

# INSPECTION REPORT

## **FLECKNEY CE PRIMARY SCHOOL**

Fleckney

LEA area: Leicestershire

Unique reference number: 120129

Headteacher: Mrs W Martin

Reporting inspector: Mr G D Timms  
21038

Dates of inspection: 31/01/2000-04/02/2000

Inspection number: 194320

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Batchelor Road Fleckney Leicester
Postcode:	LE8 8BE
Telephone number:	0116 240 2288
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Gilroy
Date of previous inspection:	20/01/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Timms	Registered inspector	English	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? Equal opportunities English as an additional language
Mrs B Attaway	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?
Mrs A Brangan	Team inspector	Mathematics Geography Under fives	How good are curricular and other opportunities offered to pupils? Special educational needs
Mr J Collins	Team inspector	Science Information technology	
Mr M Brammer	Team inspector	Design and technology History Religious education	
Mr R Bowers	Team inspector	Art Music Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Fleckney to the south-east of Leicester. It is built on two sites, a good distance apart, one Victorian building, containing the infant pupils, and one more recent building holding reception and the juniors. The catchment area is made up of mostly private housing. There are 408 full time pupils on roll, which is bigger than the average primary school. Just over 9 per cent of pupils are recognised as having special educational needs, and this is below the national average. One pupil has a statement of special educational need and this is also below the national average. There are very few pupils from ethnic minority backgrounds and none have English as an additional language. Only 25 pupils (6.1%) are known to be eligible for free school meals and this is below the national average. Children start school in the September of the school year in which they are five. During the period of the inspection there were 42 of the 72 children in reception who were under 5. Attainment on entry to the reception year, at the age of four, and to compulsory education after they are five is broadly average. At the age of eleven pupils transfer to a number of local secondary schools.

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

Fleckney CE Primary School is an improving and developing school, which already has above average results for its pupils at age eleven. Most of the teaching is of good quality, although it is better in the reception class and Key Stage 2 than it is at Key Stage 1. The split site creates a real difficulty in that it isolates most of the younger children and staff, making the management of the school complex. However the headteacher, governors and staff work hard to overcome the difficulties this creates. The leadership and management of the school are very good and are having a very positive impact on pupils' learning. Overall, the school provides good value for money.

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

- The pupils attain above average standards in English, mathematics and science by the age of eleven.
- The school is very well managed. The leadership shown by the headteacher and senior staff is very effective and results in some accurate self-assessment of weaknesses.
- The work of the governing body, particularly in monitoring and evaluating the work of the school, is excellent.
- 65% of the teaching is good or very good, resulting in effective learning especially in reception and at Key Stage 2.
- Pupils' attitudes to learning are very good. Their behaviour and relationships with others are good.
- The provision for pupils with special educational needs is good and they make good progress.
- The written communication with parents is good.

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

- A high percentage of the teaching at Key Stage 1 is unsatisfactory, with expectations of pupils that are too low.
- The more-able children are not always provided with challenging enough work.
- The deployment of support staff does not result in best value for money, and the communication between teachers and support staff is often ineffective.
- The split-site nature of the buildings makes the management of the school difficult, less efficient and negatively affects some subjects such as physical education.
- The open plan nature of both buildings also mitigates against effective learning when neighbouring classes are engaged in noisy activities.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. The previous report highlighted six key issues for the governing body to address. The major one was a serious weakness in the teaching at Key Stage 1. This has clearly been improved but there still remain inconsistencies in the provision in Years 1 and 2. Training has been provided for teachers and planning has improved. Monitoring has taken place and the headteacher, together with the Key Stage 1 coordinator and staff, has worked hard to improve the quality of teaching in the infant classes. There are still weaknesses in the pace and rigour of lessons, and the teachers' expectations of the standards of which pupils are capable. A further issue was to raise standards in design and technology, history, geography and art. Although art at Key Stage 1 is still weak, in the rest of the school, and, in other subjects throughout the school, good improvements have been made. Writing standards at Key Stage 1 have been a focus of improvement as is shown by the test results since 1996, although they dipped last year. There is more provision for investigational work, especially in science and mathematics. The management of, and provision for, the pupils with special educational needs has improved, but a policy for the more able pupils has only recently been agreed and has yet to have an impact on standards.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	B	C	well above average A above average B average C below average D well below average E
mathematics	B	C	B	C	
science	C	B	B	C	

In the 1999 national tests, the number of pupils reaching the expected level in English, mathematics and science at the age of eleven was well above the national average. The number of pupils reaching the higher levels was also above the national average. As children enter the school with broadly average attainment this clearly means that good progress has been made in most subjects. The boys performed at a level well above the national average while girls were close to the average. This difference was largely due to the cohort and is not reflected in most year groups. The inconsistent trends in attainment over the past four years at the end of Key Stage 2, show standards rising overall, but suffering a dip in 1998 in English and mathematics, are also a reflection of different cohorts of pupils. Standards are broadly in line with the national average in all three subjects when they are compared with those of schools with pupils from similar backgrounds.

The number of pupils reaching the expected level in reading and writing by the age of seven in the 1999 tests was above the national average, while for mathematics it is well above average. However, not enough pupils are reaching Level 3 or the higher grades within Level 2. In reading and writing, the number of pupils reaching Level 2B, which is the midpoint of Level 2, is close to the national average. The number who reached level 3 in reading is well below the national average, although in writing it is again close to the average. In mathematics, a well above average number of pupils reached the higher levels. At the end of Key Stage 1 there are no significant differences between the attainment of boys and girls. However, trends in attainment show that reading standards have dropped since 1996 when they were well above average to the present position of being in line with the average. In writing, trends have been maintained at just above average levels since 1996, while in mathematics standards have clearly improved to a degree equal at least to that shown in the national picture. When they are compared with schools with similar pupils, standards in reading are well below average. In writing they are below average while in mathematics they are above average. The teacher assessment in science in 1999 showed that although pupils had very good knowledge and understanding of life and living processes, and materials and their properties, overall their attainment was below average.

The evidence of the inspection matches the picture of attainment provided by the test results in English and science. However, inspection findings do not reflect the 1999 National Curriculum Tests at Key Stage 1 in mathematics, and show that standards of attainment are broadly average at Key Stage 1 and good at Key Stage 2. This is due largely to differences in the cohort of pupils. The school's targets for English and mathematics attainment in 2000 and 2001 are appropriate and challenging enough.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their lessons are very good.
Behaviour, in and out of classrooms	The behaviour of pupils in and around the school is good, and has a positive impact on their learning.
Personal development and relationships	Pupils' personal development is good. Relationships between pupils and between pupils and adults are good.
Attendance	The levels of attendance are good. There are no unauthorised absences.

Pupils' positive attitudes help create the good attendance, which is above the national average. The behaviour of pupils is good. Pupils respond well to teachers and other adults and are trustworthy, courteous and polite. They willingly help each other and display care and thought for others. There is a constructive atmosphere in which pupils work together well, sharing and exchanging ideas, such as discussing lifestyles in religious education, and this contributes to an absence of bullying. However, there is little evidence of pupils taking initiative themselves, and the school needs to provide, both in and out of the classroom, more opportunities for pupils to value their independence.

## TEACHING AND LEARNING

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

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

The overall quality of teaching in the school is broadly typical with that found nationally, although a higher percentage of the teaching is good or very good. The strongest teaching is found in reception and in most of Key Stage 2. There is too much variation in the quality of teaching throughout the school, but this is now being effectively addressed by the very good monitoring and evaluation procedures that the staff and governing body are following. Ninety-two per cent of the lessons observed contained satisfactory or better teaching. In 65 per cent of lessons the teaching is good or very good, including 14 per cent that is very good. Unsatisfactory teaching was found in 8 per cent of lessons, which is about the national average. The teaching in the under fives is good or very good. Teaching and non-teaching staff work as an efficient, effective team in the reception class. The teaching in 17 per cent of lessons at Key Stage 1 is unsatisfactory. The major weaknesses that characterise the unsatisfactory lessons are the low expectations of pupils and the lack of pace and challenge in the teaching. At Key Stage 2 the quality of teaching is good. This is characterised by good, well-paced lessons and well-prepared and appropriate resources. The support staff are of good quality and when they support individuals or groups with a clearly defined focus there is a positive benefit to the pupils' learning.

The teachers' subject knowledge is generally sound, although there are clearly weaknesses in art, especially at Key Stage 1, and in music and physical education. The teaching of pupils with special educational needs is good. At Key Stage 1, the planning of lessons other than literacy and numeracy does not have enough of a focus on improving pupils' basic skills. The teaching of literacy and numeracy is generally good, and appropriately focused on basic skills. The recent introduction of a phonic scheme is already improving the



teaching. Teachers have worked hard to introduce the daily literacy and numeracy lessons. The numeracy lessons are generally appropriate, well paced and based correctly on the basic skills. The timetabling of the literacy lessons has caused some teachers to extend them beyond the expected length and this has resulted in a loss of pace and challenge in the teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is balanced and broadly based and contains all subjects of the National Curriculum and religious education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is good overall. The provision for their moral, social and cultural development is good. Spiritual development is satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils.

The school works well with parents. They are welcomed to help in school, which they do especially well in the reception library sessions, and they are encouraged to help their children at home. The curriculum fulfils all statutory requirements. The provision for more able pupils has been prioritised as an area for recent development and a policy has been drafted. Good use is made of the local community and visits to places of interest. The recent development of portfolios of assessed work in some subjects has enabled staff to track pupils' progress more accurately.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are very good and effective in raising standards and prioritising areas for development.
How well the governors fulfil their responsibilities	The work of the governing body is excellent. It is very effective in supporting, monitoring and evaluating the work of the school.
The school's evaluation of its performance	Good. The school is very aware of its strengths and weaknesses, and demonstrates a willingness to improve further.
The strategic use of resources	The school uses its resources, including teaching staff, efficiently and effectively. It also makes the best use possible of its very difficult buildings.

The leadership and management of the school are having a very positive impact on the developing nature of the school, as is the increasing focus that the new headteacher is putting on raising standards. The major issue at the heart of the management of the school is its split site nature. Plans have been drawn up to remedy this through new buildings in two years time, and it is vital that these are put into practice if the school is to continue to develop successfully. The present headteacher spends a great deal of time ensuring that the School Street site is included in the life of the school and much of her time is spent travelling between the two sites. The practice of monitoring and evaluating teaching, the role of subject coordinators in promoting their subjects, and the spreading of examples of good practice in teaching are all extremely difficult under the

present circumstances. The headteacher provides a clear educational direction for the school. The school has a clear, shared commitment to improve and a very good capacity to improve in the future. The governors have devised a practical and effective way of using their time in meetings by dividing their work into business and workshop sessions. They have a very good system for visiting and monitoring the work of the school. They attend lessons on both sites; discuss their visits with staff and then with the headteacher, finally reporting back to the governing body. They have a very good understanding of the strengths and weaknesses of the school and this enables them to make informed strategic decisions regarding the school's development. The school and governing body are aware of, and practise, the principles of best value in their financial tendering. Given the difficulties of the split site and the open plan nature of the school, the accommodation is unsatisfactory in a number of ways. The level of staffing is good, however, and resources are at least satisfactory.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The attitudes and values the school promotes.</li> <li>• Children's behaviour is exceptionally good.</li> <li>• The information for parents has improved and they feel welcome in the school.</li> <li>• Their children like school.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The split site nature of the school.</li> <li>• A more consistent provision of homework throughout the school.</li> </ul>

The findings of the inspection agree with the parents' positive views. Overall, the teaching is good, although there are weaknesses still to be addressed, especially at Key Stage 1. The split site nature of the school has a negative effect on the management and efficiency of the school. Homework provision is broadly appropriate for pupils of this age.

## **PART B: COMMENTARY**

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

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

1. In the 1999 national tests, the number of pupils reaching the expected level in English, mathematics and science at the age of eleven was well above the national average. The number of pupils reaching the higher levels was also above the national average. As children enter the school with broadly average attainment this clearly means that good progress has been made. The boys performed at a level well above the national average while girls were close to the average. This difference was largely due to the cohort and is not reflected in most year groups.

2. The inconsistent trends in attainment over the past four years at the end of Key Stage 2, showing standards rising overall, but suffering a dip in 1998 in English and mathematics, are also a reflection of different cohorts of pupils. They also contributed to the school's own realisation of the importance of monitoring and evaluating teaching to ensure consistency between classes and year groups. Standards are broadly in line with the national average in all three subjects when they are compared with those of schools with pupils from similar backgrounds.

3. Also in the 1999 tests, the number of pupils reaching the expected level in reading and writing by the age of seven was above the national average, while for mathematics it was well above average. However, not enough pupils reached the higher levels within Level 2, or Level 3. In reading and writing, the number of pupils reaching Level 2B, which is the midpoint of Level 2, was close to the national average. The number who reached level 3 in reading was well below the national average, although in writing it was again close to the average. In mathematics, a well above average number of pupils reached the higher levels.

4. At the end of Key Stage 1 there are no significant differences between the attainment of boys and girls. However, trends in attainment show that reading standards have dropped since 1996 when they were well above average to the present position of being in line with the average. In writing, trends have been maintained at present levels since 1996, while in mathematics standards have clearly improved to a degree equal at least to that shown in the national picture. When they are compared with schools with similar pupils, standards in reading are well below average. In writing they are below average while in mathematics they are above average.

5. At Key Stage 1 teacher assessments in English and mathematics broadly matched the test results. In science, teacher assessments showed 96 per cent of pupils to be at level 2 or above, which is above the national average. The number at level 3 was below that expected nationally. It is clear that a significant number of the more able pupils, especially at Key Stage 1, are not reaching the levels of which they are capable. The recent introduction of a policy for providing for these children has, as yet, had little impact on provision or the numbers of pupils who reach the higher levels.

6. The school's targets for improving standards over the next two years have been set in agreement with the local education authority. Although previously lacking a clear basis for deciding what targets to set, the introduction of more regular testing throughout Key Stage 2 now enables targets to be firmly based on prior attainment and additional improvements following the implementation of the National Literacy Strategy and the National Numeracy Strategy. The targets are appropriately challenging.

7. The evidence of the inspection matches the picture of attainment provided by the test results in English and science. However, inspection findings do not reflect the 1999 National Curriculum Tests at Key Stage 1 in mathematics, and show that standards of attainment are broadly average at Key Stage 1 and good at Key Stage 2. This is due largely to differences in the cohort of pupils. During their first year at school, in the reception classes, the majority of pupils clearly achieve levels in line with those expected for their age. They are on line to reach or exceed the expected outcomes in language and literacy and in mathematics, and a number of them are already working at a higher level, indicating the good progress they have made since starting school. In other areas of learning pupils achieve equally sound levels of attainment. However, this sound start is not fully exploited throughout the rest of the school, and progress through Key Stage 1 is slower, resulting in children

who enter the school with broadly average attainment, moving to Key Stage 2 still with broadly average levels in the core subjects. However, progress through Key Stage 2 in English, mathematics and science is good and the standards of attainment being reached by most pupils are ahead of those expected for pupils of their age.

8. In English, by the end of Key Stage 1, attainment in speaking and listening is satisfactory. Opportunities are provided, throughout the school, to improve pupils' speaking skills, with teachers' methods based on a lot of question and answer sessions. Pupils take part in discussions with increasing confidence. By the end of Key Stage 2, attainment is good. They speak confidently to adults and in front of the class, and most are articulate speakers. In reading, most make satisfactory progress through Key Stage 1 in learning key words, and developing a basic sight vocabulary. By the end of the key stage most pupils have developed sound basic skills, which enable them to read to a broadly average level. However, not enough emphasis is placed on the teaching of phonics, although this has improved with the recent introduction of a new phonic scheme as part of the daily literacy lesson. By the end of Key Stage 2 many pupils can read fluently, accurately and confidently. However, many of them lack expression in their reading. Attainment in writing is satisfactory by the end of Key Stage 1. However, there is clear underachievement by many pupils who are only reaching the lower stages of Level 2. Progress is satisfactory overall, and the majority of the pupils reach a satisfactory level of handwriting skills and letter formation. Joined writing is introduced in Year 2 but not regularly used by pupils until Key Stage 2. The development of their understanding of the correct use of capital letters and full stops, together with other types of simple punctuation is not reflected consistently in written work. By the end of Key Stage 2 pupils produce a wide variety of written work, including newspaper reports, autobiographies and a parody of a fairy story. Overall, the written work is tidy and well presented. Pupils also have good opportunities to develop and use their word processing skills.

9. In mathematics, attainment and progress are satisfactory at Key Stage 1 and good at Key Stage 2. The last report stated that "pupils' progress is below average in using and applying mathematics through both key stages". This has now been improved and is now satisfactory at Key Stage 1 and good at Key Stage 2. By the end of Key Stage 1 pupils make satisfactory progress in acquiring an understanding of basic number and number patterns. At Key Stage 2 most pupils know their multiplication tables and are developing strategies to solve problems using addition, subtraction, multiplication and division. By the end of Key Stage 2, most pupils understand how to co-ordinate shapes using correct grid references, for example, when drawing rhombus, parallelogram, and trapezium. They use fractions and the equivalent decimals; improve their knowledge of length, for example, converting miles to kilometres; understand probability and regular and irregular shapes.

10. In science, standards are satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. Key Stage 1 pupils make satisfactory progress in developing their investigative skills. They are able to sort objects according to whether they are made of metal, plastic or wood and can identify and name different light sources in their everyday surroundings. The majority of pupils can construct a simple circuit to light a bulb while the more able can sort materials as to whether they are natural or man-made. At Key Stage 2, the majority of pupils extend their scientific knowledge and understanding and continue to develop their investigative skills. For example, by the end of Year 6 pupils demonstrate good understanding of the feeding relationships in food chains, work which was related to their topic on the rainforests.

11. In information technology, pupils at Key Stage 1 make good progress due to a clear focus on the development of the basic skills. In religious education, geography, history, music, physical education and design and technology pupils make satisfactory progress. In art their progress is unsatisfactory at Key Stage 1. Progress at Key Stage 2 is satisfactory in history, art, music and physical education. In all other subjects pupils make good progress, and this helps develop the overall good standards evident when they leave the school.

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

12. Pupils' attitudes to school are very good. This positive attitude helps create the good attendance, which is above the national average. There are no unauthorised absences. There has been one permanent exclusion and the school followed the correct guidelines. The pupils prompt arrival and acceptance of the school's routines enables most lessons to begin on time, consequently enhancing the education provided.

13. The behaviour of pupils is good in school. The code of conduct is of good quality. It is based on children's rights and includes positive and negative outcomes to behaviour and rules. Pupils respond well to teachers and

other adults and are trustworthy, courteous and polite. For example, pupils ask if they may leave the table at lunchtimes. Pupils willingly help each other, as was seen in the reception unit where children helped fasten each other's aprons. The care and thought for others which pupils display in the playgrounds is good, but the small size of the play space on both sites results in a relatively high level of injuries. The school makes good use of male role models with fathers helping with football, two local vicars regularly visiting the school and male governors monitoring pupils' work and talking to the children.

14. The absence of bullying promotes a constructive atmosphere in which pupils work together well, sharing and exchanging ideas, such as discussing lifestyles in religious education. Year 6 pupils have a rota for playing with reception pupils at lunchtimes; they help younger pupils to select books at school book fairs and a member of each class returns the register to the school office. However, there were no observed instances of pupils taking initiatives themselves and the school needs to provide, both in and out of the classroom, more opportunities for pupils to develop their independence. This is an area the school has yet to address and which was reported as a weakness at the last inspection.

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

15. The overall quality of teaching in the school is broadly typical with that found nationally, although a higher than average percentage of the teaching is good or better. The strongest teaching is found in the reception class and in most of Key Stage 2. There is too much variation in the quality of teaching throughout the school, but this is now being effectively remedied by the very good monitoring and evaluation procedures that the staff and governing body are following. This represents a clear improvement since the previous inspection, when monitoring arrangements were criticised. Ninety-two per cent of the lessons observed contained satisfactory or better teaching. In 65 per cent of lessons the teaching is good or very good, including 14 per cent that are very good. Unsatisfactory teaching was found in 8 per cent of lessons, which is about average.

16. The teaching in the under fives is good or very good. Teaching and non-teaching staff work as an efficient, effective team. They know the children well and are sensitive to the needs of all children. From an initial baseline assessment, the children's experience, attainment and progress are systematically recorded and these assessments are used to inform long, medium and short term planning. The teaching in 17 per cent of lessons at Key Stage 1 is unsatisfactory. The major weaknesses that characterise the unsatisfactory lessons are the low expectations of pupils and the lack of pace and challenge in the teaching. For example, lessons at key Stage 1, too often run over their allotted time, especially in literacy, but also in history. When pupils are given too much time to complete activities the pace slows and work takes longer to finish than it need. At Key Stage 2 the quality of teaching is good. This is characterised by good, well-paced lessons and well-prepared and appropriate resources. For example, in one Year 6 English lesson the teachers had prepared statements about the provision of a cycle track which pupils had to discuss and sort into opinion and fact. This was done as a whole class exercise in a challenging and brisk manner, allowing plenty of time for pupils to move on to other tasks.

17. In a number of lessons at both key stages, the deployment of support staff needs to be reassessed. They are underused during whole class teaching sessions too often, and the methods of communication between support staff and teachers are haphazard and often ineffective. However, the support staff are of good quality and when they support individuals or groups, with a clearly defined focus, there is a positive benefit to the pupils' learning.

18. The teachers working in year groups plan together to ensure that the requirements of the National Curriculum are met. Their subject knowledge is generally sound, although there are clearly weaknesses in art, especially at Key Stage 1, music, and physical education. Teachers are aware of the needs of different children, especially in those classes with a gender imbalance, as is the case in Year 5. The teaching of pupils with special educational needs is good and has improved since the previous inspection. Pupils receive good support from staff, and, in literacy, from the additional literacy support groups in Years 3 and 4. Teachers plan different work for groups with different abilities. However, their expectations are not always high enough and the tasks provided are not challenging enough, especially for the more able pupils. At Key Stage 1 the planning outside the literacy and numeracy lessons does not have enough of a focus on improving pupils' basic skills.

19. The best lessons observed had clear learning objectives that are shared with the pupils and returned to at the end of lessons in good plenary sessions, thus emphasising the progress made. Most teachers have good questioning skills and a variety of direct teaching methods are used as appropriate for the different purposes. For example, in many literacy lessons the teachers question pupils well to encourage them to infer ideas contained within the text or illustrations; this happened effectively in a lesson about the 'Pied Piper of Hamelin' in Year 3. The teachers clearly care for their pupils and good relationships are apparent in most classes. Where relationships are less secure, the teachers' subject knowledge is unsatisfactory, or the tasks provided are not pitched at an appropriate level to gain and hold children's attention, thus extending their learning. Teachers have high expectations of behaviour and they manage the pupils well. The good relationships created in classrooms clearly encourage successful learning in most lessons.

20. Teachers have worked hard to introduce the daily literacy and numeracy lessons. The numeracy lessons are generally appropriate, well paced and based correctly on the basic skills. The timetabling of the literacy lessons has caused some teachers to extend them beyond the expected length and this has resulted in a loss of pace and challenge in the teaching. The basic phonic skills have been inconsistently taught in the past. This is a weakness that the school has addressed through the adoption of a new scheme of work.

21. In most lessons, discussions with pupils indicated that they were focused on the tasks in hand and were making good gains in their learning. The teachers work hard to overcome the effects of the open-plan nature of the buildings, but there are times when the noise from other classes proves a distraction to learning. The work pupils' have done since the start of the year is neat and tidy in all subjects. It shows that pupils take pride in their work. The progress made is inconsistent in different subjects, but, overall, learning is good in literacy and numeracy.

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

22. All pupils have equal access to the curriculum, which includes all the appropriate subjects and religious education and gives clearly focused time for literacy and numeracy. The curriculum is balanced and broadly based, providing appropriate coverage of the National Curriculum at both key stages.

23. Provision for pupils with special educational needs is good. They are supported through the provision of differentiated activities and through the work of support assistants. Individual education plans for these pupils are appropriate and used effectively to determine their work. Their work is monitored and their progress evaluated in relation to the individual targets set. Since the last report, extensive work has been done to update the special educational needs policy by the governing body and staff. The school complies with statutory requirements for the care of these pupils. The governor with responsibility for special needs is very supportive of the work of this aspect and visits the school regularly. Pupils with special educational needs are well integrated into this caring environment. The school encourages high levels of co-operation and support to enable pupils to participate fully alongside others in the life of the school. The school is in the process of providing opportunities for the more able pupils to realise their potential. The Governing Body and staff have recently written a policy for the provision for the more able pupils, although this is not yet having an impact in classrooms.

24. Staff have been well prepared through a variety of training activities for the development and innovation of the National Literacy and Numeracy Strategies. In literacy, guided reading has been targeted, standard assessment tests analysed and extra support given when needed. A good innovation in reception is the thrice-weekly library sessions, providing opportunities for parents to read and talk with their children. Children feel secure with this well planned routine and enjoy the parental involvement. For numeracy, an appropriate new scheme has been introduced. The headteacher has focused her monitoring on the daily mental introduction to mathematics lessons. She has also monitored the quality of teaching for literacy and numeracy at Key Stage 1 in response to the previous inspection report.

25. The school provides a satisfactory range of extra-curricular activities including teams for football, netball, athletics and cross-country running at Key Stage 2, organised by teachers with valuable parental help. Lunchtime activities at Key Stage 2 include a recorder group and school choir; a parent teaching the brass; and a computer club. Fee-charging French clubs are offered to both key stages. All pupils benefit from being

involved in the Healthy School Awards scheme. Good residential activities are provided for Year 5 on the Isle of Wight and for Year 6 at an adventure centre in Norfolk, which specialises in outdoor activities and information technology. Year 1 benefit from one overnight stay at a local environmental studies centre. Sex education is included within the framework of science and health education, and at Year 6, pupils are taught by the community nurse, who is involved fully in the planning.

26. A professional dance teacher gave a display about the festival of Diwali to Key Stage 2, and provided some in depth teaching with Year 3. A professional musician spent two days in school demonstrating and encouraging the pupils to play a variety of auto harps. A member of the Village Trust discussed the site and habitat of a local wood and then led some pupils from Key Stage 2 on a visit. A member of the local history Society worked with Key Stage 1 pupils concerning the history of the village and school. Grandparents come in and talk about village life as it used to be. The reception class welcomed a parent during inspection week, to talk about the Chinese New Year. All of these visits and visitors enrich the curriculum provided for pupils.

27. Most pupils have attended one of the pre-school settings in the village. Valuable links are forged with other primary schools through sports and music. Transition at eleven is helped by staff visits from, and pupil visits to, the local secondary school.

28. The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development is satisfactory. Pupils have the opportunity to reflect on the words of music played as they come into assembly and they also reflect on special moments during an assembly. There was some evidence of pupils experiencing awe and wonder in science and mathematics. Provision for moral development is good. Pupils understand what is expected of them and know that teachers deal with any behaviour problems as they arise. Good manners are expected. Pupils ask politely if they wish to leave the table during dinner. The 'Star of the Week' awards reflect good behaviour. The code of conduct, which celebrates success, was written after consultation with parents and pupils.

29. Provision for pupils' social development is good. They have the opportunity to join together to make and sell cakes for the Kosovan relief fund. They supported a Blue Peter bring and buy sale that raised £700 to provide incubators for babies. Their achievements are valued in assembly. They take part in residential visits and are seen co-operating well in most lessons.

30. Provision for cultural development is good. The good relationships between teachers and pupils are used to develop their knowledge and understanding of other beliefs. There are good resources for all the other faiths that are taught: Judaism, Hinduism, Islam, Sikhism and Buddhism. Pupils are taught about Hindi dances for Diwali and the Chinese New Year. Work in art and music helps create an understanding of pupils' own cultures.

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

31. The school sees the health and safety of pupils as very important and, during the current building work, additional measures have been taken to ensure this. For example, careful attention was given to the removal of part of a hedge to allow the contractor's vehicles direct access to the site, and adults accompany reception children to and from their unit while the work is going on. Parents praised the good practice that exists for treating any injuries happening in school. The health and safety co-ordinator has completed an appropriate course and is seeking to extend her knowledge. A general risk assessment was undertaken in 1999 and action has been taken on many of the points raised, new equipment being acquired where necessary. All health and safety issues noted in the last inspection report have been corrected. For example, there is now a policy relating to ear-studs in physical education lessons. There are occasions when pupils are left unsupervised for short periods of time on the hard play area at the rear of the Batchelor Street site. The present building work has placed additional work on lunchtime supervisors and until the work is completed, consideration should be given to additional support at lunchtimes.

32. The school has won a healthy schools award and the money from this award has been linked to the millennium project, which, in conjunction with the school association, will provide much needed external play equipment at the Batchelor Road site. As part of this award four children from Years 4 and 5 took part in a conference in Leicester where they spoke to people on an individual basis.

33. The monitoring of attendance is good. It is helped by the local education authority's comparative data sheet and individual class teachers monitor pupils' attendance to observe any patterns of regular absence. Assembly is used to ensure the continuation of good behaviour. For example, during the inspection pupils were reminded that they should not pick up other children, even if they have seen instances on television. The child protection arrangements within the school are effective and all staff are aware of the procedures.

34. The school has made considerable progress in developing the present good procedures for monitoring and supporting pupils' academic progress. The governors and senior management team analyse results, for example those of writing within the English curriculum, and the headteacher has monitored mental mathematics in every class. The staff's contact with local playgroups is partly responsible for less able pupils now being identified at an earlier age. Support staff are able to work effectively with less able pupils in small groups, generating enthusiasm and good relationships. Procedures for monitoring and assessing more able pupils have not yet fully evolved to enable all pupils to reach their full potential.

35. An issue from the last inspection was for the school "to ensure that the needs of all pupils are met through improved assessment, identification of need and targeted planning". This has been partially addressed. Updated assessment procedures have been introduced recently and in that time they have already proved effective. There is now a portfolio for English; in information technology a skills development booklet; a folio of levelled work in science and records of skills development in design technology.

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

36. The parents' meeting indicated that they believe the attitudes and values the school promotes are a particular strength, leading in turn to the good standard of behaviour both in and out of school. On trips, pupils are seen as good ambassadors for the school, know where the boundaries are drawn, but still have fun.

37. Parents consider the school has worked hard to develop good communication with them. The school's own survey highlighted that parents were not aware of what their children were doing in school. In an effective response to this a letter was sent out detailing forthcoming topics and TV programmes that pupils would be watching. Parents report they now feel more a part of their children's education. The home-school agreement has been welcomed by most parents and will help consolidate the relationship between parents and school. Regular newsletters and a diary enable parents to receive notice well in advance of future events. The 'starting school' pack forms a sound basis on which good relationships with new parents can be forged. The policy of inviting the parents of reception children to read in school with their children on three mornings a week is enabling these parents to strengthen the partnership with the school at an earlier age. There is an active school association that, in addition to providing other equipment has, through its millennium project, raised a substantial sum to provide an external activity play area in the school.

38. There has been an increase in the number of parents helping in school and they do so effectively in a variety of ways. For example, by helping with various sporting activities, reading, cooking, computers, artwork, plays and brass tuition. Discussions are currently taking place about the advantages of preparing a booklet to support the verbal guidance given to parents when they help, for example how to speak to pupils appropriately, thus making parental help more effective.

39. Most parents welcome the recently introduced homework policy. Year 6 pupils have been set homework, for example on Egyptian life, but homework has yet to become fully established in all classes. Consideration needs to be given to using differentiated homework as one of the tools that will enable pupils of all abilities to reach their full potential. Scrutiny of reports shows that they vary in style but reflect the attainment and progress of each pupil and include targets for improvement.

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

40. The leadership and management of the school are very good and this is having a very positive impact on the development of the school, as is the increasing focus that the new headteacher is putting on raising standards. Since the previous inspection, a new headteacher and a number of other key staff have been



appointed and with the governing body they have ensured that there has been a clear improvement in many aspects of the school's work. Most of the important issues raised at the last inspection have been addressed, although some, such as improving the quality of teaching at Key Stage 1, have yet to be completed.

41. The major problem facing the management of the school is its split site nature. Plans have been drawn up to address this through new buildings in two years time, and it is vital that these are put into practice if the school is to continue to develop successfully. The present headteacher spends a great deal of time ensuring that the smaller School Street site is included in the life of the school and much of her time is spent travelling between the two sites. This is popular with parents and staff who appreciate the efforts made to create one school in difficult circumstances. However, the issues of monitoring and evaluating teaching, the role of subject coordinators in promoting their subjects, and the spreading of examples of good practice in teaching are all extremely difficult under the present circumstances.

42. The headteacher provides a clear educational direction for the school. She is appropriately focussed on improvement and in a short time has already recognised and addressed a number of weaknesses. There is a strategic management team, which includes senior teachers and the deputy headteacher. This meets when appropriate to discuss issues arising from the strategic management of the school. The staff feel included in the decision making process and they feel that their contribution to the development of the school is valued. It is clear that there is confidence in the headteacher's ability to introduce appropriate and effective change. The school's aims are detailed and appropriate. There is a good emphasis on academic success and the aims are well reflected in the work of the school. The school has a clear, shared commitment to improve and a very good capacity to improve in the future.

43. The school's targets are appropriate and sufficiently challenging. The teachers who have managerial responsibility for a subject receive time to work alongside colleagues, or to observe others teaching. This has occurred particularly in English and mathematics, but also in other subjects. This enables them to spread around the good practice that exists. The scrutiny of teachers' planning is undertaken, and the scrutinising of pupils' work has also occurred. Teachers are involved in budgeting for their subjects and in ordering and controlling resources. The management of resources is good. The coordinators have good action plans for future development, and, in English, design and technology, and science, have begun a collection of samples of work to illustrate different levels of attainment.

44. The work of the governing body is excellent and is effectively enabling the school to improve and develop in a number of ways. The governors demonstrated their commitment to the school by the detailed but effective process they went through to appoint the present headteacher. The governors have devised a practical and effective way of using their time in meetings by dividing their work into business and workshop sessions. The committees also meet regularly and keep good minutes, although they do not have clear, written terms of reference. In addition, the governors have a very good system for visiting and monitoring the work of the school. They attend lessons on both sites; discuss their visits with staff and then with the headteacher, finally reporting back to the governing body. They have a very good understanding of the strengths and weaknesses of the school and this enables them to make informed strategic decisions regarding the school's development. The headteacher's reports to the governing body are detailed and useful.

45. The school development planning process involves governors and subject coordinators effectively, as well as the headteacher and strategic management team. It results in an appropriate set of priorities that will help the school develop. Although the recent pace of change has been fast, there is a developing shared commitment to improvement among staff.

46. Financial control and administration are satisfactory. The finance committee meets regularly and is well supported by the school's bursar. The governing body takes a leading role in relating the school's priorities to financial planning through the reports of curriculum governors. Subject areas have their own separate cost centres in budget planning, and regular balance and expenditure reports are available for all governing body meetings. The finance committee does not yet have written terms of reference or responsibilities but the governing body are aware of this and plan to address it in the near future. The school and governing body are aware of, and practice, the principles of best value in their financial tendering.

47. The bursar has established sound financial routines and procedures for the smooth running of the office on a day-to-day basis. The school fund is administered appropriately. There are good, effective arrangements for

ordering and routine expenditures. Efficiency in the daily routines of the office is sometimes adversely affected by the current computer systems and the school is planning to make better use of modern technology, which will help to enhance the current office arrangements. There has been a recent audit of the school's financial systems and all its recommendations have been acted upon. Good use is made of additional funds to provide effective support for pupils with special educational needs.

48. Whilst the general efficiency of the school is satisfactory, it is impaired by the split-site accommodation. The headteacher works hard to generate a whole-school feeling by making regular visits to the School Street site, but this has implications for the efficient use of her time in dealing with whole-school issues as they arise. Whilst the school has extra funds due to the nature of the site, there are additional costs involved in cleaning and maintenance, supervision at midday, the costs of hiring the village hall, and storage facilities. The role of the School Street co-ordinator has a positive effect on the split site school, although many difficulties remain. Accommodation is currently being improved to provide a new classroom. The headteacher and governors have produced a very good document detailing the need for a single site school, and future plans include four classrooms, hall and quiet area during 2001/2002. This additional building work will improve the environment for staff and pupils and provide the facilities necessary to provide a good quality education. This work should be seen as a high priority.

49. The pupils have adapted well to working in the open plan system, but the layout is not conducive to consistently good levels of attainment. Consideration should be given to alternative layouts to ensure that both quiet and discussion lessons can run side by side with less disruption of neighbouring classes. Display work, much of it pupil orientated, has a good impact on the surroundings in which pupils work and reflects subjects across the curriculum.

51. There are 16.6 full time teachers, including 1.6 part-time, for fifteen classes with a very wide range of teaching experience. The school makes good use of the eight support staff particularly with the under fives and the less able pupils. The induction of new staff is unsatisfactory. There are no written procedures for their induction and at present they only receive copies of essential documentation, for example the child protection policy. Mentoring takes place through senior staff or year partners. Consideration is being given to the development of a staff handbook, which should enable a more consistent approach to various aspects of the teachers' work. The deployment of support staff is unsatisfactory, especially at Key Stage 1. Too often they do not have a clear idea of their tasks before a lesson starts, and there is not enough effective communication between teachers and support staff at the start and end of lessons.

52. The range of books available through the library has been updated and at present is satisfactory. Subject resources are at least satisfactory and in English, geography, information technology, mathematics, design and technology and religious education they are good. Resources for children who are under five are also good. A substantial sum has been spent on information technology but more computers are needed to extend their use in classrooms.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve standards further, the governing body, headteacher and staff should:

- Improve the quality of teaching, especially at Key Stage 1, by:
  - raising teachers' expectations of pupils' capabilities;
  - improving the short term planning to identify learning objectives more clearly;
  - improving the planning for foundation subjects, especially in art at Key Stage 1;
  - ensuring time is better used in lessons to create appropriate pace and challenge for all pupils.  
(Discussed in paragraphs 15-21, 76 and 85)
  
- Put into practice the recently introduced policy for more able pupils to ensure:
  - the accurate and early recognition of talented children;
  - a better match of work to higher attaining pupils' abilities;
  - more opportunities for investigative work, for pupils to use their initiative and to demonstrate increased responsibility.  
(Discussed in paragraphs 3, 18 and 23)
  
- Lessen the negative effects of the buildings by:
  - continuing to promote the need to bring all parts of the school onto one site;
  - planning activities to minimise disturbance from adjacent classes.  
(Discussed in paragraphs 31 and 41)
  
- Improve the effectiveness of support staff by:
  - reviewing and improving their deployment during whole class teaching;
  - creating systems to improve communication between teachers and support staff regarding their tasks and the outcomes of their work with pupils.  
(Discussed in paragraphs 27 and 51)

54. In addition to the above key issues, the governing body should consider the following weaknesses for inclusion in their action plan:

- the production of a staff handbook to ensure consistency of provision and routines throughout the school (paragraph 51);
- improve the arrangements for the induction of new staff (paragraph 51).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	53

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	51	27	8	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	408
Number of full-time pupils eligible for free school meals	25

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	38

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	22

### *Attendance*

#### **Authorised absence**

	%
School data	4.5
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	28
	Girls	25	24	26
	Total	49	50	54
Percentage of pupils at NC level 2 or above	School	89	91	98
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	28
	Girls	25	26	25
	Total	50	54	53
Percentage of pupils at NC level 2 or above	School	91	98	96
	National	82	86	87

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	23	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	33	37
	Girls	22	20	22
	Total	53	53	59
Percentage of pupils at NC level 4 or above	School	85	85	95
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	31	35
	Girls	20	18	22
	Total	47	49	57
Percentage of pupils at NC level 4 or above	School	76	79	92
	National	68	69	75

### ***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	339
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	2	1
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	24.6
Average class size	22.6

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

Total number of education support staff	8
Total aggregate hours worked per week	194

### ***Financial information***

Financial year	1999
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	£
Total income	680 157
Total expenditure	690 877
Expenditure per pupil	1 693
Balance brought forward from previous year	19 202
Balance carried forward to next year	8 482

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	249

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	4	2	0
My child is making good progress in school.	34	56	5	1	4
Behaviour in the school is good.	30	66	2	0	2
My child gets the right amount of work to do at home.	17	63	15	3	2
The teaching is good.	38	56	3	1	2
I am kept well informed about how my child is getting on.	12	58	24	2	4
I would feel comfortable about approaching the school with questions or a problem.	40	51	7	1	1
The school expects my child to work hard and achieve his or her best.	47	49	2	0	2
The school works closely with parents.	19	55	21	1	4
The school is well led and managed.	37	58	2	1	2
The school is helping my child become mature and responsible.	30	61	5	1	3
The school provides an interesting range of activities outside lessons.	17	47	18	1	17

### Summary of parents' and carers' responses

The majority of the parents are very happy with the work of the school and the progress their children make. They agree with the values and attitudes the school promotes and they feel that the children's behaviour in school is exceptionally good. The information provided for them has improved and they now feel welcome in the school. The teaching is good and their children like going to school. They find the split site nature of the school a real disadvantage and they hold differing views over the homework provision, some wanting more while others think there is enough.

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

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

55. During the period of the inspection 42 out of the 72 children in reception were under 5. The children are organised into 3 classes in one building. The shared central open area is well equipped for role-play, sand and water activities and artwork. The children in these classes are well prepared to begin the programmes of study of the national curriculum by the time they reach the age of five. This is the result of good teaching. Baseline tests taken when they start school indicate that standards on entry are broadly average. The good progress they make in the reception class ensures that the majority achieves the nationally agreed desirable learning outcomes by the time they are five.

56. The children's response to learning is very good. All children are aware of class routines and settle quickly to work well and accurately feeling secure and relaxed in this environment. All children are very good at fair play, for example, keeping the rules and accepting without making a fuss when they lose. Children play well together in the playground at lunchtime sharing or playing with a group. Two Year 6 pupils lead some of the games, encouraging reluctant ones to join in. A wide range of outdoor equipment and toys is available.

57. The quality of teaching is good or very good. Teaching and non-teaching staff work as an efficient, effective team. They know the children well and are sensitive to their needs including those with special educational needs. From an initial baseline assessment, the children's experience, attainment and progress are systematically recorded and used to inform long, medium and short term planning.

58. There is a full induction programme to introduce parents and children to the routines of reception. The teachers, nursery nurses, and support assistant are all conscientious and caring. Children with special needs are well supported. The planning of work is good and evaluated every two weeks by all the staff. It is quite obvious that the under fives enjoy coming to school. The whole ethos of the reception learning environment has a very positive impact on the children's behaviour and development.

#### **Personal and social development**

59. Children listen to the staff attentively and are beginning to work independently. They willingly take turns and share equipment. The staff are consistent in pointing out and applying appropriate rules of behaviour with the result that children learn to behave acceptably, treat equipment with care and concern, and have good relationships with each other. The good management and organisation means that children concentrate most of the time and are not bored by a lack of appropriate activities. They are learning to take initiative, such as when they choose free play activities from a range of possibilities. In general, the children's personal and social development is good.

#### **Language and literacy**

60. The development of children's language and literacy is good. They learn to listen attentively and most talk quite confidently about their experiences using appropriate vocabulary. Children are learning to value books. All of them know that words and pictures carry a meaning and appear in the sequence left to right and top to bottom. Reading progress is above average and all enjoy looking at books on stories that interest them, for example, 'Topsy and Tim'. All children are beginning to write. Most children can read and copy words that they recognise, such as their own names and book titles. Even children who started school at a lower level of attainment than most now have good skills in reading new words. Parents are encouraged to visit school three mornings each week to sit, read and talk about library books. This is a well-planned routine with a wide selection of books available for selection.

#### **Mathematics**

61. The development of children's mathematical abilities is good. They can count sequentially to 50. Most recognise all numbers up to 10. They can tell the names of numbers and use appropriate mathematical language, for example, 'makes' and 'more'. All children are familiar with number rhymes such as, for



example, '10 fat sausages', and most are able to count correctly down in 2's from 10. They show good awareness and understanding of addition in their games. All children are able to follow a simple sequence of instructions. The children are well on course to acquire numeracy skills and learning goals.

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

62. By the age of five children's knowledge and understanding of the world is good for their age. Those who spoke to the inspectors were able to talk about their families, where they lived and the route to school, including mode of transport. They are encouraged to learn about their own bodies, their needs particularly in relation to healthy foods. Many show good understanding of good foods to eat and why some are not, for example, they say "sweets make your teeth bad". During the inspection the children listened to a visitor telling them about the three day celebrations for the Chinese New Year and they had the opportunity to sample Chinese food.

### **Physical development**

63. The children develop good physical skills. Very good planning, with clear learning objectives, is evident in the area of physical development. Children handle tools well for painting, writing and craft activities. They have very good hand co-ordination, for example, undressing independently before the physical education lesson commences. Children know the difference between balancing and holding a hoop. After practising, they travel around the room balancing hoops, choosing various parts of their bodies.

### **Creative development**

64. The very good teaching promotes children's creative abilities. Some very effective work was seen in art on the theme of winter, developed with crayons, paints and wax resist techniques. Progress is good and pupils produce some good work. Their observation and painting skills are developed well through their work on flowers, and they experiment with paint wash, sponges and a variety of materials to produce individual and co-operative projects. Children have planned opportunities to respond to what they experience in a range of ways, including painting, printing and modelling. They enjoy singing and doing actions to the songs, for example, "Playing in the snow". Plenty of descriptive action words are used to introduce the story "sliding, slipping, hiding". Children are developing confidence in playing instruments and are developing dynamics in response to a simple story.

## **ENGLISH**

65. The pupils start school with broadly average attainment. They make good progress in reception and most are achieving the expected level or better by the time they are five. This good progress is not maintained through Key Stage 1. The results of the 1999 national tests showed that the number of seven year olds reaching the expected level in reading was close to the national average. However, the proportion reaching the higher levels in reading was well below average. In writing, the number of pupils reaching the expected levels was above the national average. The number reaching the higher levels was close to the average. In speaking and listening, the teacher assessments in 1999 showed that a well above average number reached the expected level but a below average number reached the higher levels. When compared with pupils from similar schools, attainment is well below average in reading and below average in writing.

66. Standards improve more consistently through Key Stage 2. In 1999, the number of pupils reaching the expected level was well above the national average. An above average number of pupils also reached the higher levels. When compared to similar schools, attainment is broadly in line with the average.

67. The trends in attainment at Key Stage 1 show that standards in writing have stayed broadly similar since 1996. However, in reading, standards have been inconsistent. Overall, they have fallen since 1996 from an above average level to one that matches the national average. This is in contrast to the national trend of steadily rising standards. At the end of Key Stage 2, trends have been equally inconsistent, falling sharply in 1998 but rising steeply in 1999. This difference is largely due to changes in the cohort of pupils taking the tests, together with the recent provision of some setting by ability to prepare for the tests.

68. There are no pupils with English as an additional language. The attainment of boys and girls is not significantly different, although the boys attain at a higher level than they do nationally. The progress made by the more able pupils, especially through Key Stage 1, is unsatisfactory. However, the progress made by pupils with special educational needs who receive extra help is good, as is that made by the children who receive additional literacy support in Years 3 and 4. The recognition that there was underachievement in literacy resulted in the school becoming part of the local authority's intensive literacy support programme. This has provided staff with extra support and training and is clearly having a positive impact on standards.

69. The findings of the inspection are that by the time they are seven most pupils will be achieving broadly average levels in reading and writing. However, there is a significant amount of underachievement, particularly of the more able pupils, and the standards need to rise rapidly if pupils are to achieve the levels of which they are capable. By the time they are eleven pupils are reaching a level exceeding that expected nationally, due to the good progress made through Key Stage 2. The overall picture is one of rising standards since 1996, although in a more inconsistent way than is shown by the national picture.

70. The implementation of the National Literacy Strategy, and its accompanying training, has had a positive impact on the teaching and learning. The subject coordinator has a high profile in the school and her influence is evident, especially in Key Stage 2. However, the nature of the split site means that her ability to monitor and influence the work of Key Stage 1 is limited. The governor who has had, and the one who presently has, responsibility for literacy, are knowledgeable and have spent time in the school, observing and joining in with lessons. The coordinator and headteacher have also monitored and evaluated lessons in both key stages. Teachers are working to the literacy framework but the structure of the timetable encourages teachers to spend too long on different parts of the literacy hour, especially in Key Stage 1, with a resultant lack of pace and rigour. In addition, the teaching of phonics is at an early stage of development. Good opportunities for writing skills to be practised are found in religious education, history and geography lessons. The use of library books for research purposes also occurs, as does the use of new technology through CD ROMs and the Internet.

71. By the end of Key Stage 1, attainment in speaking and listening is satisfactory. The progress made is also satisfactory. Opportunities are provided throughout the school to improve pupils' speaking skills, with teachers' methods based on a lot of question and answer sessions. The literacy lessons, with their focus on shared reading and writing, and group question and answer sessions, are also helping improve pupils' skills and they take part in discussions with increasing confidence. By the end of Key Stage 2, pupils' attainment in speaking and listening is good. They speak confidently to adults and in front of the class, and most are articulate speakers. For example, Year 6 pupils debated a set of statements and decided whether they were fact or opinion.

72. In reading, most of the children make satisfactory progress through Key Stage 1 in learning key words, and developing a basic sight vocabulary. By the end of the key stage most pupils have developed sound basic skills, which enable them to read to a broadly average level. However, not enough emphasis is placed on the teaching of phonics, although this has increased with the recent introduction of a new phonic scheme as part of the daily literacy lesson. By the end of Key Stage 2 many pupils can read fluently, accurately and confidently. However, most of those heard read lack expression in their reading. Most read regularly at home, and in the classroom, and levels of comprehension are good. Books have a high profile in the school, forming part of many displays. The school uses a variety of graded readers for home use, and a more structured scheme for the guided reading aspects of the literacy strategy. The school library has been recently refurbished and is now a good facility, although the clearance of old books has left the school with an insufficient quantity of good non-fiction books. Parents contribute fully to the reading diaries. These provide a good record of the year's work. Most of the pupils heard read and spoken to during the inspection showed a genuine interest in books, and many enjoy reading and have books at home.

73. Attainment in writing is satisfactory by the end of Key Stage 1. However, there is clear underachievement by many pupils who are only reaching the lower stages of Level 2. Progress is satisfactory overall, and the majority of the pupils reach a satisfactory level of handwriting skills and letter formation. Joined writing is introduced in Year 2 but is not regularly used by pupils until Key Stage 2. The development of their understanding of the correct use of capital letters and full stops, together with other types of simple punctuation is not reflected consistently in written work. Teachers encourage pupils to evaluate their own work and perform a proof reading check before they hand it in, although this is inconsistent in practice. Attainment at the end of Key Stage 2 is good. By the age of eleven pupils produce a wide variety of written work, including

newspaper reports, autobiographies and a parody of a fairy story. The use of more advanced punctuation is well grasped by the majority of the pupils. Overall, the written work is tidy and well presented. Pupils also have good opportunities to develop and use their word processing skills.

74. Pupils' attitudes to learning are generally good at both key stages. They enjoy the whole class shared reading sessions, are willing to answer teachers' questions and sit attentively when others are talking. Most work independently or in small groups for an appropriate length of time, although at times, especially in Key Stage 1, the lessons are too long. In the vast majority of the classes, pupils have good relationships with their teachers and with each other, resulting in a purposeful working atmosphere.

75. The quality of teaching is variable but is largely satisfactory at Key Stage 1 and good at Key Stage 2. The inconsistencies are caused by the different levels of teachers' subject knowledge and expertise, and the variable use of time. One of the lessons observed in each key stage was very good. In Year 1, the very good teaching was due to the very good pace of the lesson and the appropriateness of the phonic activity provided for pupils. The class teacher used very good questioning skills to extend the children's understanding and to help them make accurate inferences from the text, a version of the Cinderella story. In Year 3 the very good lesson was equally challenging and well paced. Pupils followed the story of the Pied Piper to a high level enabling them to produce a parallel story following the same format and style but with a different theme. This resulted in some imaginative work although most of it was based on television, films and computer games.

76. Although no lessons observed were unsatisfactory overall, there are some minor weaknesses in the teaching that need to be addressed if all pupils are to attain the levels of which they are capable. These are due largely to expectations being too low and a lack of challenge in the activities. On a number of occasions the daily literacy lesson was longer than it is planned to be which resulted in a lack of pace in the teaching. Teachers also demonstrate a variable understanding of the requirements for teaching phonics. They have worked very hard to introduce the daily literacy lesson and, although there are still improvements to be made, this has had a good effect on the structure, planning and teaching in most lessons. The marking of pupils' work is often good and helps extend their understanding, as well as setting targets for future development. However, the use by teachers of a wide variety of record keeping methods does not make it easy to track individual progress. A good portfolio of writing illustrating agreed levels of attainment provides a useful evidence base to back up teachers' own assessments.

77. Support staff are not effectively deployed during whole class teaching sessions. On too many occasions they are sitting watching or performing unimportant tasks. A better use of their time would result in more support for pupils with special educational needs, or in observing individual pupils' responses to whole class sessions. The school recognised weaknesses in this subject by analysing test results. Year 6 now provide 'booster' classes twice a week to bring more pupils up to an appropriate level. The coordinator has worked hard to help provide training and to develop the literacy work in the school. She now has appropriate plans to develop a policy and scheme that will ensure that enough time is given to aspects of English such as drama and creative writing.

## **MATHEMATICS**

78. National Curriculum test results at the end of Key Stage 2 in 1999 show the standards of attainment were above the national average when compared with all schools and broadly in line with the national average for similar schools. The number of pupils achieving a higher than expected level was slightly above the national average.

79. National Curriculum test results at the end of Key Stage 1 in 1999 show that the proportion of pupils attaining the expected level for pupils aged 7, was well above the national average. The number of pupils attaining the higher level was also above the national average. When compared with all schools, standards of attainment were well above the national average, and they have been for the past four years. Standards are above those attained in similar schools. Standards of attainment upon entry to the school are judged to be broadly average.

80. Inspection findings show that standards of attainment are now broadly average at Key Stage 1 and good at Key Stage 2. This is due largely to differences in the cohort of pupils, and also to the fact that extra lessons for

the more able pupils were provided in Year 2 in 1999. These were suspended this year while the daily numeracy lesson becomes embedded in the work of the school. The school has set challenging targets for improvement in pupils' attainment and has developed appropriate strategies to help achieve these targets. A 'booster' group has been introduced at Year 6 to further improve attainment. A policy for more able pupils has been written but has yet to have an impact on standards.

81. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. Progress of pupils with special educational needs is good across both key stages, where they are set clear targets and monitoring of their progress is carried out. The last report stated that "pupils' progress is below average in using and applying mathematics through both key stages". This has been improved and is now satisfactory at Key Stage 1 and good at Key Stage 2.

82. By the end of Key Stage 1, pupils make satisfactory progress in acquiring an understanding of basic number and number patterns. They recognise mathematical shapes and can measure appropriate units. They show skill when estimating, solving numerical problems, recording and interpreting data using graphs. Many have a working knowledge of 100 and are able to use this knowledge effectively in addition and subtraction calculations. Year 1 pupils record and count numbers over 10, are able to sort and recognise plane shapes such as a square, rectangle, hexagon and pentagon by counting the number of sides. Year 2 pupils are able to draw and measure lines accurately using centimetres. They can identify irregular and regular hexagons and pentagon, confidently sort and record on block graphs, have experience of a variety of mathematical diagrams, are able to match some nets with correct shapes and are familiar with time, including digital representation of o'clock, quarter and half past.

83. At Key Stage 2, most pupils know their multiplication tables and are developing strategies to solve problems using addition, subtraction, multiplication and division. Pupils interpret data and illustrate their findings in graph form; they solve problems mentally and are able to explain different strategies used to reach answers. Year 3 pupils are able to calculate mentally the difference between two numbers and explain different ways of working out the answers. The higher ability pupils are able to forecast patterns before constructing a grid, solve the problem and confirm their understanding. Year 4 pupils learn the 9 times table by counting, looking at a 100 square and investigating the pattern formed. Year 5 show recognition of approximate proportions using fractions and make deductions about patterns in equivalent fractions. Year 6 pupils recognise and work out equivalent fractions, know how to convert fractions to simplest form, have good knowledge and understanding of mixed fractions and the ordering of fractions. By the end of Key Stage 2, most pupils understand how to co-ordinate shapes using correct grid references, for example, drawing a rhombus, parallelogram and trapezium. They use fractions and the equivalent decimals, improve their knowledge of length, for example, converting miles to kilometres, understand probability and regular and irregular shapes. Open-ended investigative activities are incorporated into many lessons at this key stage.

84. The attitudes to work of the majority of pupils are positive; they show high levels of interest, respond well, listen to others and are generally appreciative of others' achievements. Pupils show genuine pleasure at others' success, for example, towards the winners of mathematical games in Year 3. Most collaborate well when working on group tasks and are respectful to each other. Most pupils are confident when explaining tasks and share their findings with adults or to the whole class. There are occasions at Key Stage 1 when a small number of pupils show a lack of commitment to their work and may benefit from more demands being made upon them.

85. All the teaching is satisfactory or good, with some very good lessons at Key Stage 2. All teachers have a secure knowledge and understanding of the subject. Most lessons are well planned with clear objectives and activities. Those less well planned, mainly at Key Stage 1, have work which is not well matched to pupils' prior attainment so that high attainers find the work unchallenging. Across both key stages, expectations are not always high enough and pupils' capabilities are underestimated. Good methods and organisational strategies are used. The resources are generally ready for lessons, well displayed and purposefully used to extend pupils' learning. The pace of the lessons is generally good, especially at Key Stage 2, and pupils' interest is retained. Pupils are well managed and stay on task.

86. The policy was recently updated, the scheme of work is from the National Numeracy Strategy and the school has made a good start in implementing this strategy. Good examples of numeracy being used in other subjects were observed, especially in science. The school uses a range of methods to assess pupils' progress including standardised tests in addition to national tests. Each teacher maintains satisfactory records of pupils'

progress and an end of year grid to check progress.

87. The curriculum co-ordinators monitor teachers' planning and release time has been provided to monitor teaching, in addition to the monitoring undertaken by the headteacher. The subject is being co-ordinated in a conscientious and effective way. Very good links have been established between the governing body and the staff. Two governors have monitored, evaluated and reported upon the subject at Key Stage 2. Staff have been well prepared through in-service and in-school activities for recent developments, most notably the National Numeracy Strategy. The subject is well resourced and this has a positive impact on pupils' learning.

## **SCIENCE**

88. In the 1999 teacher assessments for seven-year-olds, pupils' overall attainment was above the national average. However, the number of pupils reaching the higher levels was well below average. Close examination of the assessments shows that pupil performance in experimental and investigative science was also noticeably low. This was also the case at the time of the last inspection, when overall attainment was also above average. The coordinator has targets to increase the proportion of pupils reaching the higher levels. The inspection shows that attainment for 7 year olds is now in line with national averages, and that the low level of investigative science has been improved satisfactorily.

89. In the 1999 tests for eleven-year-olds, pupils' attainment in was well above the national average, reflecting the rising trend in national standards over the past three years. Observations made during the inspection confirm that this rising trend in attainment by the age of eleven has been maintained. By the end of the key stage, pupils' attainment is above the national average. In addition the number of pupils achieving the higher levels is also above average. This is an improvement since the time of the last inspection.

90. Pupils in Key Stage 1 make satisfactory progress in developing their investigative skills. Year 1 pupils were seen testing materials to make a waterproof cape for 'Red Riding Hood' while Year 2 pupils tested materials to see if they kept their shape under different conditions. They are able to sort objects according to whether they are made of metal, plastic or wood and to identify and name different light sources in their everyday surroundings. The majority of pupils can construct a simple circuit to light a bulb while the more able can sort materials as to whether they are natural or man-made.

91. In Key Stage 2, the majority of pupils extend their knowledge and understanding and continue to develop their investigative skills. Year 3 pupils were seen beginning a study of their teeth and the importance of a healthy life style. They have completed work on classifying living things into different groups and can name and record accurately the main internal organs of the human body. Year 4 pupils have tested different materials for their sound proofing qualities. The more able show understanding of how the apparent movement of the sun causes day and night. Other pupils have studied electrical switches and Year 5 pupils show a good understanding of the properties of light. They know, for example, that light is reflected and changes direction, that we see the moon because of sunlight reflected from it, and how the eye works. Older pupils in Year 6 are studying food chains and they demonstrate good understanding of the feeding relationships within them, work which is related to their study of the rainforests.

92. Pupils with special educational needs make good progress, which is a reflection of the good support they get from their teachers and other support staff. They are always fully involved in experiments and take a full part in all activities.

93. Pupils respond well to science activities and there is genuine pleasure and excitement in some lessons. Pupils usually listen to their teachers and to each other with respect. They work cooperatively in pairs or small groups when required to do so and share resources fairly.

94. Teaching in Key Stage 1 is satisfactory, and good at Key Stage 2. Most teachers show a secure knowledge and understanding of the subject, which are used well in the questioning of pupils and to help them to extend and develop their thinking. Lessons are usually well planned with a good range of activities that enthuse and interest most pupils, although groups of pupils would benefit from a wider range of planned activities as well as differing ways of recording what they have found out. There is an emphasis on experimental science in both key stages, which is an improvement since the last inspection. This is leading to good progress in the

development of pupils' skills in thinking about, and tackling, problems and investigations. Most lessons have a good pace to them and move pupils' learning forward. The good lessons are characterised by careful questioning of pupils, activities that are clearly related to the lesson objectives, and the good use of resources to support learning. Additionally, the lesson objectives are effectively conveyed to pupils from the start so that they know what is expected of them. Less successful lessons are characterised by weaker teacher knowledge and understanding, which lead to a lack of clarity of learning objectives and a lack of purpose in pupils' activities.

95. The current scheme of work has only been recently introduced. It is better organised than previously and is beginning to have a positive impact on pupils' learning across the school. There is a folio of pupils' work that is levelled against the programme of study of the National Curriculum and which is used to support the teaching. The coordinators have worked to raise teachers' confidence in investigative science and this is now beginning to have a positive impact on pupils' learning. They have begun to analyse the school's test results and use this to target future developments. There are a number of very effective displays around the school, which show pupils' work in science. Resources are satisfactory in quality and quantity and are used appropriately to support pupils' learning.

## **ART**

96. By the age of eleven, the standards reached by most pupils are in line with those expected. Pupils in Key Stage 2 make satisfactory progress. All pupils have explored a range of techniques and materials to help them develop their ideas. The techniques involved in work using collage, pastels, charcoal, crayons and paints are well illustrated in the work of the oldest pupils when exploring the art of the Egyptians. The image of Tutankhamun takes on a variety of forms according to the materials chosen by the pupils and shows well their developing skills. The older pupils' ability to work together to draw, paint and make large-scale models is shown well in their displayed work on planets. Pupils are involved in the decisions about how they want their classroom to look, and work in their own time to enhance its appearance. Drawing skills are developed through sketching of buildings in the local environment and copying the style of black and white pictures used in their literacy books. The computer is used well by Year 5 pupils to add illustrations to the 'Fleckney News', and by Year 3 pupils to design shapes and to enhance their work on Medusa. Pupils' observational skills are developed throughout the key stage. Year 3 pupils look closely and draw cross sections of different fruits, and Year 6 pupils look for details of buildings in the locality and make sketches.

97. At Key Stage 1, pupils' progress is slower. By the time they are seven, the attainment of most of the pupils is lower than that expected for their age. Since the last inspection, some good work has been undertaken by pupils discussing and copying the style of Van Gogh and Mondrian, and in mixing and using paints to add colour to drawings. Work of this type and quality is not extensively undertaken and much of the other work fails to develop the pupils' creativity and imagination through the use of a range of different materials. By the time pupils reach the age of seven, their skills of working with materials that allow for three-dimensional shapes to be made are also underdeveloped. They do, however, have some experience of clay modelling, collage and mask making, but this is not sufficient for satisfactory progress to be made. Pupils' skills of evaluating their own work and that of others are underdeveloped.

98. At Key Stage 2, good progress has been made since the last inspection. The biggest improvement is in the range of materials from which pupils can choose and work, and in the refinement and development of skills and ideas. The improvements have been made because many of the staff now have a greater knowledge and understanding of the subject, are teaching subject skills and are allowing the pupils to have greater choice of materials when working.

99. At Key Stage 1, the teaching is good in one third of lessons, but unsatisfactory in the remaining two thirds. Much of the teaching lacks challenge and does not allow pupils to be creative and to explore a variety of materials. This is not always the case, however, with Year 1 pupils experiencing good teaching through exploring colour mixing with paints, evaluating their work and discussing it with others. At Key Stage 2 only two lessons were seen, both with eleven year old pupils. In these lessons, the teaching was either good or very good. The teacher has a good knowledge of the subject and encourages the pupils to use their developing skills in a creative way. Pupils explored the work of artists of their choice and used a variety of different materials to create their pictures.

100. Throughout the school, most pupils are interested, concentrate and are well behaved. With good teaching, many pupils are able to take a pride in their finished product. The co-ordinator is enthusiastic, has monitored some lessons and, as a consequence has helped teachers become more knowledgeable and enthusiastic about the subject. She has developed a sound scheme of work that provides the school with an overall structure for the subject. Some teachers do not follow the scheme or do not provide sufficient time for the subject, and in these cases pupils' skills are less developed. Teachers need a better understanding of the development of knowledge, skills and understanding as pupils' progress through the school.

## **DESIGN AND TECHNOLOGY**

101. The last inspection report found that attainment and progress were below national expectations in both key stages. This has improved and progress is now satisfactory throughout. There are no significant variations in progress between pupils of different genders. Progress made by pupils with special educational needs is good. Only a very limited amount of teaching was seen. Evidence has been taken from the scrutiny of pupils' work and teachers' planning documents, as well as discussions with pupils.

102. There is a broad and balanced curriculum covering both the designing and making elements of the subject. Pupils plan, make and evaluate their models effectively. The evaluations they undertake become more searching as they move through the school. In Year 2, pupils design and make a box for a cat and make the animal by stuffing a sock and adding limbs and features made from cardboard. Year 3 pupils looking at pneumatics use a syringe to make some effective models with moving parts. In Year 4, pupils look at a selection of wallets and bags before designing their own and choosing the material they will use to make it. Year 6 pupils design slippers and their good drawings show a top, bottom and side view. They practise using sewing machines.

103. The progress made is due to a systematic approach to the development of skills so that pupils can make increasingly complex products. There are good links to science and history. Attitudes to the subject are very good. The co-ordinator is very committed to the development of the subject. Resources are good and a portfolio of pupils' work reflects the progress that has been made.

## **GEOGRAPHY**

104. Only one lesson at Key Stage 1 was seen. Other evidence was obtained by examining the policy and planning documents, scrutiny of work and talking with pupils and teachers. Four lessons were observed at Key Stage 2. On the basis of this evidence, progress is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs make good progress.

105. At the last inspection attainment, progress and teaching were unsatisfactory at Key Stage 1. These have now improved and they are satisfactory; while at Key Stage 2 they were satisfactory and are now good. The last inspection found that monitoring, evaluation and assessment practices were under developed. Monitoring has taken place across both key stages by the co-ordinators and governors. Oral and formal assessment is in place.

106. By the end of Key Stage 1 pupils show satisfactory levels of knowledge and awareness of their own home, their locality and places further afield. Year 1 pupils know about Fleckney, looking at rivers, plans and places of interest. They draw and colour pictures of their homes, which they fix to a large wall map of Fleckney. They talk about their holiday venues and, with adult help, locate these on a world map. Year 2 investigate a contrasting locality and are studying St Lucia. They talk about the cultural differences and similarities of people from St Lucia and themselves. Pupils at this key stage enjoy an overnight stay at a local environmental centre where they study a different environment.

107. By the end of Key Stage 2, pupils extend their knowledge of the locality; improve their mapping skills; investigate weather, rivers, water; explore a contrasting locality of the United Kingdom and environmental change in the rainforests. Year 3 are familiar with many European countries especially Germany. Most pupils can describe where Fleckney is positioned within Europe. They know the compass points, how to use directions on a map and draw plans from an aerial view. The scrutiny of their books shows that Year 4 pupils study

weather, weather data, the seasons, rainfall, Beaufort scale, the continents and the British Isles. Year 5 pupils discuss their future visit to Ventnor, Isle of Wight. They recognise that places other than their locality may have characteristics both similar and different. Year 6 pupils can identify threats to the rainforest of Brazil and the subsequent environmental changes. Pupils shared information researched on the Internet with their classmates.

108. Overall, the pupils' response is at least sound and sometimes very good at Key Stage 2. In the better lessons, mainly at Key Stage 2, the pupils listen attentively and respond to questions with interest and enthusiasm. Behaviour is generally good and pupils show respect for other pupils' views. Many pupils work independently and remain on task for sustained periods. In one lesson, some of the pupils were noisy and had difficulty keeping on track and disrupted others. Overall, relationships are good.

109. The teaching is satisfactory overall. The bulk of it is of satisfactory or better quality, with some being very good. In the best lessons, pupils are taught how to observe geographical features using maps and atlases, collect and record evidence and communicate their findings. The planning is sound. The two co-ordinators appointed last September have worked hard in providing a good policy and improving resources.

## **HISTORY**

110. The last inspection found that attainment and progress at Key Stage 1 were below national expectations, but were satisfactory at Key Stage 2. Progress is now satisfactory throughout. There are no significant variations in progress between pupils of different gender. Progress made by pupils with special educational needs is good. Only a limited amount of teaching was seen and evidence was taken from the scrutiny of pupils' work and teachers' planning documents, as well as discussions with pupils.

111. In Year 1 pupils gain an understanding of old and new from work on the interior of houses while in Year 2 pupils learn about the life of Florence Nightingale and look for reasons for her actions. Year 3 have appropriate knowledge of life in Ancient Greece. Pupils in Year 4 have learned about the life of Henry VIII and the Mary Rose. In Year 5, work on the Victorians is enhanced by a good display of artefacts, many of which have been lent by parents and grandparents. Year 6 pupils have visited a local museum and used the Internet to further their work on Ancient Egypt.

112. Attitudes to the subject are generally good. In Year 3, discussion with pupils is mature and productive and extends their thinking about life in Ancient Greece. They listen attentively to the teacher. Year 6 pupils discuss intelligently both their current work and things they have learned in the past.

113. In the most successful teaching, planning is good and relationships with the pupils are productive. The co-ordinator has monitored teaching in Key Stage 1 to try and ensure improvement, and has a policy and scheme of work that enable progress to be made. The programme of visits makes a good contribution to pupils' spiritual, moral, social and cultural development. Resources are adequate but more books are needed in the central library.

## **INFORMATION TECHNOLOGY**

114. During the period of the inspection there were limited opportunities to observe the direct teaching of information technology. However, all classes have a 'computer corner' and they were in use in many lessons. Judgements are based on a scrutiny of previous work and planning, discussions with coordinators, other staff and pupils, and observations of use during lessons. Additional use of computers was seen in the small 'suite' set up by one of the coordinators.

115. By the age of 7, pupils' attainment is in line with the national average. By the time pupils are 11, it is above the national average. This is an improvement since the last inspection. The majority of pupils make good progress in both key stages. Skills in word processing are very well developed by the age of 11 and pupils are able to use these effectively in a number of other subjects. Their skills in control and modelling have also been well developed and are above average by the end of the key stage. This also is an improvement since the last inspection.



116. Children in reception are introduced to computers and practise their mouse skills in a story book program. These skills are further developed in Year 1 and Year 2 classes where pupils were being instructed in the use of a mapping program to support their topic on 'Where I live', and an art package where they were learning to develop their ideas for drawing and colouring 'Joseph's Coat'. Pupils were able to use the mouse to select, drag and drop features of the programs to build their own villages and towns. Year 2 pupils were able to draw shapes and 'colour-fill' them.

117. By the time pupils are aged 11 they have developed a wide range of skills in all aspects of the National Curriculum programme of study. They use very effective word processing skills to support their writing in literacy, science and other areas and are able to cut, copy and paste text with ease. They use spreadsheets to record the data from monitoring their heart rate after exercise in their science work and can use a computer to control the lights, motor and sounds of a model car. Year 3 pupils have made their own database of details of the class and are up-dating it as they grow older. This was developed in Year 4 with databases on planets and aliens in a science topic, while Year 5 pupils have produced some very striking designs based around their names using an art package. Recipes for design and technology lessons, word lists for literacy and numeracy, poems, stories, and even the front pages of the 'Fleckney News' are evidence of the wide range of use that pupils are making of their information technology skills. The use of the Internet and CD-ROM's for research purposes is another feature of the work of older pupils. This systematic use of information technology to support learning in many areas of the curriculum is an improvement since the last inspection.

118. Much of this improvement is due to the more confident approach and competent way in which teachers approach the work. Where seen, teachers show a confidence in the programs they are using and use this knowledge to give clear instructions to pupils enabling them to learn at a good pace. Appropriate use is made, in some classes, of 'prompt' sheets to support less able pupils and enable them to learn at a similar rate to other pupils. Good use is made of specific programs to support the learning of pupils with special educational needs.

119. The two coordinators are very enthusiastic and have made a significant contribution to raising the profile of the subject across the school. They have recently introduced a new scheme of work, which systematically addresses all the requirements of the National Curriculum, and have supported that with their own skills booklet. This carefully details the continuity and progression of skills for each year group and enables teachers to monitor the progress of their pupils. Most classes have started portfolios of work, and work is well displayed around the school. There is a well-supported computer club and overall resources for teaching and learning are satisfactory.

## **MUSIC**

120. By the age of eleven most pupils achieve standards that are broadly in line with those expected of pupils of that age. Progress is satisfactory throughout both key stages. Since the last inspection, standards have been generally maintained, but the pace of lessons has shown some improvement and pupils now use the correct musical terminology. Apart from the reception classes, no singing lessons were seen during the inspection.

121. At Key Stage 1, pupils' progress is satisfactory. Their understanding of tempo and beat is developed quite well and pupils are able to repeat short rhythmic and melodic patterns. They use a variety of untuned instruments, not just to accompany the music but also to add different moods to the music by varying the intensity of the sound. At this stage, however, pupils' skills of appraising their own and each other's performance are underdeveloped.

122. At Key Stage 2, the progress of all pupils, including those with special educational needs is satisfactory. Pupils clap and chant patterns and rhythms that are becoming increasingly complex, and learn to play their own compositions with a variety of instruments. They choose instruments to express a variety of sounds and moods. The eleven year old pupils compose and perform their 'Rain Forest Rondo', working cooperatively in groups, using appropriate language to describe the sounds they make and evaluating their own and other pupils' work. Pupils enjoy the subject and, in most cases, they show interest, concentrate well and are well behaved.

123. The teaching at Key Stage 2 is generally good. Only one lesson was seen at Key Stage 1 and that was satisfactory. The best teaching occurs when the teacher has a good understanding and interest in the subject and can motivate and stimulate the pupils through exciting yet orderly activities. The small amount of unsatisfactory teaching is largely due to a lack of subject expertise.

124. The co-ordinator is very enthusiastic and works hard with the pupils during the lessons and in providing a number of music clubs. She has developed a scheme of work for the school, which is based on the Leicestershire programme. This is very good, but some staff do not have the expertise or confidence to put it into practice. As a consequence, the scheme is underused and does not feature as a major influence on teachers' planning. In some classes, insufficient time is allocated to the subject to enable good progress to be made. This hinders pupils' development, and despite some instances of good teaching, the inconsistencies between classes means that the standards are not as high as they could be. The co-ordinator has undertaken some monitoring of the lessons of other teachers, and has provided written feedback. Time for the co-ordinator to monitor and improve upon the quality of teaching is limited, and, as a result has not had a great impact on standards.

125. The school provides a very good range of peripatetic teaching. This is available to all pupils and includes violin, flute, percussion, clarinet, brass and keyboard. There are also a variety of extra curricular activities. In some of these sessions, pupils practise recorder playing and have the opportunity to perform in assembly.

## **PHYSICAL EDUCATION**

126. By the age of eleven most pupils achieve standards that are in line with those expected of pupils of that age. Progress is satisfactory throughout both key stages. Since the last inspection, standards have been maintained. The lack of confidence in teaching the subject by some of the staff and the difficulties in using the village hall still remain. The school, however, has taken action over the wearing of ear-studs and that issue has been resolved since the previous inspection.

127. At Key Stage 1, two lessons were observed during the inspection. In the gymnastics lesson involving five and six year olds, over three quarters of all pupils are able to follow correctly a sequence of instructions given by the teacher and then to undertake and hold balances for a period of time. Over half of these pupils put thought and effort into trying to improve upon their travelling and balancing activities, and most are able to relate the exercise undertaken to their increase in heart rate. Most of the Year 2 pupils show skills of passing, bouncing and catching a small ball which are in line with the level of skill expected for their age. They show good imagination in inventing their own games and methods of scoring.

128. At Key Stage 2, one gymnastics lesson was seen during the inspection. In their dance lessons, most of the pupils make satisfactory progress. Pupils take part in a variety of dances including 'Rock and Roll', 'Disco' and dances that involve pupils making their own sequences of movements in response to music. By the time pupils reach eleven years of age, three quarters of them are able to show good balance and control and produce the quality of dance sequences at a standard expected for this age. In the gymnastics lesson with Year 4 pupils, most have good standards of body control, showing good quality jumps and landing involving good use of the knees, and moving and turning in the air in imaginative and creative ways. In both key stages there is no significant difference in the rate of progress between boys and girls or between pupils with special educational needs and others.

129. Most pupils enjoy the subject and behave well. A small number of pupils, however, hinder their own progress and that of others by talking when the teacher is teaching and deliberately running into one another as they move around the hall. Many take part in the variety of sports clubs organised by the school.

130. Most teaching is satisfactory. In Key Stage 2, some teaching is very good, although the occasional lesson is unsatisfactory. Only a few teachers are totally secure in their knowledge and understanding of the subject and as a consequence, opportunities for the development of pupils' skills are missed. Where this lack of knowledge is combined with some pupils misbehaving, the lesson does not reach a satisfactory standard.

131. The co-ordinator is keen to develop the subject throughout the school and has introduced a commercial scheme for gymnastics and games. Although this provides a sound framework, some teachers do not always

make use of the scheme in their planning. Many teachers also use commercially produced taped dance lessons. Although these often provide good lesson structure and progression, they sometimes hinder the flow of a lesson when the teacher has to turn off the tape to repeat an instruction or to demonstrate an activity. Teachers' lack of knowledge of the skills involved means that the tape often directs pupils' development, with less input from the teacher. This often hinders pupils' progress and attainment. The co-ordinator has observed the teaching of other members of staff and has given feedback. This, however, occurs infrequently and does not enable all teachers to gain the confidence and expertise to teach at a more than satisfactory standard.

132. The school offers a wide range of sports opportunities and looks for ways to motivate and inspire pupils into taking up sporting activities. Some of the local sports organisations have been invited into school to share their experiences with the pupils. Many pupils take part in a residential visit to the Isle of Wight where they take part in a variety of sports. As part of the planned curriculum, pupils in Years 3, 4 and 5 are taken to the local swimming pool for one term for each of these three years. This has a good effect on the quality of the curriculum offered.

133. The accommodation and resources on the main site are adequate, but the resources for teaching gymnastics at the Key Stage 1 site are unsatisfactory. The lack of large apparatus, which would allow pupils to experience body movement at a variety of different levels, hinders pupils' gymnastics development. The number of benches and mats are also inadequate and restrict the range of movement activities.

## **RELIGIOUS EDUCATION**

134. The last inspection report found that attainment and progress in both the infants and the juniors were satisfactory and in accordance with the Leicestershire Agreed Syllabus. This has improved and attainment and progress are now satisfactory at Key Stage 1 and good by the end of Key Stage 2.

135. In Year 1, pupils recall previous discussion of a synagogue and temple as places that Jesus would have found special. Year 2 look at the creation story from the Old Testament, and study the Hindu creation story. Year 3 pupils work on Christian symbols, while a visitor extends their understanding of Diwali by teaching them a dance. Year 4 pupils learn about Buddha, his life and the symbolism of the statue. In Year 5, pupils watch an appropriate video showing a boy preparing for his bar mitzvah. Year 6 pupils demonstrate a good knowledge of the teaching of Jesus and are able to define a parable. They are able to relate the story of the Good Samaritan to modern life.

136. Pupils' attitudes to the subject are good. They listen carefully and understand the importance of respecting the beliefs of others, which makes a good contribution to their spiritual, moral, social and cultural development.

137. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In the most successful lessons teachers are able to use their relationship with the pupils to help to develop their knowledge and understanding of other beliefs and opinions. In one Year 6 lesson the objectives were clearly stated at the beginning and then returned to at the end to emphasise the learning that had taken place.

138. The subject benefits from a committed and enthusiastic co-ordinator. The school's scheme is carefully cross-referenced to the Leicestershire Agreed Syllabus. Resources are good and there is a collection of artefacts for each faith that is taught. The programme of visits and visitors helps to bring the subject alive for the pupils.