries connected in either a parallel or series circuit. Their explanations of the results demonstrated a good use of scientific vocabulary to explain their observations. In a Year 5 lesson, all pupils knew that the function of the heart is to pump blood to different parts of the body. The more able pupils in the class could describe the journey of oxygenated and deoxygenated blood around the body. This level of understanding is what is expected at the end of Year 6. Year 3 pupils also have a good understanding of human biology for their age. For example, average attaining pupils know that they have different teeth, such as the canine, incisors, premolar and molar, and that they are used for specific purposes such as biting or chewing. Less able pupils in the class need help in naming the different types of teeth, but understand what purposes they serve.
110. The quality of teaching observed in both the lessons seen in Years 1 and 2 was very good. In the eight to eleven age-range the overall quality of teaching is satisfactory overall, with examples of good teaching. In the better lessons seen, teachers use open-ended questioning well to prompt and develop pupils' thinking and understanding. In addition these lessons have a definite structure, a brisk pace, with an emphasis on practical enquiry and investigation, with high expectations of what pupils need to know and develop from what they have already learnt. This was seen in a Year 2 lesson, for example, on the absorbency of different papers, to develop pupils' understanding of what is meant by a 'fair test'. The pupils' made good gains in this lesson in their understanding of the scientific method of predicting, observing and recording what they had found out. In Years 3 to 6, the

good teaching that was observed involved the pupils in stimulating discussion and investigation that captured their interest and deepened their understanding. For example, in a Year 6 lesson, the pupils concentrated hard and worked enthusiastically to ensure they had assembled their electrical circuits correctly. In some lessons, the teachers lack the confidence to engage the pupils in practical investigations. They sometimes tend to direct the pupils' learning too closely, inhibiting the development of their investigative skills. The marking of pupils' work is sometimes used effectively to indicate where pupils understand ideas and concepts, and where they will need help and support in the next lesson. It is not well used, however, as a means of encouraging the pupils to raise and pursue their own questions as the basis for further learning through experimentation.

111. In all the lessons observed, behaviour and relationships between pupils was good. They listen carefully to their teachers and respond to any guidance to improve their work. For instance, Year 3 pupils discussed and shared their findings about the different types of teeth they had, when using a mirror to look inside their mouths. The science curriculum contains an appropriate balance of knowledge about living things, materials and forces, and provides for the systematic building of scientific skills. This helps teachers to plan lessons that encourage the pupils to explore and investigate. However, the success of the scheme of work depends on the confidence and skill of the teacher, and some still rely too much on photocopied work-sheets rather than enabling the pupils to develop and improve their own methods of recording results of experiments and styles of presentation.
112. Science teaching makes a positive contribution to the development of pupils' speaking and listening skills. Across the school pupils are encouraged to discuss their ideas and findings in their work. Teachers also use displays that include appropriate scientific vocabulary to help stimulate and interest the pupils.
113. The new co-ordinator is determined to raise standards, particularly for the more able pupils in the school. He has produced a carefully planned science action plan, with clear targets and deadlines to be met. This includes training for teachers, which is essential if standards are to be improved. However, suitable local courses are hard to find. Some good monitoring has already taken place. For example, targets have been set for each year group on the basis of an analysis of test results and teachers' planning checked to ensure consistency of coverage. Lesson observations are the next step to check the quality of delivery across the school. A useful science portfolio of levelled work is also available to assist teachers in planning their work. Year 6 pupils use the Thomas Estley Community College's laboratories for experimental work, giving them a good introduction to the next stage of their science education. The resources are adequate to meet the demands of the curriculum, and are centrally stored and accessible to all staff.

ART AND DESIGN

114. The attainment of pupils at the end of Years 2 and 6 matches national expectations, maintaining the standards found at the last inspection. All pupils, including those with special educational needs, make satisfactory progress. However, there have been significant improvements in the provision made for art and design. Evidence from lessons and from sketchbooks and finished work suggests that pupils are now receiving a wider and deeper range of experiences across the school. This was an area identified as a weakness in the last inspection.

115. By the end of Year 2, pupils have worked with a range of media. Observational drawing features regularly in all classes and pupils are encouraged to look closely at the world around them. Drawings of shells and eyes in Year 1 show good attention to detail. Pupils in Year 2 have studied the work of William Morris before creating their own patterns for wallpaper. By combining printing and painting techniques many pupils have produced work of good quality. By the end of Year 6, pupils have developed their observational skills at a satisfactory rate and attained average skills. They use pencil line and shading, some with accuracy, to represent what they see. Sketchbooks show experimentation with colour, texture and pattern. Older pupils have been able to use their understanding of perspective when painting landscapes in the style of the Impressionists. In Year 6 pupils have used each other as models to successfully show movement in the human body. Year 5 pupils have worked with clay recently, and because of very good teaching, produced highly imaginative clay masks of a quality above what might have been expected. Photographs of pupils' work from previous terms show that they have had adequate experience of working in three dimensions.
116. The standard of teaching is satisfactory overall. This is reflected in the quality of learning in lessons, finished work and the work in sketchbooks. Half of the lessons seen were satisfactory and the others good or better. In a high quality lesson in Year 5 the very good subject knowledge of the teacher and the clear teaching of techniques enabled pupils to learn quickly how to work with clay; moulding, shaping and using slip to join pieces. The teacher encouraged experimentation with tools on spare bits of clay before pupils transferred their design onto the mask. As a result few mistakes were made. Pupils responded well to the high expectations of the teacher with real creative effort and concentration. In two lessons where the teaching was good, artists' work was well used as a stimulus. In Year 1 Modigliani's 'Girl with Pigtails' demonstrated the importance of the eyes in conveying feelings. In a Year 6 lesson, 'The Red Horseman' by Lichenstein stimulated a good discussion on how multiple images suggest movement. This enabled the pupils to experiment with cut-out drawings and tracings to create similar effects. In all three lessons the pupils were encouraged to evaluate their own work and this led to improvement. In satisfactory lessons, planning was clear and based on the school's scheme of work but the level of teachers' subject knowledge was not so high and the support given to the pupils was less effective. In these lessons progress was satisfactory. Whilst some features of good lessons were present, investigation was constrained by the nature of the activities and the limited materials used and this resulted in a lack of challenge. For example, pupils in Year 2 were given pre-prepared pattern outlines. Their creativity was limited to choosing the colour and shape of natural materials such as seeds in order to make a collage. In a Year 5 class the length of time allowed for pupils to create mosaic patterns was too long for the challenge involved and some pupils relaxed their efforts.
117. Teachers in all classes have made good use of computer programs to develop pupils' painting and drawing skills. Work in art benefits from links to other subjects and also makes a reciprocal contribution, especially in history and design and technology. A study of the Aztecs inspired the imaginative designs of the clay masks in Year 5, for example. Teaching in art makes a good contribution to pupils' cultural development. Pupils clearly enjoy their art lessons. The levels of concentration and perseverance of most pupils have a positive affect on their learning.

118. A new scheme of work has been in place since September 2000 and is beginning to have an impact on standards. This is an improvement since the last inspection when there was no scheme in place. Pupils are now receiving a wider curriculum with opportunities to investigate, explore ideas and evaluate their own work. The scheme enables skills and techniques to be developed systematically but it is too early to see its effect. An assessment system has been introduced which should help to monitor this and make sure that teachers build on pupils' existing skills. The co-ordinator has not yet had sufficient opportunities to monitor teaching and pupils' progress. This needs to be done in order to raise standards in teaching and learning in all classes.

DESIGN AND TECHNOLOGY

119. Standards are in line with those expected for pupils at the end of Years 2 and 6 and achievement is satisfactory. This is similar to the position during the last inspection. However there have been significant improvements in provision during the past year and inspection evidence indicates that these changes are beginning to help to raise standards.
120. Pupils are taught the full design and technology process from an early age; this is an improvement since the last inspection. Year 1 pupils have investigated how pop-up books work before designing and making their own. Their designs are clear and well labelled and pupils made sound attempts at using these when making their books. They can select suitable materials from a range of card and paper and use the cutting and joining skills they have learned. Their cutting skills are good. Puppets made by pupils in Year 2 show satisfactory sewing skills but they are all made to the same 'teacher's design' and pupils had no input into choosing materials.
121. By the end of Year 6, standards are in line with expectations. The quality of designs and the use of tools in making products improve as pupils mature. In a lesson observed in Year 6, for example, pupils measured accurately and used the correct techniques for cutting wood, showing good skills. Pupils also have satisfactory skills in using various kinds of equipment. In Year 3, for example, pupils investigated pneumatic systems before making their own 'monsters', incorporating pneumatic devices to make parts of the model move.
122. The quality of teaching is good overall. Design and Technology books show that pupils are given the opportunity to investigate and evaluate manufactured products, as well as to design and make their own. In most classes pupils evaluate their own work and this is helping to improve standards. Teaching was good in both lessons. Planning is thorough with well-organised activities to enable pupils to achieve well. Appropriate attention is paid to safety and pupils take good care when working with tools. The teachers' secure subject knowledge results in tasks being explained clearly and simply so that pupils understand what to do. Teachers and learning support assistants work well together in supporting pupils. They know which pupils need extra help, and target this well to ensure that all pupils are successful. As a result, pupils with special educational needs achieved as well as other pupils. Effective questioning extends pupils' learning by helping them to evaluate their work and overcome problems. For example, in Year 6, a pupil was able to work out for himself why the framework he constructed was not the same shape as his design. As a result of good teaching, pupils in both the lessons observed made good

progress. Pupils clearly enjoy their lessons and work with concentration and this has a positive effect on their learning. Year 6 pupils showed good co-operative skills as they worked together in pairs. Good cross-curricular links have been identified and work in design and technology provides good consolidation for learning in other subjects, notably literacy, mathematics and art and design.

123. A new scheme of work has been put in place since the last inspection and this is beginning to have an impact on standards. Termly planning ensures that pupils will build on the skills already acquired. This provides good support and guidance for teachers and has been a factor in raising the standard of teaching. However sometimes teachers modify plans and use activities which are too teacher directed and this constrains pupils' learning. The formal assessment of pupils' learning has only just begun and it is too soon to see its effect. This year the co-ordinator has had the opportunity to monitor teaching in one class and has given helpful feedback. Her monitoring role needs to be extended in order to improve teaching and learning and ensure a consistency of approach across the school.

GEOGRAPHY

124. Judgements are based on lessons seen during inspection, pupils' work, teachers' plans and discussions with teachers and pupils. The pupils make steady progress in Years 1 and 2, and by the end of Year 2 they reach standards expected nationally. Progress is maintained over the next four years so that by the end of Year 6 the pupils still achieve standards that are in line with national expectation. These findings are similar to those at the time of the last inspection.
125. Pupils in Years 1 and 2 name features of their school environment and village, and make simple comparisons between life in their own area and other places, such as a Scottish island, the Arctic and a seaside town. They place features on simple maps and plans, and in Year 2 they begin to develop understanding of how scale is used in maps. Pupils are beginning to express views on their locality, and recognise how people affect the environment in which they live.
126. By the end of Year 6, pupils have good knowledge of places they have studied in England, for example the Lake District, Castleton and the Scarborough area. They name main features of localities, and describe life in other places, such as an African country, saying how it is different from their own. They name places on maps at a regional, national and world scale. Pupils are aware of environmental issues, and explain how pollution affects animal life and the atmosphere. Although their factual knowledge is good, their skills of enquiry and investigation are not well developed. They describe localities and features in general ways, usually without using geographical language. Their explanations of causes and effects of events, such as weather conditions, human action and movement of water, are often too simple.
127. The quality of teaching seen in one Key Stage 1 class was good, and in the Key Stage 2 classes it was satisfactory. Teachers plan the curriculum well, and provide a good range of learning opportunities for pupils. For example, pupils in Year 2 learn to use direction and co-ordinates, and in Year 4 they identify features in their own village that could be improved. In Year 6, pupils use information and communication technology in their study of mountains, and analyse data using graphs and charts. Teachers use their plans to prepare good resources and support for learning. Their teaching is often lively, and they use questions well to

help pupils to think deeper and develop their answers. For example, a Year 6 pupil said that the higher up a mountain a climber goes the thinner the air gets. When the teacher asked him what that meant, the pupil replied: "There's less oxygen." Teachers usually plan activities at different levels; however they do not always use assessment of pupils' knowledge well enough to match work to their abilities. Higher attaining pupils are not always given work that develops their independent learning and investigative skills, or that provides enough challenge to maintain their interest. When worksheets that limit pupils' answers to single words and phrases are used, pupils do not have enough opportunity to explain or extend their thinking in writing. Teachers make good use of homework to extend pupils' understanding. Pupils with special educational needs work in small groups and are well supported by classroom assistants, so they generally make very good progress. However, too much time is often provided for work that could be completed at a brisker pace.

128. The national scheme of work for geography has been well used to plan and organise the curriculum. The co-ordinator has good subject knowledge and has led the redevelopment of the curriculum and resources.

HISTORY

129. Pupils achieve expected levels by the end of Years 2 and 6, maintaining the standards identified in the previous inspection. The pupils acquire an understanding and knowledge of different historical periods and civilisations as they move through the school. However, their research skills are not as well developed.
130. In Years 1 and 2, pupils gain an understanding of how aspects of people's lives change over time. For example, they know that fashions in beach wear from 1900 to 2001, have changed considerably, along with the designs of motorcars. In Year 1, more able pupils represent their understanding of changes in fashion and transport in the twentieth century using simple diagrams and words, whilst less able pupils need adult help in choosing the correct diagram to represent the changes they have observed. Pupils in Year 2 knew and understood the main details of how Grace Darling saved many lives when the SS Forfarshire sunk. The pupils knew that this historical event occurred over a hundred years ago, and understood that travelling by either boat or train, to go on holiday had also changed in the last century. They linked this learning to mathematics by using a time-line display outside their classroom.
131. In the eight to 11 age-range, pupils develop a greater understanding of historical periods and civilisations from their own and other countries around the world. Pupils in Years 5 and 6 have been studying the Aztec civilisation in Mexico, for example. They know where it was situated, the type of buildings that Aztecs lived in and something about their lifestyle. In a Year 6 class, the more able pupils could compare and contrast the differences between Aztec homes and those found in the United Kingdom, whilst less able pupils knew that the Aztecs were an Ancient civilisation that was found in Mexico. The pupils in a Year 5 class used a web site from the Internet in an information and communication technology lesson to develop their understanding of the Aztecs. They then used this information in a class lesson on comparing the city of Leicester with the ancient Aztec city of Tenochtitlan. The pupils respond very positively to interesting lessons like these. They show enjoyment, concentrate well and work hard, showing pride in their achievements. The pupils do not use computers as routinely as they could, however, as a tool for research. Pupils in Year 3 have been studying the Romans in Britain, and how they

settled and changed Britain with the roads and buildings they constructed. They wrote about what the Roman soldiers did in their leisure time, such as going to the baths. Good planning in this lesson allowed the more able pupils in the class to draft a letter about such a visit to the baths, whilst the lower-attaining pupils completed a worksheet. This enabled those pupils who were capable of it to make good use of their literacy skills in extended responses. In other lessons, as reflected in the pupils' workbooks, there is an over-reliance on worksheets for all the pupils and insufficient scope for such diverse responses. In these lessons, the pupils respond to the low levels of interest and challenge by becoming restless. However, their behaviour in lessons is generally good and they relate well with adults and with one another. The subject makes a positive contribution towards the pupils' knowledge and understanding of their own culture and that of other people in the past. This is reinforced by a number of educational visits to places of interest such as Warwick Castle and Holdenby House. Use is also made of Broughton Astley itself to compare and contrast different types of housing in the village.

132. All the lessons observed were in Years 3 to 6, and were judged to be of a satisfactory quality. Teachers have secure subject knowledge and use exposition and questioning effectively. Lessons are managed well and build on what pupils already know. For example in a Year 5 class, the teacher developed a lesson on the Aztecs, from a previous activity in the information and communication technology suite, to take the pupils' learning forward. However, in some lessons there is an over-prescriptive style of teaching, with limited opportunities for pupils to research the period they are studying and express their ideas. Some good marking of pupils' work gives them support and guidance to help them to improve, but this is not a consistent feature of teaching across the school.
133. The leadership and management of history are sound. The policy and scheme of work reflect national initiatives in the subject. Monitoring is well-established. The co-ordinator checks teachers' planning and has a programme of lesson observations in hand to keep track of how effectively the subject is taught across the school. There are adequate resources for the subject which are accessible to all staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Standards are below average overall, particularly in Years 5 and 6. Whilst these pupils show the skills expected for their age in using computers to retrieve, organise, interpret, exchange and share information, they are underachieving in other areas, for example in devising small programs to control specific events, and in using technology to study changes in temperature, light or sound.

135. However, pupils throughout the school, especially the oldest, have made rapid progress in the past year. If the current rate of progress is maintained, pupils now in Years 2 and 6 are on course to achieve at least the expected standard by the end of the year. Strongly improved provision generates this progress. The chief factors are:
- the establishment earlier in the year of a very good, fully networked computer suite and its use to train pupils and staff in necessary knowledge and skills;
 - the growing confidence, commitment and skill of class teachers and ancillaries as a result of good training and in-school support;
 - the co-ordinator's effective management of the subject's development, and the quality of his constant support for staff development;
 - the effectiveness of the teaching and support for learning provided in the new suite;
 - successful strategies for accelerating the progress of pupils in Years 5 and 6 to enable them to make up lost ground;
 - the well-planned use of pupils whose skills are honed by frequent practice on computers at home to support the learning of pupils who do not have this advantage;
 - the development of a sound scheme of work based on national guidance.
136. These are significant improvements in provisions and standards. They resolve problems identified in the previous report and they contribute to learning in other subjects. For example, as pupils in Year 4 learned how to combine a 'clipart' program with a 'paint' program to produce a picture of an aquarium, they advanced their understanding of art and design. However, these opportunities are largely confined to work in the new suite. Although the ratio of computers to pupils is satisfactory overall, there are not enough computers in classrooms and teachers make too little use of them. As a result, pupils have too few opportunities to use their information and communication technology skills to support their learning in a range of subjects in their day to day work in their own classrooms. This matter should be more of a priority in what is otherwise a good action plan for the development of information and communication technology.
137. Pupils in Years 1 and 2 are achieving well and have very good attitudes to learning. For example, pupils in Year 1 listened and watched attentively as the teacher showed them how to access and use a program to create short texts by choosing words in logical sequence from a word bank. They grasped and followed this procedure well. By good mutual support, most pairs advanced rapidly into and through the program, despite some difficult on-screen instructions. They showed good control of the mouse and a good understanding of how to use it to select in appropriate sequence from a range of icons and menus. In the process they also used and developed their literacy skills and extended their working knowledge of the keyboard.
138. At the time of the inspection, pupils in Year 6 were making good progress through a well-planned scheme which required them to use a powerful program to make multi-media presentations of their geographical learning about mountains. In the lessons seen, all pupils clearly relished the challenge. They followed with quick interest and understanding the teacher's expert demonstration of the alternative procedures for linking their chosen slides. This process tested and extended their geographical understanding by obliging them to categorise their slides in relation to relevant

fields, such as leisure and weather. Pupils worked enthusiastically, harmoniously and efficiently in pairs to achieve the lesson's demanding objectives, supported and spurred by their teacher's well-judged interventions. By the end of the lesson, all pupils had edited, ordered and categorised their slides, added text and begun to link them into a program. Many had identified a wide range of categories and used the computer to apply these concepts and create logical sequences. Pupils show a good awareness of technology, a quick grasp of new procedures and systems, and a confident use of mouse and keyboard skills. Extended time and opportunity for using the suite significantly boost their rate of progress, although evidence of recorded work shows that they have still much ground to make up in important areas of the curriculum, such as the use of spreadsheets.

139. The quality of teaching and learning is good overall and the school makes good use of available expertise to maintain this quality. No unsatisfactory teaching was observed, and a third of the lessons seen were very good. In these lessons, teachers' secure expertise was reflected in the quality of planning, the clarity of their objectives, and their ability to sort out small technical problems and to offer on-the-spot suggestions to move pupils forward more rapidly. In most lessons, teachers' expectations are high and each lesson places a strong emphasis on new learning. To support this, teachers provide clear demonstrations and guidance. When a new technique is introduced, such as the use of a search engine in working with the internet, the teacher demonstrates and instructs skilfully, using the digital projector to show each step in the procedure and check pupils' understanding of each point. Teachers carefully pair higher attainers with partners who are less adept. This gives the weaker partner valuable support, whilst challenging the stronger to see and support a need sensitively and explain the how and why of each operation. It also promotes productive collaboration and a more confident independence of skills and attitude. Pupils respond well to the effective balance of instruction and independent work, and of challenge and support. They acquire skills securely because the work is interesting and the learning well constructed. In most lessons, the presence of ancillary staff provides very good support and ensures that pupils with behavioural difficulties do not check the impetus of learning across the class. Pupils' enjoyment, confidence, togetherness and clarity of purpose lead to sustained concentration, brisk work rate and an awareness of their own learning. This awareness was clear when, at the end of their different lessons, pupils in Years 3 and 5 reviewed their own learning in relation to the specific lesson aims.
140. The developments required to achieve these good improvements in provision and standards have been well managed. Money has been well used to ensure that improvements in resources, accommodation, teaching and the curriculum have proceeded side-by-side and been focused on raising standards. A good start has been made to use assessment to chart progress and to ensure that tasks challenge pupils at the level of their prior attainment. The school has invested in a good system to safeguard pupils when they use the internet. A well-constructed action plan proposes logical steps for further development. It does not, however, prioritise the full integration of information and communication technology into all areas of the curriculum so that it supports much more of pupils' classroom learning.

MUSIC

141. Standards in singing are good. A large number of pupils attend the choir. The quality of their singing inspires the other pupils and leads them towards excellence. By the end of Year 2, the pupils sing a range of songs and hymns in tune with a

good sense of rhythm and mood. They also sing simple rounds, keeping their part as others sing a different part. By the end of Year 6, the pupils are very adept at this technique and produce good quality harmonious singing. The pupils listen to a range of different styles of music. They develop their own tastes and offer constructive comments on what they like and dislike about specific pieces. They also appreciate how composers create various moods and effects by using different instruments and combining musical elements such as repeated tunes and crescendos. Their skills in composing pieces themselves are not as good as they should be because they have not had sufficient good quality guided experience in doing it. However, they are beginning to improve as new arrangements for more consistent teaching of these aspects of music take effect. Those pupils who learn to play musical instruments and achieve well, reach well above average standards of performance skills.

142. The quality of teaching in the four lessons observed was satisfactory overall, but indications are that it could be better than this over time. In all the lessons that were seen, the pupils were engaged in composing on instruments. This reflects the strategy evident in the medium term planning of giving the pupils the experience they require to make up lost ground in composing and performing. To succeed in this aim, teachers will need to enable pupils to compose, perform, evaluate and improve their own pieces. The evidence is that this aspect of teaching needs further support and development if it is to be fully effective. Although there is now a good level of subject expertise available, this has to be translated into teaching methods that allow the pupils to progress at differential rates according to their ability. This did not happen in most of the lessons seen.
143. In the introduction to a good lesson in Year 4, the teacher kept all the pupils fully engaged in singing through taking turns in leading 'echo' songs. The pupils' enjoyment in the subject was evident in the way all of them, even the least confident singers, made great efforts to sing accurately when their turn came. The teacher's enthusiasm and skill enabled the pupils to make very good progress in singing. The impact of this expertise in the second part of the lesson was also evident in the pupils' progress in playing repeated tunes to accompany a song. This part of the lesson could have been improved by the addition of more percussion instruments to involve more of the pupils and support those who were struggling to keep to the beat. The other lessons were well-planned, but were less effective in meeting all their objectives. The rate of learning in some lessons was reduced because the pupils were kept under the teacher's direction for too long. Some of the pupils also become restless and inattentive in these circumstances. They behave well when given the responsibility of handling instruments, showing maturity in the way they handle instruments. This indicates the potential for them to be much more involved in their own learning than they currently are. Future lesson planning includes more opportunities for this kind of active learning, so over the year it is likely that the rate of progress will improve.
144. The subject is well led and managed. The co-ordinator has established a very good ethos for learning. Music plays a very important part in the life of the school. The teaching of singing and direction of the orchestra add a very rich dimension to the pupils' involvement in the whole school community through assemblies and other performances. At the assembly performance that was observed, the pupils had to play without the usual direction from their 'conductor' and did so very well. The audience clearly enjoyed the performance and the performers got a lot out of it.

The range of music the pupils encounter adds an important perspective to their cultural awareness and their appreciation of the accomplishments of mankind.

PHYSICAL EDUCATION

145. The physical education lessons observed during the week of the inspection were games, gymnastics and dance activities. Discussions with the co-ordinator, teachers and pupils, and a scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education lessons, which meets national requirements for the subject. Pupils learn to play games, participate in athletics and gymnastics activities and respond to music through dance. Year 2 pupils take swimming lessons in the Autumn Term, and Year 5 pupils in the Summer Term, at the Lutterworth pool. Most pupils can swim at least 25 metres by the time they leave the school. All pupils in Year 6 classes have the opportunity to undertake adventurous activities on residential visits to Scarborough.
146. Pupils of all abilities within the school make sound progress in lessons and over time. As they move through the school, pupils develop skills and perform with increasing competence in the activities offered to them. They have a clear understanding of the effects of exercise on their bodies. This was clearly demonstrated in a Year 1 lesson, when pupils could describe why it was important to warm-up before a gymnastics lesson. Pupils' attainment at the end of Years 2 and 6 is what you would expect nationally for both age-ranges. The school has maintained the standards identified in the previous inspection.
147. Pupils in Years 1 and 2 respond creatively to music through dance. For example, in a Year 1 class, pupils individually interpreted a dance movement, which required them to hold a whisper, whilst creating a weaving pattern. The performance of all the pupils in the class was of a high quality. Pupils also know how use different parts of their body and small apparatus to create a sequence of movements. This was clearly demonstrated by a Year 1 class, when all pupils could perform balances of a good quality, using their hands, feet and head, and could include a high and low balance in their sequence. Pupils also develop their skills of sending and receiving softball using rackets in Year 2. More able pupils in the class can hit and receive the ball competently, whilst less able pupils need more practice to improve their hand and eye co-ordination when passing and sending the ball. Pupils in Years 3 to 6 build and develop the skills they have already learnt. In Year 5 pupils worked in small groups to perform a sequence of symmetrical and asymmetrical movements around a mat, and members of the class evaluated the performance of individual groups, giving suggestions of how a sequence and particular movements could be improved. Pupils also develop their games skills; for example in Year 5 pupils were improving their passing and receiving skills for basketball. These skills are used in small-sided invasion games such as netball and soccer. Pupils in these year groups gain experience of a range of sports and many compete successfully in school and in competitive tournaments in the local area.
148. Pupils' attitudes to physical education are generally good throughout the school. They listen carefully and respond well to instructions and guidance from their teachers. When physically challenged all pupils take part enthusiastically in the activities offered to them in lessons. Pupils throughout the school co-operate well in small groups or as part of a larger team, as they did in a Year 5 gymnastics lesson. Pupils' overall behaviour is good whilst they are preparing for lessons.

149. The subject makes a positive contribution to the pupils' moral and social development. When they play team games, they develop a sense of competitiveness and fair play. Teachers also make good use of opportunities for pupils to develop and practise their speaking and listening skills in lessons. For example, in lessons in Year 1 and Year 5, pupils were encouraged to evaluate the work of fellow pupils, and give reasons why they had formed that particular opinion. A range of extra-curricular sporting activities is provided for all boys and girls in the school. These enable those pupils with specific talents to excel.
150. The overall quality of teaching is satisfactory. However, three lessons in Year 1 classes were all very good, and all had a clear impact on the pupils' performance and achievement. All teachers are secure in their understanding of the subject. Lessons proceed in an orderly manner and include appropriate warm-up and cool-down activities. Teachers provide good role models for pupils by dressing appropriately and showing enthusiasm for physical activity. All teachers set appropriate physical challenges, provide clear instructions and explanations and encourage pupils to develop their skills in activities. For example, in a Year 1 gymnastics lesson, pupils were asked to include a hand and foot balance using both the hall floor and apparatus. These activities are organised, structured and well planned to show progression in a safe working environment.
151. The enthusiastic co-ordinator manages the subject well, keeping a close eye on planning and teaching so that the pupils build systematically on their skills. Resources for the subject are good. The accommodation includes a hall, hard surfaced areas and grassed areas. These contribute towards an interesting and varied curriculum for the pupils.

RELIGIOUS EDUCATION

152. Standards are the same as at the time of the last inspection, and match the expectations of the locally Agreed Syllabus at the end of Years 2 and 6. No lessons were seen in Years 1 and 2. Judgements are based on pupils' work, teachers' plans, discussions with teachers and pupils, and lessons seen in Years 3 to 6.
153. By the end of Year 2, pupils have a sound knowledge of Christianity. They retell stories from the Bible such as Jonah and the Whale and The Good Samaritan. They understand why Jesus told parables, and explain their meanings in simple terms. Pupils know simple differences between the Muslim religion and Christianity, and name symbols of Judaism. They are beginning to identify with the feelings and thoughts of people in Bible events and stories. For example, they say that at the Last Supper, Jesus might be 'disappointed and upset', and that the disciples might be 'confused and upset'.
154. Pupils make steady progress throughout the junior classes. By the end of Year 6 they can recall facts about different faiths, including the traditions of Hindus, Jews and Sikhs. In Year 3, pupils remember facts about ceremonial routines in the Hindu faith, such as the removal of shoes and the ringing of a bell. Pupils in Year 4 are beginning to explain the symbolism in aspects of ceremonies, for example one pupil says that we light candles at Christmas because, "Jesus is the light of the world." In Year 5, pupils compared versions of the story of the birth of Moses from three different sources, and made good progress in identifying contrasts in language, content and style. They suggested who each version might be written for. They

made good use of knowledge from literacy lessons in these lessons. For example one pupil said, "The story book is written as a narrative and the King James' version is like a report". However, the pupils did not compare different interpretations of the story, or explore the moral issues associated with it. Pupils are able to make more meaningful comparisons between faiths by the end of Year 6. For example, they explain that The Qur'an is more like a rule book, and the Bible is more like a guide book. They explain that the Bible gives guidance on what God wants life to be like, and that we should respect what He has made and done. They compare different beliefs and ideas, but do not reflect on the shared experiences of different faiths. Their understanding of why they study different religions is not well developed.

155. Lessons throughout the school are well planned. Teachers use a range of artefacts and resources to bring lessons to life, and pupils are interested in what they see and hear. For example in a Year 3 lesson pupils enjoyed handling the puja, and discussing ceremonial routines in the Hindu faith. In Year 4, pupils were awe-struck as the classroom was darkened and the diva lamp was lit. They made good contributions in discussion about ways light is important in our lives and celebrations. Relationships between teachers and pupils, and between the pupils themselves, are good so pupils talk openly about their thoughts and feelings. These strengths in teaching are not always reflected in the work pupils are asked to complete. Teachers do not always make enough use of assessment of pupils' knowledge, skills and understanding to plan the work they are to do. One consequence of this is that higher attaining pupils are not always sufficiently challenged. Pupils with special educational needs are usually well supported by teaching assistants so make very good progress. In Year 6, pupils are expected to extend their written answers in writing, and in this they achieve well. However they do not have enough opportunity to fully develop their study skills through, for example, the interpretation of facts and information they have been taught. Progress in some lessons is therefore not as good as it could be. This is the same judgement as at the last inspection.
156. The co-ordinator is new in post and is enthusiastic. She has worked hard to revise the curriculum in response to the national guidance for Curriculum 2000, while still meeting the requirements of the locally Agreed Syllabus. Her vision for the subject is good, and she knows what needs to be done to raise standards. The school has a suitable range of resources to support learning in each area of the curriculum.