

# INSPECTION REPORT

**Croxton Kerrial Church of England  
Primary School**

Croxton Kerrial, Grantham

LEA area: Leicestershire

Unique reference number: 120126

Headteacher: Mrs A. Screen

Reporting inspector: Mr R. W. Burgess  
Rgl's OIN 20950

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> July 2001

Inspection number: 193454

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 10
Gender of pupils:	Mixed
School address:	Croxton Kerrial Grantham Lincolnshire
Postcode:	NG32 1QR
Telephone number:	01476 870393
Fax number:	01476 870393
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P. Graham
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Science Information communication technology Geography History Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9942	Susanna Stevens	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20281	Gill Dunkling	Team inspector	English Religious education Art and design Design and technology Music Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene  
Shelf  
Halifax  
West Yorkshire  
HX3 7NR

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33 Kingsway

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

### **INFORMATION ABOUT THE SCHOOL**

Croxton Kerrial Church of England Primary School is situated seven miles to the east of the market town of Melton Mowbray. There is a mixture of private and rented accommodation. Pupils come from a variety of social backgrounds and attainment on entry is broadly average. There are 36 pupils in the school with two more boys than girls. In some year groups there is an imbalance between boys and girls. There is a considerable difference in the number of pupils in each year group, varying from one to eight. No pupils are entitled to free school meals, which is below the national average. No pupils have English as an additional language. The school is organised in two classes both of mixed ages. Most children attend pre-school provision. The school admits pupils into the school at the beginning of the term after their fourth birthday. There are six pupils on the special educational needs register which is broadly in line with the national average. The proportion of pupils with special educational needs varies considerably between year groups, being as high as 50 per cent in one year group. The headteacher had been in post for two terms at the time of the inspection.

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

The school is excellently led by the headteacher, who, in the short time since her appointment in January 2001, has raised expectations of what pupils can do. The governing body make a very good and effective contribution to the work of the school. The quality of provision is good, with all teaching being good or better. Standards in English, mathematics, science and art and design are good for the majority of pupils. Standards in information and communication technology are good for the majority of pupils aged 7 and in line with national expectations and improving over time for older pupils. Assessment procedures and the use of assessment to inform teaching have been developed well. The school gives very good value for money.

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

- ◆ The excellent leadership and monitoring of the school's performance by the headteacher.
- ◆ The very good commitment, support and involvement of the governing body.
- ◆ The high quality of teaching, particularly for children in the Foundation Stage and Key Stage 1 pupils, impacting positively on the good standards attained.
- ◆ The excellent monitoring of the school's performance.
- ◆ Excellent assessment that is used very well to inform planning and set high targets.
- ◆ Excellent range of activities outside of lessons.
- ◆ Community links and those with parents are very good.

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

- ◆ The school development plan to cover a period beyond the current academic year and establish a strategic plan for the school's future development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a very good improvement since the last inspection. The staff and governing

body have successfully addressed the issues from the last inspection in March 1997. Curriculum organisation is now good. Schemes of work have been developed for all subjects making very good use of national guidance materials. Classroom monitoring has been developed well involving staff and governors. Assessment procedures are now very effective and the school is continuing to develop procedures for the assessment of individual pupil's achievement and the use of this to inform planning for future learning. Effective action was taken promptly following the last inspection to ensure school transport is scheduled to enable lessons to begin punctually, with no loss of teaching time. Standards have improved in almost all subjects. In art and design they have improved significantly and are now good. A strategic plan was developed following the last inspection. This has been updated with an interim annual plan to accommodate the significant staff changes with the appointment of the headteacher in January 2001 and full time teacher in April 2001. A very effective working relationship has already been established between the new and existing staff, governors and parents. Parents expressed their appreciation of this development at the meeting with parents prior to the inspection. The capacity for the school to improve is good. The new headteacher, together with staff and the governing body, has made an excellent start to implementing further improvements.

## **STANDARDS**

As the number of pupils at the end of Key Stage 1 in 2000 was less than 10, the table showing the standards achieved by 7 year olds based on average point scores in National Curriculum tests is not reported.

The number in each year group varies considerably, also the number of pupils with special educational needs. In some years recently there has been a very significant difference in the number of boys and girls in each year group. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the trend of standards. Throughout the school, the overall trend of standards over the last three years has been one of steady and consistent improvement with standards above national expectations for the majority of pupils. The school has set clear and appropriate targets which make good use of baseline assessments made when children start school. These targets have been well met.

Levels of attainment upon admission to the school are broadly average. By the time they reach Year 1 the majority have surpassed the learning goals for children in the Foundation Stage. Attainment by the age of 7, at the end of Key Stage 1 and by the age of 10, at the end of Year 5, is above the national expectation in English, mathematics and science. Achievement in information and communication technology is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Year 5. Achievement in religious education meets the expectations of the locally agreed syllabus. Achievement in art and design is good and above national expectations throughout the school. In design and technology, geography, history, music and physical education standards are at least in line with national expectations for the majority of pupils. Achievement in swimming is above national expectations.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils have positive attitudes to school and are eager to learn.
Behaviour, in and out of classrooms	Behaviour of pupils is good. Pupils play and work well together at all times.

Personal development and relationships	The pupils' personal development and relationships are good and improving. Greater independence is being promoted well
Attendance	Levels of attendance are good, pupils arrive on time and lessons start promptly.

The school's strong, caring ethos supports the development of pupils' good attitudes and values. Pupils listen attentively and respond well in lessons. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when leading assemblies and supporting different charities.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Very Good	Very Good	Good

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

The quality of teaching in lessons seen was excellent in five per cent, very good in 59 per cent and good in the remainder. The excellent teaching was in Key Stage 1 in mathematics. There is some very good teaching in each class. Teaching was particularly good in lessons for Key Stage 1 pupils and children in the Foundation Stage. Classroom management of the children in the Foundation Stage is very good. The strengths in the teaching include good explanations and effective sessions at the beginning and end of lessons. These have a positive impact on pupils' learning and progress. The quality of teaching in English and mathematics is at least good and often very good. Literacy and numeracy are taught well, within the whole curriculum. Very good provision is made for pupils with special educational needs. Resources are used very well and increase the rate of learning. Teachers manage pupils effectively. There are very good systems to get pupils' attention quickly. There is very good use of contrasting teaching strategies to prolong concentration. Teachers' subject knowledge is good. Planning is very good. Homework is good. In the lessons observed, learning was good for the majority of pupils at Key Stage 2 and often very good for pupils at Key Stage 1, children in the Foundation Stage and pupils with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for children in the Foundation Stage and at Key Stages 1 is particularly stimulating. The curriculum is being developed well at Key Stage 2.
Provision for pupils with special educational needs	The provision is very good and the pupils make very good progress. In lessons very good support is given to pupils with learning difficulties
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. They are given the opportunity to take part in a wide range of cultural activities

How well the school cares for its pupils	The school has a very caring, community ethos based on the Christian faith. Assessment procedures are most effective and contribute significantly to raising standards and expectations.
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There is an excellent range of activities outside of lessons. The school has a very good partnership with parents. Very good use is made of the community to enrich the curriculum. There is sensitivity and very good support for pupils and their parents, which enables them to play a full part in their children's education. This has a strong impact on improving standards.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives excellent leadership and has a very good understanding of the school's strengths and weaknesses. She receives very good support from her colleagues.
How well the governors fulfil their responsibilities	Very good. The governing body is very supportive of the headteacher and the school benefits from a high level of commitment by governors.
The school's evaluation of its performance	Excellent. The governing body, headteacher and staff are all involved in monitoring the school's work and have created a climate in the school where there is a strong commitment to improvement.
The strategic use of resources	Grants are used well. Very good use is made of resources, the accommodation and grounds.

The accommodation is adequate. It is used to best effect and this is having a positive impact on the quality of provision. There are sufficient staff to meet the requirements of the curriculum. The range and quality of resources is very good. The school makes good use of the principles of best value, for example, in accessing different sources of funding to further improve the quality of provision.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ The school is well led and staff are approachable.</li> <li>◆ The quality of teaching is good and their children make good progress.</li> <li>◆ The expectation that pupils will do their best.</li> <li>◆ The range of activities outside of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The parents identified no areas for improvement.</li> </ul>

Inspectors agree with parents' very positive views of the school. Parents welcome recent changes with an increased emphasis on the partnership with parents and hold the school in

high regard. The school works well in partnership with parents which is one of the school's strengths.

## **PART B: COMMENTARY**

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

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

1. In 2000 the number of pupils at Year 2 was less than 10 it is not therefore appropriate to report national performance data for comparing the schools performance with national averages or the performance of pupils in similar schools.

2. In comparing the pupils' performance with previous results consideration is given to the difference in the number of pupils in each year group, which varies between one and eight. There is also a wide variation in the proportion of pupils with special educational needs in each year group. The present Year 5, have one half of pupils on the register. In this small school this, together with significant differences from year to year in the number of boys and girls, has a significant effect on the whole school performance data and when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are small and variable from year to year. This has a significant impact on the attainment each year and makes overall trends an unreliable measure. Assessment is used very effectively to identify individual targets and inform planning. Pupils' performance in national tests is being carefully analysed to plan for improvement and raise standards. Targets set by the school are appropriate for the capability of the different year groups and have been met well.

3. Attainment on entry to the school is broadly in line with national expectations. Children make very good progress in their learning through the foundation stage. The high quality of teaching, well-organised curriculum and very good range of activities make a strong impact on the children's subsequent learning. By the time they reach Year 1 the majority have surpassed the learning goals for children in the foundation stage and where appropriate are following the programmes of study of the National Curriculum. Children's personal and social development is good. They generally share equipment and play and work happily together. Baseline assessment is used effectively to identify and provide support for pupils.

Careful assessment of children's achievements are used very well to determine strengths and weaknesses. These are having a positive impact on raising standards.

4. The standards of work seen during the inspection were good throughout the school. In English, standards in reading are well above average by the time pupils are 7 and 10, effectively supported by the strong emphasis placed on literacy in the curriculum. Speaking and listening skills are good and above average for pupils aged 7 by the end of Key Stage 1 and by the end of Year 5 when pupils are 10. Pupils' writing is good and above average by the end of Key Stage 1 and by the end of Year 5. Throughout the school, the vast majority of pupils achieve above the expected levels in mathematics and science. These standards are a clear improvement since the last inspection.
5. Very good planning ensures work is appropriate to all pupils, reflecting their differing prior attainment, particularly at Key Stage 1. Good strategies are used to ensure pupils work at a good pace and expectations of standards and behaviour are high, reflecting the impact of the quality of teaching on standards. The focus on improving curricular provision, teachers' expectations, planning and organisation of the curriculum is having positive results.
6. In English at Key Stage 1 pupils make very good progress in their learning. They continue to make good progress to the end of Year 5 when they leave the school. At both key stages pupils develop good, and sometimes very good, skills in speaking and listening. Pupils make good progress in reading. In mathematics progress in learning is very good for pupils in Key Stage 1 and good for pupils in Key Stage 2. Pupils' progress in learning in science is very good for pupils in Key Stage 1 and good for pupils in Key Stage 2. Pupils enjoy science and are anxious to learn and make progress.
7. In information and communication technology the standards attained by the pupils at the end of Key Stage 1 are above national expectations and when they leave the school at the end of Year 5 are in line with those expected nationally. Learning is very good. Standards in art and design are good. In all other subjects of the National Curriculum and religious education standards are at least satisfactory by the end of Key Stage 1 and by the end of Year 5.
8. The standard of achievement of talented pupils and those with special educational needs is good in relation to their prior attainment. They are supported well by all staff. Teachers and support staff encourage these pupils to fully participate in activities.
9. In English, at Key Stage 1, pupils listen attentively with good concentration. They respond sensibly to adults and pose their own questions in discussion. Pupils show confidence in role-play contexts. Nearly all pupils read books with understanding and use word building skills effectively. High attaining pupils use a simple thesaurus confidently. In writing pupils write stories generally using capital letters and full stops correctly.
10. In mathematics, at Key Stage 1, most pupils develop good skills in mental calculations. They apply their knowledge confidently and explain their thinking clearly. Pupils have a good understanding of angles as a measurement of turning. High attaining pupils produce graphs accurately using the axes with confidence.
11. In science, at Key Stage 1, pupils use simple equipment to carry out investigations. Most have a good level of knowledge across the different aspects of the science curriculum. They have a good understanding of scientific terms, like predicting. High attaining pupils explain how to make a simple circuit work.
12. At Key Stage 2, in English, pupils speak confidently in public performances with high



attaining pupils using dramatic effects well, for example, when taking the whole school assembly. Many pupils listen confidently across a wide range of contexts. Attainment of the pupils who do not have special educational needs is often well above expectations in reading. They read confidently and discuss their favourite fiction enthusiastically. The high proportion of pupils with special educational needs in Year 5 reduces the overall level of attainment of this year group. Most pupils use non-fiction books effectively for information. High attainers use effective reading skills to scan passages and extract information. All pupils know how to access the library. Pupils without special educational needs write confidently across a range of styles and know the technical terms for parts of speech. High attaining pupils convey meaning well in different forms. Standards of spelling, handwriting and presentation are good.

13. In mathematics, at Key Stage 2, pupils have good skills of calculating problems mentally. They identify the properties of two-dimensional shapes and use frequency tables correctly. High attaining pupils subtract decimals accurately to two decimal places.

14. In science, at Key Stage 2, the good teaching places regular emphasis on the investigative aspect of learning. All pupils have a thorough understanding of the knowledge elements of science. High attaining pupils have a very good knowledge across the science curriculum and use sophisticated scientific language correctly.

15. In information and communication technology at Key Stage 1 pupils handle the hardware with confidence and assemble text correctly. Pupils are eager to investigate uses of the computer. All the pupils are competent in the use of the mouse and keyboard. At Key Stage 2, pupils have benefited from intensive sessions during a residential visit and are able to combine techniques to produce multi-media presentations.

16. In religious education attainment meets the levels expected in the locally agreed syllabus. All pupils have a good understanding of Christianity and the other required world religions. They compare this understanding well with other world religions.

17. Progress in learning for talented pupils and pupils with special educational needs is very good throughout the school because the individual education plans identify these needs effectively. The teachers brief the classroom assistants very well and the quality of the assistants' work with the pupils is very good.

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

18. The positive attitudes of the majority of pupils, including children in the Foundation Stage, make a substantial contribution to their progress, standards of attainment and general enjoyment of the school. The good quality of their personal development and the respectful relationships they have with one another and staff also benefit pupils' learning. The very young children settle quickly into the welcoming routines of school life, assisted by older pupils and staff. They are keen and enthusiastic and mix happily in games and school tasks. Pupils of all ages show enthusiasm for school and parents at the pre-inspection meeting and on the questionnaire returns confirm that their children are eager to attend school. Pupils generally co-operate well, praise the efforts of others and show pride in their work and achievements.

19. The behaviour of the pupils is good overall, with many showing mature, responsible attitudes to the good standards expected of them. Teachers and staff have consistently

good expectations of thoughtful, caring behaviour and orderly conduct with pupils reminded to think of others. For example, during a numeracy session, pupils were asked to be considerate of the class next door when responding to mental arithmetic questions. The request met with a rapid response from the pupils. Some older pupils show signs of cheekiness, which is firmly checked by staff and not copied by the rest of the class. Bullying is known to be unacceptable and is said to be not a problem by pupils. They are swift to report any poor behaviour to an adult, knowing it will be quickly dealt with. There are no recorded exclusions. Pupils are seen to regulate their own and others' behaviour well, such as discouraging queue jumping during morning break and when waiting in turn to attempt to score a goal with the basketball. Pupils with special educational needs participate fully in all aspects of the life of the school.

20. Pupils are generally considerate for the well being of others, with older pupils often showing increasingly mature and sensible behaviour. The majority of the older pupils are keen to accept responsibility and take control of elements of their own learning with increasing confidence under the well-directed guidance of staff. They concentrate and listen attentively and accept constructive criticism well, such as during rehearsal for a video production, which pupils had written, illustrated and produced assisted by their teacher and support staff. These positive aspects of pupils' personal development were seen during the last inspection and have been maintained and strengthened by staff. Staff reinforce self-esteem and are swift to praise good work and effort.

21. Relationships between adults and pupils and amongst pupils themselves are generally good, with pupils showing respect for others and for the many resources available to them. Pupils are actively encouraged to take responsibility for activities without direct adult supervision and their growing self-confidence was well displayed in an assembly introduced and conducted by the pupils themselves which involved children of all ages reading prayers and singing solos. Pupils across the school respond very well to the very good role models set by teachers and staff. The 100 per cent response given by parents to the questionnaire agrees that the school is helping their children to become mature and responsible.

22. Attendance at the school is good and is above the national average. There is no truancy. Punctuality is generally good with pupils eager to attend school. Bus arrival and departure times are carefully monitored and previous difficulties with late arriving buses have been resolved, enabling registration to take place on time and lessons to begin promptly.

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

23. Teaching is at least good and often very good, particularly at Key Stage 1 and in the Foundation Stage. This has a beneficial effect on the pupils' learning and standards of attainment. The quality of teaching in the school was excellent in five per cent of lessons seen, very good in 59 per cent of lessons seen and good in the remainder. The quality of teaching of high achieving pupils and pupils with special educational needs is very good. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers. Teaching methods and strategies for promoting learning are good.

24. The quality of teaching for children in the Foundation Stage is very good and benefits from an experienced and effective support assistant. Careful planning ensures organisation,

methods and resources are appropriate for different tasks. The nursery nurse contributes well to the planning for which is makes very good effective use of her expertise. The teaching strategies are clear to ensure the best use of the adults' time. For example, the class teacher spends time with each group of children within the mixed Key Stage 1 and Foundation Stage class and moved between individuals to support progress in learning. The use of questioning of children in the Foundation Stage and Key Stage 1 is very good. It is well matched to each individual. It is used effectively either to reinforce individual learning or to extend pupils' thinking.

25. Good emphasis is placed on early reading and writing skills and in most lessons there are good opportunities for the children to discuss their work and improve their listening and speaking skills. The teacher makes very effective use of the Nursery Nurse and voluntary helpers to work with the children so that they can focus on the needs of a group. A variety of approaches are used to interest the children so that they are given suitable opportunities to express themselves. The teacher and helpers intervene very effectively and show sensitivity in asking questions and in guiding the children.

26. There is a very good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. Very good use is made of assessment to set tasks which are matched effectively to the different levels of attainment. Children are assessed across a range of tasks every day. This information is used effectively to set appropriate challenges for individual children. Observations of children are clearly focused. Relationships are very good and help to create a positive learning atmosphere.

27. In the best lessons, teachers' planning shows very good learning objectives. Lessons proceed at a very good pace and a wide range of teaching strategies is used to very good effect. Skilled questioning techniques ensure that all pupils within the mixed age classes are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Key Stage 2 class enthusiastically respond to a literacy session to develop their understanding of the processes involved in producing a video presentation and other presentational materials when they used their information and communication technology skills well, following good assessment and planning, clear explanation and encouragement from the teacher.

28. All work is planned carefully, following National Curriculum programmes of study. Teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are challenging and through good use of assessment tasks accurately reflect pupils' needs, particularly those of high prior attainment.

29. There are many strengths in the teaching. Teachers organise lessons well to support pupils with special educational needs. Very effective management of contrasting activities during lessons is a feature of the very good teaching. In these lessons there is a very good balance between whole class and group discussion, practical activities and written tasks. For example, in science in Key Stage 2 pupils discussed the design of their experiment, allocated tasks within their groups, carried out the tests, identified variables, recorded their findings and reported back in the ending discussion. Teachers link lessons to previous learning well. For example, in a Key Stage 2 numeracy lesson the teacher reminded pupils of their learning about fraction, decimals and percentages. Teachers use plenary sessions well to reinforce and assess learning from the group work. This is particularly good in the literacy teaching where pupils are left with a strong sense of achievement. Management of pupils' behaviour is very good. Teachers use methods that are effective. For example, the

teachers identify expectations very calmly and clearly and pupils respond well to this approach.

30. The teaching of English has some very good features. Teachers make very good provision through literacy lessons for the development of language skills. All staff use the approaches in the National Literacy Strategy well and make very good use of resources to interest the pupils. Teachers make very good teaching points about the mechanics of language, such as punctuation and spelling, and link this well to the sharing of texts as a class. They provide challenging tasks for the pupils and give clear guidance for skills such as grammar. Handwriting is taught well in each class. The teaching of reading includes good opportunities for the pupils to build words from letter sounds.

31. The teaching of mathematics is very good at Key Stage 1 and good at Key Stage 2. There is very good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. Sessions at the end of lessons are well managed and leave the pupils with a strong sense of achievement.

32. In science, teaching is very good at Key Stage 1 and good at Key Stage 2. The teachers plan good investigations to stimulate interest in science, for example, when introducing work on materials at Key Stage 1, setting tasks which were well matched to the pupils different ages and levels of attainment. Teachers and support assistants make very good use of skilful questioning to ensure that the pupils have understood what is taught. For instance, in science in Key Stage 2 the teacher used a different set of questions for each ability group. She used carefully phrased questioning for pupils with special educational needs and very high level questions for the highest attainers. This had a significant impact on raising the level of each pupil's thinking. The homework activities provided offer additional challenge to extend the pupils.

33. In the other subjects the teaching is at least good and sometimes very good, particularly for Key Stage 1 pupils. The teaching of art and design and information and communication technology is very good and has improved significantly since the last inspection. For example, Key Stage 1 pupils have used the computer to produce artwork linked to their work in mathematics and symmetry. Teachers have good subject knowledge in the word processing, graphics and control aspects of information and communication technology. For example, in Key Stage 1 the teacher used her good subject knowledge to use technical language effectively when allocating tasks for programming a robotic toy. Staff follow a good scheme of work and develop pupils' information and communication technology skills well in other subjects. Teachers have good subject knowledge across the different religions required in the locally agreed syllabus. This ensures thorough coverage of these religions with the use of correct religious terminology. The very good quality of support staff has a good impact on the standards attained.

34. Teachers' medium term planning is detailed and ensure all pupils in the mixed age class cover the full range of National Curriculum programmes of study. Short term planning clearly identifies the objectives for each lesson. Teachers have very good subject knowledge and use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. For example, following a Key Stage 1 lesson on handling money using a role-play situation with helpers playing the role of shopkeepers and pupils the

customers. The teachers and support assistants provide good support through verbal comments which include guidance on how the pupils might improve. The teachers' very good use of assessment ensures appropriate challenge for the different ages and levels of attainment in each class to extend their learning in all areas of the curriculum. They mark the pupils' work regularly. The teachers use praise effectively to motivate the pupils. Discipline is good, teachers have very good control and relationships between them and their pupils are very good.

35. Teachers use resources very well. They provide high quality artefacts to enrich pupils' experiences and understanding. Teachers use resources well in literacy to motivate pupils' interest and to support pupils in writing in other subjects. For example, in science by ensuring the pupils have the particular vocabulary needed to write about their observations. Computers are used well during information and communication technology lessons as well as in other subjects. Teachers use classroom assistants and other adults effectively, particularly for pupils with special educational needs. They ensure that they have a clear understanding of the learning required. For example, in Key Stage 2 the assistants worked very effectively to support pupils with special educational needs. They targeted their questions very carefully and ensured that each pupil received focused support. There is good use of adults to effectively support individual reading development. Teachers use both the school and local library well to change books as it is timetabled each week. Pupils are encouraged to use the library for independent research.

36. Teachers have high expectations in the literacy strategy. There are high expectations of pupils' speaking skills as all pupils are expected to speak formally to a large audience of pupils, teachers, parents and visitors. Expectations of handwriting and presentation are high throughout the school. Teachers regularly remind pupils about taking a pride in this aspect of their work. There are high expectations of pupils in the teaching in mathematics where all are challenged to extend their thinking. They have high expectations of investigative work in science and ensure that all pupils have a good level of autonomy when carrying out experiments. Expectations of children in the Foundation Stage are high in language and literacy and in mathematics. The daily assessment systems are used effectively to target individuals at an appropriately high level.

37. The quality of teaching has improved significantly since the last inspection. The proportion of good lessons has increased as well as the proportion of very good teaching. There is no unsatisfactory teaching.

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

38. The school provides a curriculum that is broad and balanced and fully meets statutory requirements. All subjects of the National Curriculum and religious education are taught. The allocation of time to each subject is in accordance with national guidelines.

39. Provision for children in the Foundation Stage is very good. The organisation of a broad range of learning experiences, and the balance between direct teaching and activities is very carefully planned by the staff. All aspects of early years' learning are covered. An important feature of the children's learning is the encouragement of independent choice as they decide what they want to do. Most children achieve or surpass the early learning goals during their Reception year. The very good curriculum provided in the class makes a

smooth transition into the National Curriculum programmes of study. The literacy and numeracy strategies are effectively introduced.

40. Very effective learning opportunities are provided for all pupils, in the different subjects of the National Curriculum. The progress made by pupils in their personal, social and health awareness is very good. There is suitable provision for sex education and drugs misuse awareness through health education, which is an important component of science teaching and learning. Through physical education, games and swimming activities, the school contributes well to the development of pupils' physical fitness.

41. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to raising standards in English and mathematics. There is no significant reduction in the range and content of other subjects. The curriculum is planned very effectively and there is clear evidence of improvement in standards of attainment since the last inspection. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills. The recent introduction of additional literacy support is also impacting positively on pupils' progress. Targets have been set for all pupils, following a detailed analysis of their prior attainments, and excellent procedures have been established to monitor their progress. Both long and medium term plans are very good and ensure that all required aspects are covered. Teachers plan together very effectively to ensure that all pupils are offered access to the broad range of activities, which ensure continuity and progression for the different ages and attainment within each class. Policies are in place for all subjects. Commercially produced schemes of work are being adopted for some subjects.

42. Central to the school's ethos is the provision of equal opportunities for all pupils to learn and make progress. All pupils have equal access to the curriculum. The school makes very good provision for talented pupils and those with special educational needs. This provision benefits from the work of the well qualified and committed staff who have the skills and knowledge to ensure that very careful assessment, planning and review are undertaken. This is linked to good quality individual and small group teaching both in withdrawal groups and in classroom support. The excellent quality of assessment leading to target setting is especially effective in raising standards. There are also very good links between the school and parents of these pupils.

43. The excellent provision of extra-curricular activities strongly enhances the curriculum. There are many clubs which vary throughout the year. These include art and craft, board games, cricket, football, hockey, rugby, athletics, recorders and computer clubs. Links with the community are very good. The school has close links with the village and the church. The curriculum is also enhanced by the school's very good links with other local schools. Strong links with Belvoir High School are well established and very good liaison arrangements and curriculum links are in place to support a smooth transfer.

44. The provision for the development of pupils' spiritual, moral, social and cultural awareness is very good. For the children in the Foundation Stage, spiritual development is delivered through many areas of the curriculum, for example, the wonder of growing plants in the playhouse garden. They are taught how to behave, to understand the differences between right and wrong and learn to take turns and share equipment. Personal responsibility is developed through activities such as helping in the classroom. Good relationships are formed through encouraging pupils to work and play in small groups. Cultural development is promoted through stories and visits, for example, to the local church to participate in special services and events such as the recent Flower Festival.

45. The provision for the spiritual development throughout the school is very good. The programme of work in religious education provides good opportunities for the pupils to reflect on the significance of the Christian belief as well as other world faiths, particularly Judaism, Sikhism and Hinduism. The pattern of well planned and well delivered acts of worship, which are clearly Christian in content, contributes significantly to this provision. Members of the school council are given personal responsibility for organising outstanding assemblies involving the whole school, which are clearly enjoyed by all pupils. The use of stories and music enriches this experience and the celebration of pupils' achievements has a positive impact on raising their self-esteem and appreciation of others. The curriculum subjects, especially creative work in art and design, music and English and in the exploration of words and ideas in the literacy hour, as well as the sense of wonder promoted in religious education and science, all give good support to the spiritual development of the pupils. Their spiritual awareness is also raised through the close relationship with St. Botolph's and St. John's Church and a variety of visits to such places as Kingswood Residential Centre, where they take part in exciting activities such as abseiling, canoe capsizing, quad biking and aeroball.

46. The good behaviour in class and around the school indicates that pupils have a well developed sense of right and wrong. This is strongly reinforced in assemblies and in lessons, by class teachers, who in their good relationships, provide influential role models for the pupils. Pupils know what is expected of them and most behave accordingly. In their work on personal, social and health education, the pupils are encouraged to discuss personal codes of behaviour for their own lives. Topics highlighted in assemblies and religious education, such as Sharing and Forgiveness, provide opportunities for the pupils to engage in discussion about the morality of particular actions.

47. The social development of pupils, which is very good, is enhanced by the way in which adults and pupils relate to each other. The school is successful in promoting the pupils' care and concern for others. Staff make good use of praise and encouragement, which help to raise the pupils' self esteem. Pupils are enabled to take on responsibilities, for example, through distributing milk at playtime and caring for the environment in the garden areas. Within lessons pupils are given good opportunities to work in small groups and in pairs. These opportunities are used to good effect with many instances of pupils sharing and offering to help each other. Children willingly take part in various projects for charities, such as the Readathon for Roald Dahl's Children's Foundation Appeal or collecting aluminium foil for Hospice Care.

48. Visitors to school, who raise pupils' awareness of the wider community, have included representatives of the police, the RSPCA and the community nurse. The excellent range of extra-curricular activities also contributes strongly to the pupils' social and cultural development. Pupils gain a good knowledge of their local heritage through visits and visitors and looking at old photographs. All pupils learned the Hebrew song "Zum Gali Gali" for the local Music Festival. They also know "Shalom" and a Maori call and response chant. Through the curriculum, pupils learn about the cultures of other times and places. For example, the school has developed a link with a lady from Leicester to lead a workshop on Indian dance and mythology and an African group who will provide traditional dance and storytelling in the autumn.

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

49. Consistently good pastoral care is provided for the pupils, including children in the Foundation Stage and those with special educational needs. The very good quality of care is a strength of the school. It enables pupils to feel relaxed, happy and to develop confidence in themselves and their work. The good relationships seen between class teachers and pupils enables pupils to concentrate on their learning in an atmosphere of trust and understanding.

50. Pupils with special educational needs are fully integrated into the life of the school. They are valued members of the school community and receive very good support by teachers, support staff and their peers. They have targets to achieve, which ensure that there are identified steps to their learning, allowing accurate assessment of progress to be made. Parents talk to class teachers in the morning and appreciate being made welcome into the school. Many members of the community help in the school and give pupils the confidence to approach adults with any worries they may have. The quality of supervision during break times and at midday is very good, with an emphasis on care in hot weather, which includes wearing sun hats and readily available supplies of squash and beakers for all.

51. The school has good procedures for dealing with any tendencies towards bullying behaviour and is consistent in setting standards of behaviour, which are accepted by the majority of pupils. Any lapses are firmly corrected by staff and often by other pupils who understand what is acceptable and unacceptable behaviour in the school. Procedures for monitoring health and safety and child protection are well documented and implemented by staff and governors. The current health and safety policy is being rewritten and updated by the designated member of staff. Child protection awareness is maintained by staff discussion and the headteacher has received the appropriate training. Several members of staff have been trained in first aid techniques and the school is vigilant in monitoring any medical conditions which its pupils may have. Staff reinforce pupil's awareness of the need for healthy lifestyles and personal safety through lessons and such as a passing traffic survey in the village, which prompted letters to the local councillor from the pupils.

52. The school monitors attendance carefully and punctuality has improved as a result of pressure on the local bus company and reminders to parents in newsletters. Punctuality shows a good improvement since the last inspection and any late arrivals are recorded correctly by staff. The above average attendance rate reflects the parents' views that pupils like coming to school.

53. Procedures for monitoring pupils' academic performance, personal development and assessing their attainment and progress are all excellent. The information gathered from assessing the youngest pupils on entry to the school is analysed and results used to plan their work and identify those needing extra help. Continued monitoring of individual children's progress enables teachers to understand each child's skill level and informs future planning. All pupils are involved in their own self-assessments, set their own targets and evaluate their own work. A significant feature of assessment is the quality of the teachers' marking, shared with each child, with the group or with the class 'to encourage comment from each child'. Detailed records are kept to provide evidence of individual strengths and areas of weakness and to inform teaching and learning. The excellent quality and consistency of the assessment procedures are a strength of the school and a significant contributing factor in the raising of standards. These procedures also contribute to the pupils' own personal development and to their sense of achievement in their learning through the reaching of the personal targets set by each child.



54. The last inspection found the uneven surface of the playground to be a hazard and in need of repair. The current inspection finds this to have been resolved. The recent provision of large climbing apparatus with safety mats beneath further illustrates the care which the school takes for the welfare of its pupils and attention given to regular risk assessments by staff.

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

55. The last inspection found that the school worked well to maintain good communication with parents and had satisfactory procedures for keeping parents informed about their children's progress. Currently, the majority of parents in their response to the questionnaire and at the pre-inspection meeting agreed that they feel comfortable about approaching the school with any questions or concerns and are kept well informed about their children's progress. Parents were positive about the good community atmosphere and awareness of others promoted by the school and very pleased with the standards achieved in their children's learning.

56. Parents and members of the local community are encouraged to help in school and a large number of well-briefed adults assist regularly with reading or on visits. This support is a strength of the partnership with the school. The school consults parents through questionnaires and staff are readily available at the beginning and end of each day for informal discussions. There are two formal parents' evenings each year to enable class teachers to discuss children's achievement and progress with their parents. An informal evening gives opportunities to view the children's work and the activities of the school day. Regular, informative newsletters are appreciated by parents. These are supplemented by information which enables parents to understand the daily work of the school, the various policies in place and strategies, such as numeracy and literacy. The annual written reports to parents are very well written, highlighting areas of achievement and progress for individual pupils and pointing out those areas where greater endeavour is required.

57. The Supporters of Croxton Kerrial School is active in organising social and fund raising events and in providing a focus for the local community. Parents are given good instructions on how they can help their children at home and they are pleased with the amount and regularity of the homework given to the pupils. The impact of parental and community involvement on the work of the school is excellent and has a beneficial effect on the attainment of the pupils, their happiness and on their developing sense of citizenship. The regular exchange of information through the reading diaries and the quality of the induction and transition procedures for parents and pupils add to the atmosphere of a family school where children and parents are valued and appreciated.

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

58. The school has responded well to the issues raised in the previous inspection. The school produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised. The monitoring of pupils' work and planning has improved since the last inspection. The school benefits from the high level of commitment of the staff and governors. This has ensured a continued clear educational direction for the school. It has a good capacity to maintain the current high standards and continues to monitor and evaluate its performance to plan effectively for further improvement. The school has developed good plans and clear and realistic targets which

have been met well.

59. The leadership of the headteacher is excellent. In the short time she has been in post she has gained the confidence of the school community. She has a clear sense of educational direction and has identified a range of appropriate strategies to manage change. She delegates effectively to her colleagues. She has carried out her role very well and has provided an important link in the communication chain by ensuring staff and governors understand the implications of changes. She has ensured a clear development in the curriculum provision and made a significant impact on raising standards. The headteacher receives very good support from her colleagues, governors and parents. Communication between staff and parents is good and the headteacher provides very good information about the activities of the school.

60. The quality of the work of the governing body is very good. Statutory requirements are met. Governors help to set a clear educational direction for the school. For example, they set precise criteria for the recent appointment for the headteacher and full time teacher that matched the particular needs of the school. There is an effective balance of expertise across the governing body. The chair of governors is very clear about the aims of the school. Governors know their school well and greatly value the advantages of their small community. The special educational needs governor has a very good understanding of her role and is involved closely with the practicalities of the work of the school. The governors fulfil their statutory responsibilities and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They meet regularly and there is an appropriate structure of committees. They have been involved appropriately in supporting the introduction and management of the National Literacy and Numeracy Strategies.

61. The headteacher has introduced an effective system for monitoring teaching. She has produced well written outlines of this monitoring identifying clearly the strengths and weaknesses observed. Teachers appreciate this clarity. Governors also contribute to this through reports on their frequent visits to the school when they observe lessons against agreed criteria. There are well-organised systems to monitor both planning and pupils' work. For example, teachers moderate examples of pupils' work together to track pupils' progress. The school tracks the value added to pupils' attainment using data from the national tests. This analysis is well presented and has been used well to feed back into curriculum provision and set individual targets.

62. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. The school's provision for equality of opportunity and for pupils with special educational needs is well managed. Policies are comprehensive and meet the Code of Practice. Very good quality additional support is provided for those pupils with special educational needs to ensure that they make very good progress. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils.

63. The management of the provision for children in the Foundation Stage is very good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school. The teacher and nursery nurse carefully organise the curriculum to meet the children's needs.

64. Teachers are closely involved in the production of the school development plan. It was sensibly agreed to produce a plan for one year to enable the new headteacher and new full time teacher to contribute effectively to the production of a strategic plan. The school development plan contains all key information, including costings of finance and time, ways of measuring success and key personnel involved. The headteacher has produced a supplementary outline of initiatives that were not included in the main plan. The format provides for a clear understanding of the main priorities to emerge. All governors have a copy of the plan.

65. The staff have completed an audit of all curriculum areas and discussed the changes required to ensure full coverage of the National Curriculum programmes of study for all pupils within the two mixed age classes. The school has developed good planning for the development of subjects over the long and medium term. Good policies are in place for all curriculum areas.

66. The staff and governors in partnership with parents and pupils have produced a comprehensive set of aims for the school that are well understood by the school community. Parents are very supportive of these aims. The aims cover both personal and academic development and clearly set the work of the school within the community of the village it serves. There is a good range of policies that are clearly presented. These policies are clearly reflected in the day-to-day practice of all staff. For example, the good quality marking policy is carried out consistently. The school is very well supported by parents and other adult helpers; all of whom are used efficiently. Some helpers come from among the governing body, all of whom are generous with their time and talents to support and organise events at the school.

67. The school has a very positive ethos, despite the recent changes of staff, which has helped to ensure the expected rate of progress in learning. All staff work hard to improve the quality of the provision for the pupils. For example, the nursery nurse has contributed very effectively to developing provision for children in the Foundation Stage within the mixed age class for children in the Foundation Stage and pupils at Key Stage 1. All staff use a number of different systems to focus assessment effectively. The combination of the excellent management and the hard work of all staff combine to produce the positive ethos.

68. Staffing of the school is very good. The teachers are suitably qualified and experienced to teach all the subjects of the National Curriculum and religious education. The balance of experience across the staff is good. There is a new headteacher and full time teacher. All permanent teachers have posts of responsibility. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. Appropriate responsibilities are allocated for all staff and complement those of the headteacher very effectively. There are very good, well trained education support staff who work alongside teachers having a positive impact on pupil's learning. The nursery nurse has a very good level of expertise in working with young children.

69. Arrangements for the professional development of staff are very good. All teachers have undertaken recent training to extend their expertise. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise. For example, expertise in information and communication technology is developed effectively for the support staff due to careful explanations on using different programs. Induction and mentoring arrangements are good. Appraisal systems are in place. Staff receive regular individual meetings with the headteacher to discuss their development needs. All staff new to the school are given clear guidance of the school's procedures. For example, the full time

teacher appointed in April 2001 was able to follow the school's systems effectively due to this guidance. Since the last inspection the training and involvement of the support staff has improved and they now assist the teachers more effectively.

70. The quality of the accommodation is satisfactory. It is kept very clean. Standards of display are very good throughout the building with all spaces used effectively. This extends learning opportunities for pupils well. For instance, there is an enticing investigation into touch in the Key Stage 1 and Foundation Stage area. Classrooms are of an adequate size and there is an adequate amount of storage space in different areas of the school. The village hall which is situated adjacent to the school provides limited facilities with adequate space for physical education. Outdoor provision for the children in the Foundation Stage is good. There is good storage for large play apparatus, which is conveniently placed. The playground is of a reasonable size and surrounded by large and attractive grassed areas which have been enhanced through the provision of play equipment purchased by the Supporters Association.

71. The number and quality of resources, including books, materials, computers and other equipment are very good. Equipment for the Foundation Stage is very good, particularly the outdoor play equipment. The supply of books has been carefully selected to ensure that the pupils read a good range of literature. Many of the reading scheme books and library books are new since the last inspection. The stock of books is good for this size of school and this is an improvement since the last inspection. It is supplemented by loan collections covering particular topics being studied, which contribute effectively to the good progress in literacy and research skills in other subjects. The provision of resources to teach the National Literacy and Numeracy Strategies is good and is well deployed to support teaching and learning.

72. All resources are readily available and the pupils are taught to find what they need and to handle the equipment with care. The school is well equipped to teach information and communication technology. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits are frequently included as an effective resource for learning and contribute well to standards achieved.

73. The school's financial planning processes are good. Financial and other resources are very carefully allocated in line with the targets identified in the school's development plan and in the documentation for different bids and initiatives. The headteacher is working closely with the governing body to plan ahead and to project financial forecasts beyond the current year. The budget is regularly monitored and much care is taken to ensure that the school's expenditure is giving good value for money. The finance committee meets regularly and the chair of that committee is very aware of the cost implications of the whole school budget.

74. All additional funds are used well to enhance the provision for pupils. Funds for special educational needs are used appropriately. Additional funds are raised by the Supporters Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The current deficit annual expenditure reflects the action taken to improve the building and resources and is attributable to non-recurring costs. The school is fully aware of the need to establish a balanced budget with an appropriate amount set for contingencies.

75. The school's accounts were audited in 2001 and the day-to-day control of finances was reported to be good. A few minor recommendations were immediately acted upon.

Private school funds are properly audited each year and approved by the governors. Financial control and school administration is very good. The school secretary manages the school office and related matters efficiently and very effectively. She offers very good support to the school, staff, governors and visitors.

76. The deployment of teaching staff is very good. Teachers are allocated to classes within their qualifications. Teachers take an excellent range of after school clubs. The headteacher supports the staff in a practical way and is responsible for several new initiatives. The support staff are very effectively deployed and supervised. There is particularly good use of the nursery nurse as her expertise is used to contribute effectively to the planning.

77. The use of resources to complement learning is very good. Resources are used very well by staff and have a positive impact on raising standards. The use of resources is very good in English in particular. Computers are effectively used in all classes. The use of accommodation is very good.

78. Pupils enter the school with attainment in line with national averages. The current Year 5 pupils do not represent the normal cross section of ability with their high proportion of special educational needs. The cost of educating the pupils is above average. In view of the pupils' attainment on admission, standards achieved, good progress made in most subjects, the positive leadership and management and good teaching, good use of available funds, effective use of all resources and improvements since the last inspection the school provides very good value for money. This is an improvement since the previous inspection.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

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

- ◆ as recognised, develop a strategic plan for the longer term so that it will give the school clear educational direction in its work by:
  - *identifying clear targets that will raise standards;*
  - *developing a cycle for the review of curricular areas;*
  - *identifying key personnel.*

(paragraph 64)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. This is indicated in paragraphs 70 and 181:

- ◆ improve facilities for physical education.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	59	36	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	36
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.7
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	0	4	4

As the number of pupils in Key Stage 1 in 2000 was less than 10, then the school is not required to publish its National Curriculum test results.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	34
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### Exclusions in the last school year

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

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

### Teachers and classes

#### Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	14.8 : 1
Average class size	17

#### Education support staff: YR – Y5

Total number of education support staff	3
Total aggregate hours worked per week	47

### Financial information

Financial year	2000/01
	£
Total income	152,860
Total expenditure	161,014
Expenditure per pupil	5,194
Balance brought forward from previous year	21,465
Balance carried forward to next year	13,311



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	21

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	62	33	5	0	0
My child gets the right amount of work to do at home.	62	38	0	0	0
The teaching is good.	90	5	0	0	5
I am kept well informed about how my child is getting on.	76	19	0	0	5
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	81	14	0	0	5
The school is well led and managed.	90	10	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	86	14	0	0	0

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

79. The infant class provides full time education for one child in the Reception year and part-time education for five children aged four. There are very good arrangements to familiarise children entering the school with their new environment and teachers. Regular parents' evenings, close liaison with parents and good introductory information all help children to settle easily into the class. The early years' staff work as a close-knit team, providing a warmly welcoming and happy environment for the children. At the beginning of the daily sessions the children come in eagerly, ready and anxious to get on with their tasks. Staff find time to speak to individual pupils and parents. There is considerable parental involvement in the class. The teacher assigns parents to a particular group activity and provides detailed guidelines on what the children will be doing and ways in which they can help.

80. Children's attainment on entry is in line with that expected of children of this age. The high quality of teaching, well-organised curriculum and very good range of activities make a strong impact on the children's subsequent learning. By the time they reach Year 1 the majority has surpassed the learning goals for children in the foundation stage. All adults make continuous assessments of individual children's performance in their group work. These assessments contribute very significantly to teachers' planning and awareness of the children's attainment and progress. The emphasis on assessment enables talented children and those requiring special educational support to be identified at an early stage. Parents are keenly appreciative of the high quality of education provided in the early years. The high standards of teaching and learning noted in the previous report have been well maintained.

#### ***Personal, social and emotional development***

81. The children make good progress in their personal development and by the time they reach the end of the Reception year are achieving the early learning goals in this area. From their first days in the school, children learn that they are part of a community, and are valued individuals within it. They visit the local church and the library in Melton Mowbray, in addition to other parts of the village. Teachers foster children's self-esteem by displaying their work and offering praise for achievement. Children are encouraged to become increasingly confident in responding to others and begin to make choices and willingly offer ideas. They concentrate well and respond with interest and enthusiasm to such activities as playing games, which help them to remember letter names and sounds. Their responses are highly valued by all members of staff and children are encouraged to become independent. Older pupils in the class support the children well and encourage them to join in different activities.

82. The quality of teaching in this area is very good because there is very good provision of stimulating, child centred activities which interest children. For example, there is now a police station in the classroom with a very good range of costumes, artefacts and books. This activity enables children to play together in a social setting, to try a new activity and to dress and undress independently. The well ordered resources are labelled and easily accessible to children. This enables children to independently access the things they require, and contributes significantly to their maturing independence.

## ***Communication, language and literacy***

83. When they first enter the infant class, many children have a sound awareness of stories and books. This initial knowledge is developed well through a daily storybook session, where book features, such as the cover, pictures and print are reinforced. Vocabulary, dialogue and story details are also emphasised and children are encouraged to answer questions and tell some of the story such as "Rainforest Race", in their own words. Teachers support the development of reading skills through clear labelling of children's names, activity areas and resource materials around the room. Writing activities are based on familiar words, such as the children's names. Younger pupils trace, copy or write letters and words. Most recognise their names and some read letters and simple words easily. This progress is maintained in the Reception year as children develop their writing skills. They correctly write and read short words, recognise initial letters of words and make lists of rhyming words. Speaking and listening skills develop well through role-play, for example in the police station corner.

84. The quality of teaching of language and literacy is very good. The teacher and classroom assistants are always fully aware of the needs of children of different abilities. They effectively encourage children to participate in discussions and engage successfully in conversations that help to develop skills in speaking and listening. The teacher ensures that all writing activities provide good challenge for all pupils. Good opportunities are provided for children who have achieved the early learning goals in this area to improve their language and literacy skills through the Key Stage 1 curriculum.

## ***Mathematical development***

85. Children make very good progress in counting and in number and shape recognition. They correctly match numbers with pictures of objects. They recognise and describe a circle and triangle. Other activities include matching and sorting by colour and size. Reception children count orally to 20 and beyond and recognise simple number patterns. They write single digit numbers correctly and are given good opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. Children are given challenging and interesting work. Adults very effectively reinforce learning through the use of good questioning, which encourages thinking and challenges children's understanding.

86. The quality of teaching in mathematics is very good. Group and class activities are very well organised. The children are given many opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. There is good curriculum provision for the children's range of attainment. Group activities are well planned with an appropriate focus on practical activities and recording. Children are given challenging and interesting work that helps them to make good progress.

## ***Knowledge and understanding of the world***

87. There is very good provision for children's knowledge and understanding of the world. Apart from organised visits, there is a wide range of resources for children to explore and discover. For example, when planting in the playhouse garden children learn to use tools safely and think about how plants grow. Children use word banks to effectively develop familiarity with the computer keyboard and mouse. They collect battery-operated toys and explore how they work. Outdoors, they use

the playhouse with the “home” set up with furniture and dressing-up clothes. Children in the Foundation Stage develop their knowledge and understanding through their work, usually based on themes, such as “Homes” and “Keeping Safe”. They design and make interesting houses from “junk” materials and paint them.

88. The quality of teaching is very good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. The good experiences she provides through whole class discussions enable children to relate their own experiences to those around them. Good attention is paid to safety issues.

### ***Physical development***

89. Outside, children ride a variety of wheeled toys and vehicles, using space sensibly to avoid bumps. Planning indicates a good range of activities involving moving to music, learning ball skills and developing agility. Children are taught to handle scissors, pencils and paintbrushes correctly and are developing good manipulative control. In all activities, teachers are aware of and ensure children’s safety. In physical education, children use space effectively to explore different body shapes and learn to balance and rest. They move with confidence when playing with others as a partner or in a small team. When learning to play games such as the “Snail Game” children find out about rules and learn to take turns.

90. The teacher’s very good planning and provision for these activities enhance children’s progress. Staff build effectively on the children’s experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill.

### ***Creative development***

91. The children sing nursery rhymes, action and number songs with enthusiasm. They shake percussion instruments in time to music, starting and stopping at the appropriate time. They develop colour recognition as they paint their pictures based on the song entitled “The Wheels on the Bus”. They use a variety of construction materials to build and make patterns with different prints of wheels in wet sand. Descriptive language is developed through the use of a variety of pasta shapes, containers and spoons to sort, pattern, weigh and compare. Children enthusiastically join in singing songs and nursery rhymes with Key Stage 1 pupils.

92. The strength of the teaching in this area is the wide range of experiences that the teacher provides, and the constant changes in focus, giving valuable opportunities for children to develop specific vocabulary and to act out a range of circumstances.

## **ENGLISH**

93. Standards in English throughout the school are generally good and never less than in line with national expectations, including pupils on the register of special educational needs. The small size of the year groups in the school means, that the arrival or departure of even one child with a different level of ability could lead to a wide fluctuation in the reported results. It is not appropriate to report pupil’s attainment against national averages and the averages for similar schools. The differences in the number of pupils in each year group and the different proportion of pupils with special educational needs make trends in attainment unreliable from year to year. There has been a steady improvement in standards since the last inspection. The general raising of standards is due to developments in the

quality of teaching and classroom support. Attainment has been consistently above average in relation to the national average since 1999.

94. Standards seen at the time of the last inspection in 1997 were satisfactory and in line with the national average in all aspects of English at the end of Key Stage 1 and by the end of Year 5. Evidence from the current inspection indicates that standards in reading are well above average by the time pupils are 7 and 10, effectively supported by the strong emphasis placed on literacy in the curriculum. Speaking and listening skills are good and above average by the end of Key Stage 1 and by the time pupils are 10. Pupils' writing is good and above average by the end of Key Stage 1 and by the time pupils are 10.

95. The standards in reading seen at the end of Key Stage 1 reflect the results of the 2000 National Curriculum assessments and indicate a good improvement since the last inspection. The school continues to provide a very effective start to literacy for children in the Foundation Stage, where they begin to read and write and to develop good speaking and listening skills. This is carefully built upon in each class in the school and enjoyment of literature is promoted well in many literacy hours.

96. Learning is very good for pupils in Key Stage 1 and good for pupils in Key Stage 2, in all aspects of their work in English. The strong focus on reading is considerably supported by parents' involvement in reading with their children at home. All pupils have equal access to the curriculum. Talented pupils and those with special educational needs also make very good progress, aided by very clear, detailed targets set for them in their individual education plans and the high quality of the additional help which they receive from teaching and support staff.

97. Pupils in both key stages enjoy their English lessons as they find the work thought provoking and challenging. They carefully consider issues raised in the text they are studying and are eager to offer opinions. When listening to each other, they generously praise other pupils' contributions. Throughout the school, pupils are responsive and attentive to their teachers.

98. From the early stages, pupils also develop good speaking and listening skills. They listen intently, such as when being told stories in English and during assemblies. They respond well to the many opportunities provided for them to take part in class discussions. For example, pupils in Year 1 talked clearly about the story, "Rainforest Race". Similarly, pupils in Year 2 talked sensibly about their study of electricity in a science lesson and were eager to share their knowledge and understanding with others. In a Year 5 literacy hour, pupils responded very well during discussions about persuasive writing, sharing the teacher's obvious enthusiasm for the subject. They talked confidently and fluently about the impact of different types of persuasive writing such as classified advertisements and pleasure park posters, keenly discussing their preferences. The good quality of relationships and behaviour contribute considerably to pupils' good progress in their speaking and listening skills.

99. In reading, pupils in Key Stage 1 develop very good recognition of familiar words and can anticipate those with which they are unfamiliar. They make good use of the illustrations and their developing knowledge of letter patterns to gain meaning. In Year 1, for example, pupils make picture poems to describe an object in the literacy hour. By the end of Year 2, pupils can competently identify verbs, adjectives and alliteration. They read with accuracy and increasing expression and show interest in different authors. At Key Stage 2, Year 3 pupils show interest in recognising and spelling common prefixes. They showed good

understanding of how these influence word meanings. The good progress made in reading was exemplified by the high quality of work seen by talented Year 5 pupils, who read fluently and expressively to inspectors. They demonstrated a love of literature, offering a wide choice of authors as their preferences.

100. The content of pupils' writing is good, showing increasingly more complex sentences that are appropriately punctuated. Younger pupils in Key Stage 1 make sensible attempts to spell unfamiliar words and most of their sentences are structured appropriately. By Year 2, most pupils can plan and write a story with an appropriate setting. They develop their stories well, beginning to use dialogue and using an increasing range of vocabulary. In the previous inspection report presentation skills were judged to be poor and the lack of a school library had a detrimental effect on pupils' study and research skills. The school has successfully addressed these issues and has made good improvement. A cursive script is introduced during the Foundation Stage. Handwriting skills are developing well with pupils in Year 1 successfully learning a joined writing form. A comprehensive school library has been developed with the help of the schools' library service to ensure a good selection of resource books for all pupils. Pupils' standards in study and research skills are at least in line with what is expected of pupils of these ages. All pupils visit the town library in Melton Mowbray on a weekly basis. They show good understanding of the organisation of the library and classification systems and locate information confidently.

101. At Key Stage 2, pupils continue to develop writing skills in a variety of ways. They write extended sentences, such as in their good descriptions of "The Fall of Icarus". They also write descriptions, accounts and letters. Their understanding of the grammatical features of writing is systematically developed through the key stage. By the end of Year 5 talented pupils write stories, which are often elaborate, contain well-constructed sentences and interesting vocabulary. Many pupils plan and draft their work, use paragraphs and include dialogue. Through the school's literacy strategy all pupils develop their powers of imagination, inventiveness and critical awareness very effectively. The effective planning, organisation and support provided for those with special educational needs has a positive impact on pupils' achievements. Throughout the school spellings are set and tested regularly and the standard of spelling in written work is good. The teaching of handwriting is effective.

102. The school has successfully established the literacy hour. The organisation is very good and activities carefully guide pupils' progress in all aspects of the subject. Work undertaken in other subjects makes a significant contribution to pupils' literacy skills. Pupils learn to write in a range of formats, such as in writing accounts and reports in science, history and geography. They use the CD-ROM regularly to find information for their topics and are well able to use the word processor, such as for writing stories and composing poetry. Pupils develop good skills in reading for information from books and other sources. Pupils in Year 2 can explain clearly how to find a book in the library and how to use the contents and index pages. Through work in history, the oldest pupils can collect and reorganise information. The good quality of relationships and the very good teaching ensure pupils' speaking and listening skills are well developed across subjects.

103. The teaching and co-ordination of English, which are very good overall, have a strong impact on standards and make a positive contribution to pupils' attainment and progress in literacy. Teachers are knowledgeable, confident and skilled in the subject. Work is well planned so that pupils' skills, knowledge and understanding are systematically developed as they move through the school. Lesson plans include suitable tasks for talented pupils and those with special educational needs; thus all pupils receive work which challenges them.

Assessment and recording procedures throughout the school are very detailed and consistently applied. Very good use is made of the information gained for planning future teaching and learning. Parents are effectively involved in the school's literacy strategy at home by supporting pupils' reading and helping them to learn spellings.

104. There are very good resources for teaching English. The school has recently reviewed its reading books, disposing of many out of date schemes. Suitably, the school has spent money on providing good quality books for guided reading. The library has been stocked with good books and supplemented by the weekly visits to the local library. A good selection of big books is available for the literacy hour. The accommodation is satisfactory for teaching English.

## **MATHEMATICS**

105. Due to the small number of pupils in Year 2 in 2000 it is not appropriate to report pupils attainment against national averages and the averages for similar schools. The differences in the number of pupils in each year group and the different proportion of pupils with special educational needs make trends in attainment unreliable from year to year. The trend over the last three years has been one of steady and consistent improvement with standards of attainment above the national average.

106. Since the last inspection results indicate that standards have been improved and are good for the majority of pupils by the ages of 7 and 10. This reflects the way teachers plan effectively for the range of ages and attainment in the class, particularly at Key Stage 1. Learning is very good for pupils in Key Stage 1 and good for pupils in Key Stage 2, including high attaining pupils and those with special educational needs, in all aspects of mathematics. The school has set clear targets for improvements in pupils' attainment which have been met well and has developed effective strategies linked to the National Numeracy Strategy, particularly in basic numeracy and mental mathematics, to help achieve these targets. Inspection findings show that the majority of pupils attain standards which are above the national expectations for their age at both key stages.

107. By the end of Year 2, pupils are developing effective skills of mental calculation and count forwards and backwards in tens with confidence. They count in tens from any point on a 100 square grid and correctly identify odd and even numbers. They know how to double and halve numbers in their heads, such as "double 90" and "half of 180". They apply their knowledge of number very well when challenged to calculate the number of degrees in a quarter-turn, a half-turn and a whole-turn as they control a programmable robot. They are beginning to estimate numbers sensibly as they control the distance the robot will travel along a given route and explain their thinking clearly. High attaining pupils produce graphs accurately using the axes with confidence, for example, when recording the colours of cars owned by families in their class.

108. Learning is very good in Key Stage 1. In Year 1 pupils enjoy using mental methods to calculate different ways of making numbers to 10 using simple addition of two digit numbers. They use beads to create a graphic representation of the hair and eye colour of the pupils in their class. They record their work accurately and write the numerals correctly with occasional help. Pupils with special educational needs are supported appropriately as they calculate different ways of making 20, and record their calculations, for example "four lots of five" and "fifteen add five". They have a good knowledge of two-dimensional shapes such as circles, squares and rectangles.

109. By the end of Year 5 pupils' mental skills are well developed using addition,

subtraction, multiplication and division when calculating problems in their heads. They identify the properties of two-dimensional shapes. High attaining pupils subtract decimals accurately to two decimal places. Pupils readily use their skills in other subjects, such as science and design and technology. They become confident in using fractions and simple percentages. Those with higher prior attainment readily convert these into decimal fractions. Learning is good across Key Stage 2. Pupils compile data which they present in the form of different graphs, pie-charts and pictograms linked to their work in science showing their favourite ice cream flavours and favourite drinks. From their graphs they calculate how many people took part in the survey altogether and identify which is the most popular flavour. Pupils apply their knowledge of multiplication to calculate problems and show their working out clearly. Different types of quadrilaterals are identified correctly and they use appropriate vocabulary such as vertices, face and line of symmetry. Pupils enjoy the challenge in reading and plotting co-ordinates, in all four quadrants on a grid. All use correct mathematical vocabulary: axis, minus, co-ordinate. Pupils with special educational needs are well supported as they record their findings.

110. Progress in mathematics over time is good. Learning in lessons is very good at Key Stage 1 and good at Key Stage 2. Pupils are well motivated and suitably challenged by their tasks. Where learning is very good, pupils' enthusiasm for mathematics is skilfully exploited by very lively questioning to keep pupils' attention. There is very good use of support assistants, tasks are demanding and lessons are fast paced and well balanced.

111. Work for pupils with special educational needs is planned to be similar to that undertaken by the rest of the class, but at appropriate levels of difficulty or complexity, so that their progress is maintained and their confidence enhanced. Some pupils with particular mathematical talents are given special attention and work to enable them to work successfully towards their potential. Higher attaining pupils are provided with extension work to challenge them, this helps to ensure they make good progress in relation to their previous learning. The pupils with special educational needs make good progress as a result of the good support they are given through the well devised and well managed individual education plans. Teaching assistants who provide the support are well informed and know when to provide direct help and when to encourage pupils to make the discovery for themselves.

112. Pupils' attitudes are very positive throughout the school. They enjoy mathematics, show interest and enthusiasm and work with considerable concentration. Pupils behave well. They pay close attention in discussions and listen well to each other and to their teachers. Pupils have high levels of concentration and are very well motivated by the strong sense of purpose transmitted in their lessons. Pupils with special educational needs are well behaved during lessons.

113. Teaching is very good at Key Stage 1 and good at Key Stage 2. In the best lessons teaching is exemplified by some outstanding features including clear objectives, high expectations and dynamic leadership in the lesson. Pupils' attention is fully engaged and there is an insistence on good behaviour. There is very good management of pace and time, with lessons being conducted at a smart pace. Questioning skills are used very well to promote interest, to provoke thinking skills and to arouse all pupils' participation. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. Sessions at the end of lessons are well managed and leave the pupils with a strong sense of achievement. Very effective use is made of discussions to share pupil's experiences and to review what they have learned. Teachers' marking is



consistent and frequently includes useful advice to guide future learning and identify targets and reflects the good quality marking policy.

114. Throughout the school mathematics is woven into other subjects such as in design and technology as pupils use rulers accurately and measure precisely using millimetres, and protractors to measure angles. In geography, pupils use information and communication technology to construct a graph linked to their study of traffic passing through their village. Pupils' literacy skills are being appropriately extended by a range of mathematical terms being used. For example, imaginative displays of vocabulary lists help to extend pupils' knowledge of words such as "add", "subtract" and "minus".

115. Teachers' assessment of pupils' learning is very good. They analyse the results of tests and other forms of assessment closely, they make full records of the results and these are used well in planning individual targets for the pupils to attain. These are shared with the pupils together with helpful comments as to what they need to do to improve further. The teachers have high expectations of their pupils which are appropriate to their previous learning. Homework includes learning number bonds to help with basic numeracy skills and plays an important part in their progress.

116. Although there are marked differences in standards in mathematics from year to year, there is an underlying improvement over time. This is the result of careful planning and skilful teaching applied consistently throughout the school. The successful co-ordination of the subject has had to take account of the considerable differences in numbers and distribution of year groups between classes. Resources and the accommodation are very good for mathematics. The National Numeracy Strategy is securely in place. Resources to support the initial part of numeracy lessons, mental warm-up/quick-fire sessions, are used effectively.

## **SCIENCE**

117. Standards in science throughout the school are good and above levels expected by the ages of 7 and 10. Pupils' attainment in science is above national expectations. The proportion of pupils in Year 2 who are currently attaining the standards expected of pupils aged 7 is clearly high. The number of pupils in different age groups is small, so there is variation in these scores from year to year. There is a steady underlying progress in learning in all aspects of science throughout the school and over time. Pupils' learning is good across both key stages. This is an improvement on the finding of the previous inspection when pupils' attainment was found to be in line with national expectations. There are considerable differences between the number of pupils in each year group and between the proportion of special educational needs from year to year. The small number of pupils involved makes comparison with national averages and those of similar schools inappropriate from year to year. The trend over the past three years has been one of consistent improvement with standards above the national average,

118. By the end of Key Stage 1 all pupils use simple equipment to carry out investigations and make simple observations. For example, they described the different use for electricity in the home using it as a source of power for light, heat, sound and movement and make a list of appliances using this classification. Most pupils have a good understanding of scientific terms. For example, they explain that predicting is guessing based on what they already know. Most pupils know the basic conditions to keep human beings healthy. Most understand how to make a simple circuit. High attaining pupils explain correctly how the

circuit works and the purpose of each component.

119. Learning is very good in Key Stage 1. Pupils regularly carry out investigations which ensures a steady development of these skills. For example, they record the sensations of different textures in their study of materials using their sense of touch through very good use of a high quality display set up in the corridor. They learn how to record their findings in charts. For example, they use beads and threads to record the colour of the eyes of the pupils in their class. They develop skills of writing the outcome of their investigations as teachers provide very good opportunities for writing. Pupils with special educational needs make very good progress as the teacher organises the classroom assistant very effectively to help them.

120. By the end of Year 5 all pupils have a good understanding of scientific investigations as the teacher provides carefully structured opportunities to follow through scientific processes. All pupils have a through understanding of the scientific knowledge required in Key Stage 2. Most pupils understand how different materials can be used for insulating materials to keep them cool or retain heat. They study how different papers absorb different amounts of water and they record their observations carefully enabling them to compare their results and draw conclusions which they compare with their initial predictions made before they began their investigation. They learn about the different habitats of plants and animals within their own locality and are able to contrast these with those found on the seashore during a residential visit. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. Pupils describe correctly how devices within an electrical circuit function. High attaining pupils have a very good knowledge across the science curriculum. They use sophisticated scientific language correctly.

121. Learning in investigative science and understanding in Key Stage 2 is good. Pupils continue to develop their understanding of investigative work. For example, the younger pupils predict the paper that will absorb the most water and carry out an experiment to check their hypotheses. They develop understanding of the importance of measuring carefully. All pupils develop a clear understanding of the fair test. High attaining pupils identify several variables with confidence. Pupils carry out their investigations with confidence they set out the required equipment, predict the outcome, carry out the experiment, devise a recording system, implement it and analyse the outcomes.

122. Pupils throughout the school make good progress in the subject as their skills are developed and their knowledge and understanding increase. The detailed planning and individual target setting provides successfully for those pupils with identified special education needs as well as for those with particular interests and skills in the subject. Progress of pupils with special educational needs is very good. These pupils are given carefully structured work and focused questions to directly meet their needs. The well planned use of support staff, who are seen as partners in the classroom, adds to the good quality of education all the pupils, particularly those with special educational needs, receive.

123. Pupils' attitudes to science are very good. Pupils are interested in their work and carry out the tasks with enthusiasm. They listen well in whole class discussions and are sufficiently confident to offer suggestions or take responsibility for tasks. Personal development is good as they develop skills of working in groups. Behaviour is good in lessons despite the emphasis on carrying out some exciting tasks.

124. Teaching is very good in Key Stage 1 and good at Key Stage 2. Teachers combine whole class discussion well with practical tasks. This is carried out particularly well in Key

Stage 1 where the sessions combine a combination of whole class discussion or instructions with the tasks of investigating, recording and group discussion. All teachers provide interesting contexts for the investigations and appropriate resources for the experiments. Teachers use time effectively to ensure a thorough coverage of the work. Management of pupils is very good and pupils have a very clear understanding of the class procedures. Teachers' expectations are high in the practical work, whole class discussion and in the quality of the written presentation. Their subject knowledge is good which ensures a high quality of scientific methods and knowledge. There is very good planning with clear detail and learning outcomes. Teachers use assessment effectively, including tracking pupils' progress during lessons. Teachers' marking is consistent and follows the good quality marking policy. In homework, there are good opportunities to extend pupils' learning.

125. The planning of the science curriculum, which is based upon national guidance materials, is well adapted to the needs of this small school. A good balance between the various attainment targets is maintained throughout the school. In both classes the planning carefully matches the work to the stages of development and the previous knowledge and understanding of individuals and small groups of pupils. Planning is related to the careful analysis of test results and other assessments in the subject. Full records are being built up to assist in the setting of group and individual targets. These targets are shared with the pupils so that they know how well they are doing or where they need to make even more effort. The teachers' enthusiasm for the subject and imaginative presentation of the tasks motivates the pupils to think hard and strive for deeper understanding. The teachers share their good knowledge and understanding of the subject with the pupils very effectively, as they clearly understand how pupils learn science. This high level of teaching competence also contributes to the good response the pupils make to the lessons they receive in both classes; they clearly enjoy the subject.

126. The resources provided for science are very good in quality and meet the needs of the curriculum and the numbers of pupils in the school. The school makes good use of its surroundings. The subject is well managed and longer term plans for it are appropriate. The teachers encourage the pupils to learn and use specialist science words and to express their ideas using scientific terms. Numeracy skills are also used in handling experimental data. The use of information and communication technology to support science teaching and learning and for the display of pupils' findings is good. Standards have improved since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. The school has successfully kept pace with national developments in information and communication technology and the standards attained by the pupils by the age of 7 at the end of Key Stage 1 are above national expectations. When they leave the school by the age of 10 at the end of Year 5 standards attained are in line with those expected nationally and improving over time. This reflects an improvement since the previous inspection.

128. Pupils are making very good progress as there are computers in every class and there is regular access and use in several areas of the curriculum, including English, mathematics, history, geography and art and design and design and technology. Pupils with special educational needs make very good progress as they are supported well by the classroom assistants. The improved accessibility of computers provides all pupils with opportunities to develop skills, knowledge and understanding in the use of computers. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. There is very good documentation

to support teachers' planning, including a running record of pupils' achievement. All these improvements have had an impact upon standards.

129. In Key Stage 1 pupils recognise that many everyday devices respond to signals and commands and that they can select options when using devices to produce different outcomes. They are beginning to work successfully on control technology. For example, they look carefully at a programmable robot and take note of its features. They gain an understanding of how to make the robot move and how to make it turn, through discussion, experiment and evaluation. They make very good progress in learning how to program a robot in a sequence of movements as it travels across the floor. They calculate how many degrees it should turn and how far it should travel along a previously designed route. Pupils use information and communication technology to assemble text. They understand the use of the computer to word process text. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. Pupils are adept at word processing and know the meaning of "font". They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. They use the computer to sort and classify information and to present their findings. For example, they are beginning to use graphics to construct a pictogram showing the number of vehicles passing along the main road through their village. The pupils understand about CD-ROMs and some can use them to gain information. They also identify the range of uses to which information and communication technology can be put.

130. In Key Stage 2 pupils use information and communication technology to generate, amend and present ideas. For instance, they design the school page of a local newspaper, creating text frames and composing appropriate headlines. They are beginning to choose suitable fonts and sizes for headlines and understand how to import graphics from the main bank. By the end of Year 5 pupils use information and communication technology to combine different forms of information. They use graphic images to complement text and combine sound with pictures to create a multimedia presentation. They show an awareness of audience. Pupils make very good progress as they develop their skills in importing photographs and illustrations by using the video-camera application. They confidently use a wide specific vocabulary, for example "minimise", "menu", "scroll", "cut and paste" and "edit". They are confident in using their skills in information and communication technology in importing graphics. During a residential visit pupils benefited from intensive sessions using information and communication technology to use graphics and text effectively using a format of columns and titles. This provides a strong link with literacy. Progress of pupils with special educational needs is very good. They receive regular opportunities to develop their skills and are well supported by classroom assistants.

131. Pupil's learning is very good at both key stages. They have good opportunities to search for and retrieve information, to handle data or to control a range of equipment. They develop skills in word processing. Pupils use information and communication technology in other subjects when they use a range of software, for example, to practice mathematical skills and word processing to record results in their science work. Pupils, including talented pupils, make very good progress throughout the school. At Key Stage 2 this reflects the impact of the recently appointed teacher who takes an after school club for those pupils who are interested. Pupils with special educational needs make very good progress, reflecting the effective support by non-teaching staff and the good quality resources available to them

132. Attitudes in information and communication technology lessons are very good. Pupils

enjoy their work, concentrate well and handle the resources with due respect and care. They are very keen and interested and there is a strong sense of wanting to succeed. Pupils work together well in pairs, taking turns. Careful matching of pairs results in very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in their work, which is completed well, and are proud to talk about what they have done. Their behaviour while working on the computer is good and they handle equipment properly and carefully. Pupils competence in the subject is regularly assessed and they are kept aware of what they need to do to make progress. This information is used in setting targets for groups and individuals.

133. Teaching is very good as there are clear objectives, very good behaviour management and lessons are conducted at a crisp pace. Teachers have good subject knowledge of word processing and graphics and use technical vocabulary to good effect, for example, “import”, “edit” and “click and drag”. Teachers organise their lessons effectively with a good balance between whole-class discussion, individual support and group work. Whenever possible, teachers deploy other adults well, for example, a voluntary helper assisted a group as they practised using an art program to draw their own pictures. Teachers develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects, for example, in drafting stories using a word processing program, importing graphics, or compiling a database. Higher attaining pupils in Key Stage 2 are confident and successful in the use of several icons to choose different fonts in varied styles. Teachers are adept at assessing pupils’ achievement through day-to-day observation or by careful questioning. The good assessment recording system which has been developed is used consistently throughout the school.

134. There is a suitable policy and scheme of work based on national guidance materials which provides clear guidance on coverage of the aspects of information and communication technology. There is clear identification of the use of information and communication technology skills in different areas of the curriculum. There is a good number of computers. The school has good plans to further enhance provision across the curriculum, including the purchase of additional software to continue to develop the use of information and communication technology throughout the curriculum.

## **RELIGIOUS EDUCATION**

135. The previous inspection report described the standards in religious education as in line with national expectations. Currently the pupils’ standards in religious education by the ages of 7 and 10 remain in line with what is expected of pupils of these ages and meets the expectations of the locally agreed syllabus. Progress in learning is at least satisfactory. Due to the organisation of the timetable, no lessons in religious education were seen during the inspection. Discussion with pupils, scrutiny of their work and the teachers’ planning indicate that pupils have a good knowledge of Christianity.

136. Pupils, by the end of Key Stage 1, know a range of stories from the Bible. They retell the story of Noah in their own words and learn of Moses and the Ten Commandments. Pupils have reflected on the stories that Jesus told and have made good progress in their personal and social education in developing an awareness of self, the community of the school and the wider locality. Pupils know about the life of Jesus and how this forms the basis of the main Christian festivals such as Easter, harvest and Christmas. They are given sound opportunities to learn about the importance of Hanukkah to the Jews and the festival

of the Chinese New Year. In their topic work on “Homes”, pupils learn about Jesus’ family and begin to understand that we all belong to a family and that families might be different. They know that there are stories about families in some of the Holy Books and listen to the story of The Prodigal Son. As a result of making visits to the local church they know what the various parts of the building are used for and what they are called. Throughout the key stage, pupils gain knowledge and understanding of Christianity and Judaism. They recognise that there are special times in everyone’s life and become more aware of the beauty of the environment as they learn about the Creation.

137. By the end of Key Stage 2, pupils recognise that there are similarities and differences in a range of world faiths. They have a sound knowledge of the principal festivals of the Christian year and know that Lent and Good Friday lead to Easter Day. Their knowledge of the Christian faith and Bible stories is good. Throughout the key stage, pupils become more aware of the teachings of Jesus and the relevance of the parables and miracles. As they study other religions, pupils gain a deeper understanding of Jewish, Sikh and Hindu traditions. They become more aware of the importance of religion in many people’s lives. Pupils know that religions have their own special holy books, places of worship and festivals. At both key stages, all pupils, including talented pupils and those who have special educational needs, make sound progress in their understanding.

138. Pupils are genuinely interested in learning about religion and are eager to display knowledge and express their ideas and feelings. In shared discussion time they willingly share their views and show empathy for others. Religious education makes a very important contribution to the good provision for the pupils’ spiritual, moral, social and cultural development. It provides insights into the spiritual values of Christianity and the other religions studied in ways that enable the pupils to relate them to their own lives. In the sensitive attention paid to the beliefs and practices of religious believers the pupils are able to develop the ability to think about and discuss important matters of belief with courtesy and sympathy. This contributes also to the accepting and encouraging atmosphere of the school.

139. The teaching of religious education, in those aspects seen, is good throughout the school. The teachers have a good knowledge and understanding of the subject and recognise how pupils of various ages and stages of development learn about religion. They are sensitive in their approach to their pupils’ feeling and beliefs and this acts as a good model for the pupils’ own behaviour in this respect. The teachers are careful to develop the specialist vocabularies that are appropriate to the religions studied and this gives an accuracy and fluency to the pupils’ discussions.

140. Through their careful planning the teachers demonstrate a good understanding of the subject. They make effective use of a good range of resources, which include religious artefacts from faiths other than Christianity. The agreed syllabus gives good guidance as to what should be taught. Resources are good and effectively support teaching and learning.

## **ART AND DESIGN**

141. The previous inspection report identified art as a subject with below average attainment and progress in both key stages. From the scrutiny of display, pupils’ work and from discussions with teachers and pupils, and the observation of lessons at both key stages, it is clear that there has been significant improvement in standards throughout the

school in this subject. By the end of both Key Stage 1 and Year 5, pupils attain levels in art and design, which are above those expected nationally and they make very good progress. Talented pupils and those with special educational needs also make very good progress at both key stages. They develop both technical skills and creativity in their work. During the inspection some very good work from both key stages was on display. This included some very good drawings and paintings using famous artists as inspiration as well as some very good work linked to the topic theme being studied.

142. By the end of Key Stage 1 pupils have extended their skills in printing, painting and modelling. They observe pattern, texture, line and tone with skill. Younger pupils paint animals for the collage of Noah's Ark and create a sound journey with their colourful paintings of the song entitled "The Wheels on the Bus". Older pupils use the David Mach "Portrait of a Nation" to look at how the artist has used photographs to tell a story about people in Britain. They also use mirrors and magnifying glasses when using photographs and cutting techniques to produce photo-montages, based on the work of David Hockney. Inspiration and ideas are developed through topic themes and lead to pupils developing skills with textiles, clay work and design. Pupils use information and communication technology well to produce a colourful display of reflective symmetry.

143. By the end of Year 5, pupils gather observations and ideas using a sketchbook. They experiment with their ideas and adapt their work showing good use of a variety of techniques. They make observational drawings of Roman soldiers and design "Roman" mosaics. Pupils discover subtle use of pencil shading when producing their Celtic designs. They produce detailed patterns using different media such as pencil, paint and the computer. Following their trip to Kingswood Residential Centre they plan, make and evaluate collages depicting activities such as abseiling, canoe capsizing, quad biking and aeroball.

144. The quality of learning is very good in both key stages. Pupils steadily improve their skills and techniques, benefiting from the extensive range of materials available to them. Their well developed reading and speaking and listening skills help them to improve their knowledge of the contribution made by well known artists and research their work appropriately. Classroom assistants are deployed very effectively and they support pupils very well.

145. The pupils' response to art and design is very good and assists their learning. They are well behaved, enthusiastic and concentrate hard. They work well together and share materials. The majority of pupils are confident and can talk about their work using appropriate vocabulary, such as colour tones, texture and pattern. Their personal development is very good. The pupils make appropriate choices and take responsibility for clearing away after lessons.

146. The quality of teaching is very good. Teachers expect high standards of behaviour and activities are very well organised. There is some very good teaching of techniques and pupils are encouraged to reflect on and to evaluate their work. Art and design is used well in conjunction with other subjects and there is very good use of questioning to help pupils develop and refine their work. The teachers' planning is very clear with good learning objectives, which plays a significant part in the good progress made by pupils. Art and design is very well managed by the subject co-ordinator, who has recently developed a comprehensive scheme of work which ensures the systematic development of skills and techniques as pupils move through the school. Good use is made of the natural environment surrounding the school. Pupils are encouraged to assess and evaluate their own work and this has a positive effect on raising attainment.

## DESIGN AND TECHNOLOGY

147. No lessons in design and technology were observed during the inspection. Evidence of pupils' attainment and progress is therefore derived from discussion with teachers and pupils, artefacts and models which they have made, photographs and teachers' planning.

148. By the end of Key Stage 1, pupils' standards of attainment in designing and making and evaluating are at least in line with what is expected of pupils at the age of 7. They design and make a range of objects related to the topics around which the curriculum is built. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information and communication technology. To support their studies of the local environment younger pupils design and make play equipment for an adventure playground. Older pupils are able to select materials and cut and shape when making puppets. The majority of pupils are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils talk about their designs with increasing clarity. From the earliest stages in the school, pupils learn to use tools and materials appropriately, folding, cutting and sticking pieces together. For example, when making models of birds' nests and homes of other animals and people linked to their work in history.

149. At Key Stage 2, plans show appropriate progression and content, relating to the national programmes of study, evidence shows a wide range of tasks are undertaken. Pupils consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. For example, when designing and making three-dimensional Easter cards and Roman pots from clay. They explore and use with increasing skill different techniques for cutting, joining and shaping materials, for example, when making swimming bags. As pupils get older they become more aware of the suitability of the materials they select for their models. As part of their studies of food technology, pupils cook on a regular basis. They design menus for healthy meals and make honeyed dates, a favourite Roman food. The standards in designing, making and evaluating by the end of Year 5 are broadly in line with national expectations.

150. The quality of learning is good. Pupils with special educational needs in both key stages are provided with good support so that they make good progress in the subject. The provision of tasks that require co-operation enable pupils to discover together and learn from one another. This not only improves the range of work that can be done but markedly improves the quality of relationships within the school and supports pupils' social development. Pupils use the correct technical terms in their planning and discussion. Their accuracy in measuring is enhanced by the work undertaken in numeracy.

151. Pupils' attitudes to the subject are very positive. They show interest and can discuss methods they have used with appropriate vocabulary. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

152. Teaching in those aspects seen, such as planning, is good. The teachers have a good working knowledge of the subject and of how pupils can be encouraged to approach it successfully. The work is well planned so that there is progression in the development of skills in designing and making. Teachers expect pupils to work hard at the tasks planned for them and enable them to enjoy the work. They ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are effectively taken and appropriate



terms explained. The long-term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work.

153. The school is aware of the need to update the scheme of work to ensure the systematic development of skills and techniques as pupils move through the school. Resources are good, used well and easily accessible for pupils.

## **GEOGRAPHY**

154. Judgements are made from lesson observations, work scrutiny, displays and teachers planning. Since the last inspection the school has successfully developed detailed documentation to ensure curriculum coverage across each year group. This includes a policy document and a scheme of work to support teachers' lesson planning. Pupils make at least satisfactory progress in geography throughout the school and by the ages of 7 and 10 attainment is at least in line with national expectations.

155. In Key Stage 1 pupils know that maps and atlases provide information about different parts of the world. They learn about the times when most plants and flowers start to grow. They learn about people who help others. They study their own locality and start to learn about their own community in relation to others. Pupils are developing the skills of observation as they take notice of local landmarks. They draw plans of the journeys they take to school. In conversation, some describe how they walk home, or where the nearest shop is. They name the nearest big towns – Melton Mowbray and Grantham – and make large pictures to show the features of a place at the seaside, complete with labels such as “cliff”, “beach” and “sea”. Pupils study their own village and have conducted a traffic count of the vehicles using the main road through the village. They record this information in different ways, including using the computer to produce graph of their results. By the end of the key stage, pupils start to use appropriate geographical vocabulary.

156. Pupils in Key Stage 2 are given good opportunities to consider the environment and the impact that humans have upon it. They identify areas around the school that need to be improved. Older pupils are able to locate information in an atlas by using the contents and index and identify locations on maps using four figure grid references. They are developing a geographical vocabulary, for example, in their work on rivers and coastal erosion pupils are able to name and describe different parts of a river such as tributary, source and confluence. Their work benefits from fieldwork undertaken during a residential visit to the Norfolk coast, where they were able to observe coastal features. They speak with enthusiasm about what they saw and how this exemplified what they had been learning about.

157. Progress of pupils with special educational needs is good throughout the school. Pupils take full part in discussions as they are supported well by their teachers and support assistants. Geography makes a positive contribution to literacy as pupils are expected to use the reference books in the classrooms regularly. Their written work develops descriptive writing well.

158. Pupils enjoy geography; they have positive attitudes, show interest and are keen to take part in discussions. Pupils present their work well. The subject supports pupils' developing research skills, which are also enhanced by the provision of research tasks for homework. Generally they settle to their tasks very well, co-operating sensibly in pairs or in small groups as they plan their brochure for holiday makers. They enjoy school events such

as a fashion show, parading clothes to wear in different seasons. Visits to local places of interest enrich pupils' experience. They discuss changes in the local area with enthusiasm and show concern at the spread of housing. Care and interest are shown in their locality and environment.

159. The quality of teaching in those aspects seen is good. Subject knowledge and understanding is good, supported by effective planning and clearly stated learning objectives, which are conveyed to and understood by pupils. Teachers' expectations of pupils are high and pupils are well managed. Teachers' day-to-day assessment is satisfactory. Good use is made of information and communication technology. Planning is very good, showing a range of suitable objectives and using a variety of resources. Opportunities for assessment are included in teachers' plans and the information is used to inform future teaching.

160. There is a good policy and scheme based on national guidance materials. Resources for geography are good. There are good opportunities for the use of pupils' information and communication technology skills, for example, in handling data when recording observations of the traffic passing through the village. The school's rural position is used well as a resource for fieldwork. Opportunities are also provided for pupils to visit nearby towns, such as Melton Mowbray, to look at similarities and differences between localities. The accommodation is satisfactory for teaching geography.

## **HISTORY**

161. Since the last inspection in 1997, the school has worked effectively to reorganise all of the curriculum framework, including history. This has been done with considerable success. There were no lessons seen in history during the inspection but evidence from pupils' work and discussions with pupils indicate that standards of achievement and progress in their learning are at least satisfactory by the ages of 7 and 10.

162. Progress is satisfactory over time as teachers use the carefully planned termly planning to build systematically on skill development. In Key Stage 1 pupils are gaining an understanding of the passage of time as they look at how they themselves have changed and grown older. Pupils begin to understand that there are different ways to find out about the past and use books and artefacts to find out more about the event or custom they are studying. By the end of the key stage they have a sound understanding of some aspects of the past and knowledge of the life and customs of long ago. Much of the knowledge they gain is linked to their study of their own village and the changes which have taken place as shown in photographs of the village in the past and as it is now. Pupils understand the difference between the past and the present. They are constantly developing skills and the older pupils can distinguish between the recent and the distant past and are able to sequence and put items and events in chronological order. Much of the pupils' work in history involves listening to their teacher, taking part in discussions and asking and answering questions. For example, in learning that news today is history tomorrow. Sometimes higher attaining pupils write descriptions alongside pictures which reinforces their literacy skills.

163. In Key Stage 2 pupils' books and work on display contain some good original writing. This shows good knowledge, understanding and imagination of life in Viking times. Their work is often well illustrated. Pupils' written work makes a significant contribution to their literacy progress. Pupils undertake independent research well, using books or information

and communication technology and often continue this at home. By the end of Year 5, pupils know that the Vikings came from Scandinavia. They understand that they were responsible for creating trading routes across the then known world and talk about the ships they used and the trading centres they founded such as Heddeby in Jutland.

164. Progress of pupils with special educational needs is good. They work well in the oral part of the lessons. History contributes well to the development of literacy as pupils gain skills in using reference books from the classroom displays. They also develop writing skills effectively when they record their understanding of the practical work.

165. Pupils' attitudes to history are positive. In discussion, they eagerly contribute information that they have discovered. Older pupils talk knowledgeably about past times and offer opinions and ideas about the differences between then and now. In discussion, they showed good recall of information. Pupils maintain concentration and their behaviour is good. They show consideration for each other, respecting each other's opinions and suggestions and sharing resources sensibly.

166. Teaching in history is good in those aspects seen. Planning history lessons is complex with mixed age classes and needs care and review to prevent undue repetition. Lessons are designed and planned to interest pupils and provide them with stimulating activities. The teachers show good knowledge and understanding of the subject and are clear about what they want their pupils to learn. The tasks they provide are carefully thought out and are suitable for the range of abilities in the class. Teachers use artefacts well to stimulate enthusiasm in the subject. Teachers' careful planning links the history curriculum well with other subjects, such as science. The enthusiasm that the teachers show and their skill in asking questions has a positive impact on the pupils' desire to learn and the quality of the work which they produce.

167. The scheme of work has recently been enhanced to incorporate the revised National Curriculum guidance and is currently in the process of being implemented. The history curriculum is broad and balanced and meets the needs of all pupils, including those with special educational needs and the more able. The curriculum is enriched by visits to places of interest and through visitors to the school. History makes a good contribution to the spiritual, moral, social and cultural development of pupils. The curriculum is planned to ensure that it is accessible to all pupils equally. The subject is well resourced and enhanced through the increasing availability and use of information and communication technology. The resources are accessible to the staff within the flexible accommodation.

## **MUSIC**

168. Pupils throughout the school, including those who are talented and those with special educational needs, are attaining standards in line with national expectations and learning is sound in both key stages. This judgement is in line with that given in the previous inspection report.

169. Pupils enjoy performing their music. They sing tunefully and with expression and learn a range of songs, rhymes and hymns. Pupils make satisfactory progress in developing their knowledge and understanding of musical terms. In Key Stage 1 pupils show a good understanding of beating in time to music and compose accompaniments to songs they know including "When All The Saints". Pupils listen attentively to the wide range of music played in assemblies. They are developing skills in appreciating music and are currently working

on accompanying the story of “Dewi the Dragon” to sing and play to the older pupils.

170. By the end of Year 5 pupils have made sound progress in understanding musical terms. They understand the terms pitch, rhythm, dynamics, melody and sequence and are able to use them correctly. They are able to compose sequences themselves using a computer based program. They know the names of the percussion instruments they use. All pupils, including those with special educational needs, have full access to the music curriculum. The progress of pupils is enhanced by very effective links with other schools. For example, pupils in Key Stage 2 who worked on a project with Belvoir High School were able to use their keyboard suite and had experience of working with the Sibelius computer program. All pupils have very good opportunities to take part in public performances and concerts, such as the local Music Festival, the Mums’ Service and the Easter Service at the church of St. Botolph and St. John.

171. Pupils show good responses in musical activities. They collaborate well together when they work on group compositions. Pupils show confidence and enjoyment in their music, trying hard to achieve pleasing results. This was particularly evident in the act of worship, organised and led by the school council, where pupils were keen to enter fully with enthusiasm, concentration and application in songs such as the Hebrew song “Zum Gali Gali”, “Shalom” and a Maori call and response chant. The range of music taught and enjoyed throughout the school adds considerably to the quality of provision for the pupils’ spiritual, social and cultural development.

172. The teaching of music is good. Activities are very well planned and learning outcomes are clear. There is secure subject knowledge, appropriate expectations and emphasis on practical skills. Teachers have high expectations both about the standards they want pupils to achieve and their behaviour, for example, when using instruments.

173. There is an effective policy document and national guidelines are used to promote continuity and progression. The curriculum co-ordinator has good subject knowledge and planning shows a good range of suitable activities which cover all aspects of the national curriculum for music. Resources are good, readily accessible to pupils and carefully stored.

174. Pupils listen to music as they enter assembly. This is a musical opportunity that has been well developed to extend pupils’ knowledge of different types of popular, classical and music from other cultures

## **PHYSICAL EDUCATION**

175. Pupils make good progress in physical education, achieving at least satisfactory standards by the ages of 7 and 10. Standards in swimming are good. These standards are similar to those described in the last report. During the inspection a limited range of activities were seen.

176. In Key Stage 1 pupils develop appropriate understanding of different ways in which they can travel across, on and below apparatus. Older pupils can link a series of movements into simple sequences. In the lesson seen at Key Stage 1, pupils made good progress in perfecting ways of balancing. They showed good co-ordination when throwing and catching. They worked well as team members and as partners. Teachers encourage the pupils to observe each other at work and point out good practice and good examples of movement and technique. Pupils describe what they and others have done and are able to make simple judgements. By the end of the key stage they

have acquired appropriate balance and control of their movements. They know why the body needs exercise and are aware of the need to warm up before exertion and to cool down afterwards.

177. At Key Stage 2, pupils continue to develop their performance, considering balance, shape, height and speed. Most understand the need to warm up before developing their sequence of movements. Pupils develop ability to perform a set of movements with appropriate skill and control. They respond quickly to instructions and have a well developed awareness of safety. Pupils have a good understanding of the purpose and importance of aerobic exercise for a healthy lifestyle.

178. All pupils start to learn to swim in weekly sessions at the pool in Melton Mowbray. Pupils make good progress in swimming. By the end of Year 5, the majority can swim a length independently. Many are developing appropriate leg kicks and arm movements and show increasing confidence in the water. Almost all the pupils attain the minimum level of 25 metres. A high proportion of pupils attain distances greater than this. Progress is good over time as pupils receive two terms of swimming each year. This ensures that pupils have time to build their confidence. Attainment is consistently good each year.

179. Attitudes to physical education are good. Most pupils are keen to take part in all the activities. They listen to instructions well and try hard to improve their own performances. Pupils' personal development is good as they learn to control their own bodies. They appreciate each other's performances and co-operate well in pairs or small teams. Behaviour is good in lessons with pupils responding well when teachers use praise. Pupils all change quickly without wasting time. Pupils with special educational needs respond well in lessons. The classroom assistant has a very good understanding of their physical limitations and uses encouragement very effectively which motivates the pupils to try harder.

180. Teaching is good in both key stages. Teachers use resources effectively to develop skills. Teachers manage pupils' behaviour well. They speak firmly but sensitively to individuals and explain clearly what the pupil is doing that is unacceptable. Teachers' subject knowledge is good which leads to clear explanation of tasks and appropriate use of language. Planning is clear and based carefully on the schemes of work to ensure that skills are steadily developed. Tasks are well balanced in lessons to ensure that pupils build on the previous tasks. Teachers have high expectations of pupils' behaviour and of the pace at which they carry out the tasks. Teachers all use demonstration effectively to celebrate good work and to share in different ideas. They all give clear demonstrations themselves. Teachers make good use of opportunities for pupils to develop critical skills of commenting on each other's performance. All teachers use praise effectively to encourage pupils to try harder.

181. The policy and scheme for physical education clearly outlines the curriculum and organisation to ensure there is full coverage of the programmes of study. Although the school lacks a hall for physical education, use is made of the adjacent village hall where there are limited facilities available. There are regular evaluations of the school's policy, along with evaluations of organisation and teaching. There is a wide range of out of school sporting activities for the pupils, which include football, netball and athletics. The older pupils are given the opportunity to attend a week's residential visit that includes adventurous activities, for example, canoeing, climbing and abseiling. All these extra-curricular events provide opportunities for pupils to extend their skills and raise the standard of work across the school.