

# **INSPECTION REPORT**

**BOTTESFORD CHURCH OF ENGLAND PRIMARY SCHOOL**

**BOTTESFORD, NOTTINGHAM**

LEA area: Leicestershire

Unique reference number: 120118

Headteacher: Dr. A. Davies

Reporting inspector: Mr. G. J. Yates - 2465

Dates of inspection: 21<sup>ST</sup> – 24<sup>TH</sup> May 2001

Inspection number: 195139

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-10 years
Gender of pupils:	Mixed

School address:	Silverwood Road, Bottesford, Nottingham.
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Telephone number:	01949 842224
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. S. Austin

Date of previous inspection:	2 <sup>nd</sup> June 1997
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G. Yates 2465	Registered inspector	Science; Information and communication technology; Religious education.	What sort of school is it? What the school should do to improve further? The school's results and achievements.
Mrs J. Darrington 13418	Lay inspector	-	Pupils' attitudes, values, personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr A. Calderbank 7979	Team inspector	English; Geography; History; Physical education; Special Educational Needs.	How well are pupils taught? How well is the school led and managed?
Mrs J. Watkins 11922	Team inspector	The Foundation Stage; Mathematics; Music; Art and design and design and technology; Equal opportunities.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average primary school with 186 pupils on roll. Numbers have increased since the time of the last inspection. It caters for the needs of boys and girls aged four to ten years and serves the local area that consists predominantly of privately owned houses. Pupils leave the school at the end of Year 5. Currently, 21 per cent of pupils are on the register of special educational needs which is broadly average. There are no pupils who speak English as an additional language. Three pupils have statements of special educational needs. The percentage of pupils who are known to be eligible for free school meals is below that found in most schools. Pupils' attainment on entry is average.

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

Bottesford C. E. Primary School is a well-organized and friendly community. Pupils' progress is good in English, mathematics and science, so that by the time they transfer to the local high school at the age of ten, attainment is above average in these subjects. This good progress is the result of good quality teaching and pupils' very positive attitudes towards their work. Good progress is made in developing pupils' skills in information and communication technology and in design and technology resulting in above average standards. The headteacher gives the school a very clear sense of direction. The school uses most of its resources well and provides good value for money.

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

- The quality of teaching is good.
- The school is very well led and managed.
- Standards in English, mathematics, science, information and communication technology and design and technology are above average.
- Pupils are keen to learn and display very positive attitudes to school; this has a considerable impact on their achievements. They behave very well and are friendly and polite.
- The provision for pupils with special educational needs is good.
- The opportunities for pupils to reflect upon and apply what they have learned are very good.

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

- The use the school makes of assessment information in subjects other than English, mathematics and science.
- The presentation of pupils' work in some subjects.
- Library provision

*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 inspected last in June 1997. It was found then to be an improving school that was increasingly providing its pupils with a higher quality of education. Since that time the school has made good progress in addressing the issues raised in the inspection report. Standards have risen in English, mathematics and science. The school has recently received an achievement award from the Department for Education and Employment. Higher attaining pupils are being appropriately challenged and this is reflected in the results achieved in national tests. Schemes of work have been put in place in all curriculum areas and good use is made of them to guide teachers' planning. A new classroom has been added to help reduce class sizes. Inspection evidence shows that teachers match tasks to pupils' abilities successfully. The quality of multi-cultural education is now of a good standard. Governors and staff are fully involved in monitoring and evaluating standards.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	B	B	A	B
Writing	B	B	B	C
Mathematics	B	C	B	C

**Key**

Well above average A

Above average B

Average C

Below average D

Well below average E

In both writing and mathematics standards were above the average of all schools and well above average in reading.

Inspection evidence shows that standards in English, mathematics and science are above average, both at the end of Key Stage 1 and by the time pupils leave at the end of Year 5. Standards in speaking and listening are very good. Pupils' attainment in information and communication technology and in design and technology is higher than that found in most schools. In all other subjects standards are average. Pupils' listening and speaking skills and their ability to undertake scientific and mathematical investigations to solve problems are very well developed. Children under five make good progress and the majority will attain the nationally expected standards by the time they start Year 1. A significant minority will exceed these expectations.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and enjoy the many different learning opportunities the school has to offer. However, in some subjects they do not present their work well.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around school.
Personal development and relationships	The school is very successful in developing the social skills of its pupils. Relationships are very good and pupils work well together in pairs or groups. They can be trusted to carry out jobs around the school.
Attendance	Good. The school has excellent procedures in place for monitoring pupils' attendance.

## TEACHING AND LEARNING

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

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

Teaching is good throughout the school and promotes good learning. During the week of the inspection it was always at least satisfactory. In 82% of lessons it was good or better and in 30% it was very good. Teachers have high expectations of their pupils, who respond very well. This ensures effective learning and helps pupils at all levels of attainment to achieve well. Teachers make good use of the resources for information and communication technology and pupils are making good progress.

Teachers plan their lessons well and have a good grasp of the National Literacy and Numeracy Strategies. Pupils in need of additional help with their learning receive good support from learning support assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school places an appropriate emphasis upon the teaching of English, mathematics and science but due attention is given to all other subjects. Homework reinforces what children are learning in class.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs both in lessons and when they are withdrawn for extra help. They take a full part in all activities.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects of spiritual, moral, social and cultural development contribute very well to pupils' personal development.
How well the school cares for its pupils	Good procedures are in place to ensure the health, welfare and safety of all pupils within a caring, supportive and rich environment. Procedures for assessing pupils' work are very good in English, mathematics and science and the information gathered is used well to inform future practice and to set future targets. However, in other subjects of the curriculum, such systems are not in place.

Parents are kept very well informed about school events and their children's progress. The headteacher works hard to involve parents in the life of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and gives the school a clear sense of direction firmly focused on raising standards. She is well supported by the deputy headteacher and the Key Stage 2 co-ordinator.
How well the appropriate authority fulfils its responsibilities	The governors are involved effectively in all aspects of school life. The governing body fulfils all its legal responsibilities.
The school's evaluation of its performance	The school's well-developed self-evaluation procedures enable it to set appropriate targets for improvement. Effective monitoring provides a clear insight into what is successful and what needs to be improved.

The strategic use of resources	Resources are allocated well to support the priorities identified by the school. Principles of best value are applied on all purchases.
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The school is appropriately staffed and well resourced in most areas. However, the library is not well organized and book stocks are low. The school grounds are very attractive and the building is kept very clean.

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

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children behave well.</li> <li>• Their children are making good progress.</li> <li>• The teaching is good.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned about the amount of homework children are asked to do.</li> <li>• Some parents feel the school is not well led and managed.</li> </ul>

The inspectors endorse the positive comments of parents about the school. Homework is of sufficient quality and appropriately supports the work pupils are doing in class. The management and leadership of the school are both very good.

## **PART B: COMMENTARY**

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

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

1. Good progress has been made since the time of the last inspection in raising standards. As a result standards in English, mathematics and science are above average both at the end of Year 2 and by the time pupils leave at the end of Year 5. Standards in information and communication technology and in design and technology are also above those normally found. Pupils of all attainment levels achieve well as a result of the good teaching they receive. Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans.

2. Children are normally admitted to school at the beginning of the autumn term following their fourth birthday. Most have had pre-school experience, usually at the local playgroup, although a few have attended private nurseries. They come to school with a range of competencies, which are within the average range. By the time they start Year 1 almost all are expected to have attained the expected goals of the Foundation Stage in the six areas of learning. A significant minority exceed these expectations, particularly in respect of reading. This represents overall good progress.

3. Inspection findings show that standards in English are above national expectations by the end of Key Stage 1 and when pupils leave the school at the end of Year 5. Standards have improved since the previous inspection when they were found to be in line with those found in most schools.

4. Standards achieved by pupils in the 2000 National Curriculum tests in reading for seven-year-olds were well above the national average and above the average for similar schools. In writing the school's results were above the national average and pupils achieved as well as those in similar schools. The performance of both boys and girls has been above average in reading and writing for the last three years. Over the same period, girls have performed slightly better than boys in both reading and writing. The school is aware of this issue and is addressing it successfully through such initiatives as the Vale Writing Project.

5. At the end of Key Stage 1 and Year 5, standards in speaking and listening are very good. In lessons such as literacy and numeracy, teachers give pupils many opportunities to respond to questions and suggestions and to tell the rest of the class about their work. This is successful, and by the time they are seven, pupils are willing to take part in discussions, incorporating detail into their descriptions and speaking at length. By the time they are in Year 5, most are eloquent speakers. Pupils learn technical vocabulary in subjects such as science. The school is very successful in ensuring that there are many opportunities for pupils to talk at length.

6. At the age of seven, pupils read fluently and with good expression and phrasing. Progress is good and owes much to the wide range of stimulating books used during lessons, to regular reading at home and to the good quality of teaching. Great emphasis is placed on developing pupils' comprehension skills and this has a positive effect on their understanding of literature. By the end of Year 5 pupils read with appropriate fluency, expression and understanding, using a variety of texts. Most can discuss the work of their favourite author, showing a good understanding of characterisation and plot. Average and above average pupils use skimming and scanning techniques to locate information. They are able to make inferences, and to justify their opinions by reference to the text.

7. Standards of writing are above average by the end of Key Stage 1 and Year 5. By the age of seven, pupils write in an uninhibited way. Most write independently and at length with correctly spelt common words and appropriate punctuation. Progress is good at Key Stage 1 in the development of writing, punctuation and spelling. During Key Stage 2, pupils make good progress in their knowledge of writing types and styles. They are encouraged to draft and re-draft their work in order to improve it. There are good opportunities for pupils to use and develop their writing skills in most other subjects. However, older pupils' are not given enough opportunities to write in religious education lessons in a reflective way. Pupils' writing on display around the school is well presented. However, a scrutiny of books from every class shows that there are inconsistencies in the presentation of pupils' work and sometimes it is unsatisfactory. This does not do credit to the quality of the content.

8. Standards being achieved by the current Year 2 and Year 5 in mathematics are above those expected nationally. This shows an improvement since the previous inspection when it was reported that attainment levels at the end of Key Stage 1 and at the end of Year 5 matched national expectations. The report also found standards in using and applying mathematics to be variable. The school now has in place a successful investigational approach to teaching mathematics. Pupils are encouraged to discuss their own work in mathematical language and to give reasoned answers. They use their numeracy skills well in other subjects, for example, in producing graphs in science.

9. Pupils apply their knowledge and understanding of number to solve problems in mathematics lessons and to handle data related to other subjects. The National Numeracy Strategy is incorporated very effectively into the teaching of the subject, which is of a high quality.

10. The 2000 Key Stage 1 results show that the proportion of pupils achieving the expected level or above was above the national average and comparable to that found in similar schools. This is an improvement on the previous year when the high proportion of pupils with special needs distorted the upward trend of recent results.

11. The previous inspection reported that standards in science were in line with those found in most schools both at the end of Key 1 and at the end of Year 5 when pupils leave the school. Inspection evidence shows that good progress has been made in raising standards resulting in above average standards both at the end of Year 5 and at the end of Year 2. Pupils of all attainment levels make good progress because teachers give pupils sufficient time to carry out investigations and to discuss their findings. The previous inspection report commented on the over-use of worksheets. This is no longer the case and pupils are encouraged to use their own ideas when writing up their findings.

12. In the 2000 National Curriculum teacher assessments in science at the end of Key Stage 1, the percentage of pupils reaching the expected level and above was above the national average. The percentage of pupils reaching the higher level was very high and in the top five percent of all schools in the country.

13. Attainment overall in information and communication technology for the majority of pupils at the age of seven and by the time they leave the school at the end of Year 5 is above average. Standards were stated to be satisfactory at the time of the previous inspection. Progress is good throughout the school, including that of pupils with special educational needs. The school's decision to lease fifteen laptop computers has been very successful. Most classes have access to them in their own classroom for a full day, enabling pupils to use their skills in other subjects of the curriculum. During the week of the inspection an excellent example of this policy in practice was seen in one class, during a religious education lesson, pupils worked collaboratively to produce a zig-zag booklet about the Hindu festival of Puja, which was of a very high quality.

14. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus at the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 5. All pupils, including those with special educational needs make satisfactory progress.

15. Standards in design and technology are above those normally found. This represents an improvement since the previous inspection when design and technology was found to meet national expectations at the end of Key Stage 1 and Year 5. In all other subjects standards at the end of both Years 2 and 5 are in line with those found in most schools.

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

16. In the Foundation Stage much emphasis is placed on children's personal development, which results in the majority making very good progress. When they enter the Reception class, almost all are able to build relationships through talk, and many are able to participate in small group activities for short periods. This judgement is supported by baseline assessment results. By the time they enter Year 1 they have become confident, enquiring and collaborative learners who interact well with other children and with adults. Children behave very well.

17. The attitudes, behaviour and personal development of most pupils in the rest of the school, including those with special educational needs, are very good. The emerging good behaviour and developing positive attitudes evident at the time of the last inspection which were attributed to the newly introduced behaviour policy, school council and achievement assemblies, have been maintained and improved. During the last year there were two pupils excluded several times. Both pupils had behavioural problems.

18. Most pupils are very eager to attend school, arriving punctually and starting the day in a purposeful manner. Overall, pupils have very positive attitudes towards lessons and learning and, as a result, pupils make good progress. Many pupils take part in the very good range of activities provided by the school, both within and outside the curriculum. This is particularly evident in the enthusiastic response to the mixed girls' and boys' "Kwik Cricket" extra-curricular provision, year assemblies and in many lessons.

19. The behaviour of almost all pupils is very good. Bullying or oppressive behaviour is rarely experienced and the whole-school behaviour reward and sanction system is very effective and understood by all pupils. Pupils have a very clear understanding of the school rules. They are courteous and trustworthy, and demonstrate respect both for their own and the school's property. Almost all pupils are polite, very caring and friendly towards one another, staff and other adults. Pupils know the difference between right and wrong and show notable respect for each other and a willingness to listen to each other's points of view. Mutual respect is clearly evident in class discussions and during year assemblies when older pupils listen very attentively to presentations by younger pupils.

20. Structured arrangements are in place for pupils to have progressive roles of responsibility as they move through the school and pupils respond very well to these opportunities. Younger pupils perform simple tasks, such as the return of registers to the school office, whilst older pupils undertake a range of responsibilities. All pupils have the opportunity to take part in the Children's Council through which they are able to demonstrate initiative and to acquire direct experience of a democratic system. Pupils throughout the school show initiative in a wide range of activities, both in lessons and in unstructured situations. For example, at lunchtime boys and girls across the age range organise themselves into mixed informal football games and pupils regularly volunteer to assist visitors to the school, as was evident during the week of the inspection.

21. Pupils are very supportive of each other and there is a strong sense of a mutually supportive school community. In lessons pupils work very well together, sharing equipment when required and they are equally at ease working independently or in groups when required to do so. Pupils relate very well to one another and mutual respect between pupils and staff is clearly evident. They benefit greatly from the many opportunities provided for them to talk through their ideas in pairs or larger groups.

22. Overall levels of attendance are good with the attendance rate during the last reporting year being well above the national average and the rate of unauthorised absence being below the national average. The good levels of attendance and punctuality continue to have a positive influence on standards and progress and reflect the school's hard work to maintain and improve attendance.

## HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good throughout the school and promotes good learning. During the week of the inspection it was always at least satisfactory and examples of very good teaching were observed in each key stage. In 82% of lessons teaching was at least good and in 30% it was very good. Teachers have high expectations of their pupils, who respond very well. As a result effective learning is promoted and, as a result, pupils at all levels of attainment achieve well. This is a more positive picture than at the time of the previous inspection.

24. Staff have worked hard and conscientiously to raise the quality of provision since the last inspection and, as a result, there are no longer any significant inconsistencies in teaching at Key Stage 1.

25. The teacher with the under-fives has high expectations and careful planning ensures that learning activities closely match the differing abilities of pupils. In communication, language and literacy and in mathematical development good account is taken of the National Literacy and Numeracy Strategies. All activities ensure that children are learning basic skills. The teaching strategies used make learning fun and reflect the very good relationship that exists between teacher and children. Additional adults are well deployed so that children acquire a good understanding of concepts through practical activities. Resources are well organised. The activities provided are interesting, enjoyable and encourage children to observe, think, discuss and then record their findings in a variety of ways. Visits, visitors and celebration of festivals enrich children's learning experiences.

26. The quality of teaching in English is good overall in both key stages and examples of very good teaching were observed throughout the school. Teachers have a firm understanding of how to teach the basic skills of reading and writing. They plan activities well and ensure that these are interesting to pupils. In lessons, teachers give them many opportunities to respond to questions and to talk to the whole class. This is a strength. For example, Year 4 pupils showed a good understanding of social and moral issues when discussing 'Fair Trade' with India. The school's involvement in the 'Vale Writing Project' has helped to improve the teaching of writing. The use of whiteboards in some lessons is effective in helping to build up pupils' confidence, because if they make a simple mistake they can rub out their work and have another try.

27. In mathematics the quality of teaching is good overall in both key stages with examples of very good teaching. Lessons are well prepared and organised. Teachers take good account of the needs of all ability groups and ensure that work is matched well to pupils' prior attainment. They make mathematics fun and interesting by introducing number games and getting the pupils to sing their multiplication tables. Very good use is made of paired and group work that encourages pupils to discuss their work. Teachers emphasise the correct use of mathematical language and their approach to investigative work is effective in getting pupils to think mathematically.

28. Teachers incorporate the National Strategies for Literacy and Numeracy well into their lessons. The content of the work is well matched to pupils' levels of attainment and a good balance achieved between oral and mental work, direct teaching, learning activities and the final plenary session. Good opportunities are provided for pupils to develop their writing in other subjects, such as history and geography. Pupils apply their mathematical knowledge satisfactorily in other areas of the curriculum, for example, to plot the length of shadows at different times of the day in science or as an integral part of a survey conducted about traffic problems in the village in geography.

29. The quality of teaching in science is good overall in both key stages with examples of very good practice in Key Stage 2. Well-planned and well-structured lessons create a good balance between



scientific investigation and theory. The quality of learning is good because teachers pose challenging questions and encourage pupils to predict outcomes before carrying out an investigation.

30. In information and communication technology teaching is good and sometimes better. The opportunity for pupils to have shared access to lap-tops in their own classroom for one day a week enhances the quality of learning because pupils can apply their skills in other curriculum areas. It also enables teachers to demonstrate techniques and skills to the whole class and allows pupils to practise and refine them immediately afterwards.

31. The quality of teaching in religious education is good with some very good practice seen in Year 4. In Key Stage 1, teachers use artefacts well to give pupils a good understanding of the Jewish faith. However, the oldest pupils in Key Stage 2 are not provided with enough opportunities to write reflectively.

32. In design and technology, geography and physical education, the quality of teaching is good overall. Additional adult helpers in design and technology ensure that pupils are given individual attention and specific skills are practised. Teachers encourage pupils to discuss their work and to share equipment. In a very good geography lesson in Year 4, good use was made of resources and pupils were made to think about the inter-relationship between the need for such commodities as tea and the obligation to pay a fair price. A strength of the teaching throughout the school is the emphasis teachers put on developing geographical skills. Lessons are planned carefully in physical education and usually include opportunities to warm up and cool down. The previous inspection found that sometimes there were not enough opportunities for pupils to evaluate. This continues to be the case.

33. Music teaching is satisfactory. Extensive use is made of published materials to guide the teaching of musical skills and there is an appropriate balance within the musical curriculum.

34. It was not possible to make a judgement about teaching in art and design or in history because no teaching of these subjects took place during the inspection.

35. Classroom management is very good throughout the school, with a strong emphasis given to reinforcing good attitudes and behaviour through good role models, praise and rewards. Time is used effectively and well-established routines enable pupils to move from one task to another with the minimum of disruption. In all classes relationships are very good and pupils are given every encouragement to succeed. However, the presentation of pupils' work is unsatisfactory in some subjects and this detracts from the good content.

36. A strength of the teaching is the good provision made for pupils with special educational needs. Pupils are well integrated into their classes and teachers' planning takes full account of their needs. Relationships are very good and, as a result, pupils respond well to the extra support they are given during lessons.

37. The school's procedures for assessing pupils' progress are very good in English, mathematics and science. Teachers analyse test results to identify trends in attainment and use the information very effectively to set targets and to strengthen future planning. Day-to-day assessment is satisfactory. Books are marked regularly and comments are positive and supportive. However, there are still some inconsistencies in the approaches used. For example, in some classes marking does not consistently inform pupils what they should do next in order to improve.

38. Homework is set regularly throughout the school and is making a valuable contribution to pupils' progress.

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

39. The quality and range of the curriculum are very good. They promote pupils' intellectual, physical, social and personal development and the curriculum prepares the pupils well for the next stage of education. Statutory requirements are met fully. The school fulfils its aim of achieving the best all round education in a stimulating and happy environment.

40. The previous inspection report identified the need for schemes of work in all subjects. These are now in place and good use is made of them to guide teachers' planning. The quality of multi-cultural education has been improved and is good.

41. The quality and range of learning opportunities in the Reception Class are very good. The school has successfully introduced the Early Learning Goals for the Foundation Stage curriculum and a structured programme for literacy and numeracy. These together address the six areas of learning recommended nationally and prepare children for work in the National Curriculum, which some children are ready for before they reach Key Stage 1. Much emphasis is placed on pupils' personal, social and emotional development. Learning through play and the development of independence skills are valued.

42. The curriculum for Key Stages 1 and 2 is broad, balanced and relevant. It complies with the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. Good account is taken of the requirements of Curriculum 2000. In many subjects the school incorporates features from the Qualifications and Curriculum Authority recommendations. There is a very good emphasis on the development of subject specific skills. Planning is detailed and well-matched to the full range of ability. In accordance with the governors' policies the school makes good provision for personal and social development and health education. Drug awareness is taught through an appropriate programme of study and sex education forms part of the science curriculum. There are opportunities for tuition in flute, clarinet and violin by private arrangement.

43. The principles of the National Literacy Strategy are well established and are reflected in the improving standards in reading achieved by pupils when they leave the school. There are very good opportunities for pupils to speak and listen in a variety of contexts, both within the classroom and on the other occasions, such as making announcements, or when leading an assembly. The school is involved, with other local schools, in a writing project. Authors and poets who visit the school have made a positive impact on the quality of learning in both reading and writing. However, in some classes more attention could be paid to improving the presentation of children's work.

44. Successful application of the National Numeracy Strategy and a clear understanding of the key objectives for each age group make for consistency in teaching. This results in high standards in mathematics at the end of Key Stage 1. Additionally, participation in the Springboard Mathematics Project has benefited pupils in Year 5. Good emphasis is placed on mental agility and the use of mathematical language. An investigational approach to the teaching and learning of the subject is successfully encouraging pupils to think mathematically. Appropriate account is taken of the contribution of mathematics in other subject areas.

45. The school meets the requirements of the Code of Practice for Special Needs. It makes good provision for such pupils. They are identified at an early stage and their needs assessed. Classroom assistants provide good quality support. Individual education plans are reviewed regularly. The school promotes, and puts into practice, educational and social inclusion very well, and is committed to raising the achievement of all its pupils. This is successfully demonstrated in its setting and reviewing of individual targets. A good range of extra-curricular activities is provided including music, sport, gardening, a bookshop, newspaper editing and the Children's Council.

46. Visits and visitors enrich and extend curriculum provision. For example, most pupils have visited a Sikh Temple and Year 5 pupils make an annual residential visit to pursue adventurous outdoor activities. Key Stage 2 pupils swim at a nearby leisure centre. The school participates, when possible, in the East Leicestershire Schools Music Festival. Regular visitors to the school include the local clergy from three denominations who take assembly, the school nurse assists with health education and parents help in the classroom. Other recent visitors include small orchestral groups, an ornithologist, police and charity organisations and groups and individuals to lead dance and art workshops.

47. There are good links with the community through a range of activities. These include participation by the choir and orchestra in services in the local church, maypole dancing for May Day celebrations in the village and the assembling of nest boxes by the gardening club for use in the wildlife garden at Belvoir Castle. Pupils' artwork was chosen as an illustration for the cover of a questionnaire relating to an appraisal of Bottesford Village. The school won the top loyalty dividend for supporting a local shop and local firms supported the Millennium Fund for the provision of playground equipment. Year 5 pupils toured the printing press of a local newspaper and this gave them a good insight into how newspapers are produced.

48. Pupils' spiritual, moral and social and cultural development is very good overall. Provision for their personal development and the promotion of respect for the feelings and opinions of others is a strength of the school.

49. Spiritual development is well promoted through assemblies when there are frequent opportunities for quiet reflection. Children in the Reception class responded with delight when observing snails making silver trails on black paper. There are good opportunities for older pupils to express wonder and appreciation of literature through their own paintings, for example in recreating dream sequences from 'The Lion, the Witch and the Wardrobe'. In addition, the school often encourages pupils of all ages to think deeply about the work they have produced and how it might be improved.

50. Provision for moral development is very good. The school's discipline policy is well applied in all classes. There are very high expectations of pupils' behaviour. Working practices in the classroom regularly involve co-operation with others and the sharing of equipment and materials. The playground resources promote social harmony and a sense of fair play.

51. Provision for social development is also very good. Older pupils benefit socially from their residential visit. Membership of school clubs has a social dimension. Collaboration is frequently expected in classroom tasks. Pupils are made aware of those less fortunate than themselves through the school's support for a wide range of charities, both locally, such as the neo-natal unit at a nearby hospital, and further afield, such as through 'Love in a Box 2000'. Opportunities to take responsibility, such as in 'helper' roles exist on a daily basis. The Children's Council is open to all comers and is a forum for mature discussion and action about changes within the school. In addition

pupils consider wider issues during lessons and at other times. For example, Year 4 pupils discussed fair trading in relation to the production and export of tea as part of their study of the village of Chembakoli in India. A pupil contributed an article to the school newspaper describing the effects of the foot and mouth disease.

52. Cultural development is good. Pupils learn about their own culture, for example, in history and geography lessons. In out-of-school clubs they have opportunity to learn traditional dancing and to sing and play music. In assembly, and in lessons, they listen to a range of music by famous composers. In art and design they are introduced to the work of artists. Many improvements have taken place in the provision of multi-cultural education. Visits and visitors help pupils to understand aspects of other cultures. Pupils recreate celebrations such as the Shabbat meal. They discuss paintings from different cultures and use the styles to create symbols. Pupils use the Internet to create fact-files about musical instruments from other cultures. The Children's Council has been active in discussions about anti-racism and posters about this are prominently displayed. The positive effects are apparent in pupils' attitudes. For example, Year 4 pupils published book for Year 1 pupils entitled "What is Puja?" They selected a logo that included people of various colours and creeds joining hands around the world. They explained that this was because they wanted to show that this is how people should work together.

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

53. The school, as at the time of the last inspection, provides a safe and caring learning environment for all its pupils. A very good standard of general pupil care is clearly evident and provided by caring class teachers with very good support from classroom assistants, midday and administrative staff. Members of staff know their pupils very well and provide a supportive and rich environment in which pupils flourish. Good liaison and support arrangements with appropriate agencies, welfare and health services enable all pupils to be appropriately supported. Excellent administrative procedures and systems enable all staff to be fully informed of any changes in individual pupils' needs.

54. Since the previous inspection there has been an improvement in the effectiveness of the school's procedures for assessing pupils' attainment and progress. Improved record keeping and target setting have ensured more effective transfer from class to class and to the next phase of education at the end of Year 5. Use of the Leicestershire Entry Profile and a baseline assessment gives a firm base from which to measure progress. In English, mathematics and science very good use is made of assessment to track pupils' attainment, ascertain the effectiveness of teaching strategies, to inform future plans and to set targets. Teachers have a very good grasp of what pupils know, can do and understand in these subjects. In other subjects planning is monitored to ensure that adequate coverage is taking place. However, the school does not have systems in place to ensure that the information gained from assessments can be used as effectively to guide future learning as it is in the core subjects. It has identified this area as in need of improvement. There are examples of effective marking of pupils' work, which gives them pointers for improvement, but this is not consistent throughout the school.

55. There are sound systems and procedures in place for the regular monitoring and maintenance of general health and safety requirements. First aid provision is very good and a large number of staff, including midday supervisors, have received training in first-aid. The systems in place for advising all staff of individual pupils' medical needs are very good. Safe storage is provided for hazardous equipment, cleaning fluids and individual pupil's medication.

56. The school has put in place an excellent procedure for monitoring and improving pupils' attendance, including the monitoring of personal and academic progress and achievement in relation to attendance.

57. The whole-school approach to monitoring personal development, promoting positive behaviour and the elimination of bullying, sexism and racism is very effective and as a result a very good standard of behaviour is seen in almost all pupils throughout the school.

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

58. The school has maintained and continued to build upon its good links with parents which were evident at the last inspection. Parents are happy that their children enjoy attending school, behave well and make good progress as a result of good standards in teaching and the school's high expectations of pupils to work hard and to achieve their best. Parents are comfortable about approaching the school with questions or concerns and feel that the school is helping their children to become mature and responsible citizens. A small minority of parents are concerned about the amount of homework children are asked to do and a few parents feel that the school is not well led and managed. Inspection evidence shows that homework arrangements are satisfactory and the school is very well led and managed.

59. The inspection finds that parents are kept very well informed about school events and their children's progress and the headteacher works very hard to involve parents and members of the local community in the life of the school. The school has developed very effective links in a range of ways in order that parents may be fully informed. There are regular and detailed letters and newsletters, including information about topics to be studied during the forthcoming term and curriculum-linked visits and events. Many of these class letters also provide detailed information on the expectation of homework to be undertaken. All letters are written in a friendly, accessible style. They provide detailed information on pupils' sporting and academic achievements and advise parents of particular events to which they are invited, such as the regular year assemblies, end of term church assemblies and the literacy and mathematics challenge events. The school offers open access to parents and the headteacher and class teachers are available, if required, at the beginning and end of the school day.

60. A number of parents and volunteers help regularly both within the classrooms and in extra curricular activities. The school is highly regarded within its community and receives a great deal of support, which it uses to very good effect to extend and enhance its resource provision and to improve the school environment for its pupils. The 'Friends Association' provides a number of social and fund-raising events and raises considerable amounts of money each year for the school. These additional funds are very much appreciated and are used to finance specific projects, such as the activity trail in the playground and play equipment. Currently the association is committed to raising sufficient money to part fund the leasing of a suite of laptop computers for pupils' use during the next three years. This project is greatly valued by the school and is having a significant impact in raising standards in information and communication technology. Parents are very supportive of school assemblies, productions and events and they are consulted about major decisions concerning the life of the school.

61. Individual pupil reports provide detailed information on each pupil's progress and achievement and include targets for pupils. Opportunities are provided for parents to discuss the reports during formal consultation evenings that are held each term. Parents are fully involved when pupils are identified as having special needs and they have regular opportunities to discuss progress, both formally and informally.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

62. Overall leadership and management provided by the headteacher, key staff and governors are very good. The general organisation and administration of the school are efficient and effective. The school successfully meets its aims.

63. The school is managed very well. The headteacher gives the school a very clear sense of direction. She is well supported by the deputy and Key Stage 2 co-ordinator. She has given increased responsibility to other co-ordinators to manage their subject areas. The previous inspection report stated that there was a positive ethos amongst staff and governors. This was reflected in the school's commitment to raising standards, providing an effective learning environment, sustaining good relationships and ensuring equality of opportunity for all pupils. This continues to be the case.

64. The ethos of the school is very good and closely tied to the awareness of all staff of the school's policy on equal opportunities. All staff conscientiously reinforce desired behaviour and praise achievement. This creates a very positive, warm, uplifting and encouraging feel throughout the school.

65. The school has made good progress in addressing the issues raised in the last inspection report. As a result of the improvements in teaching, standards have risen in English, mathematics and science. Higher attaining pupils are being appropriately challenged and this is reflected in the results achieved in national tests. Schemes of work have been put in place in all subject areas and good use is made of them to guide curriculum planning and teachers successfully match tasks to pupils' abilities. The quality of multi-cultural education is now good. Governors and staff are fully involved in monitoring and evaluating standards.

66. The governors provide committed support and are involved effectively in all aspects of school life. They receive regular reports from the headteacher and link adviser and, as a result, the Governing Body is kept well informed about what is going on in the school and how best to carry out their duties. They use this information very effectively to shape and support the school's direction and improve provision. Through its committee structure, the Governing Body meets all of its statutory responsibilities.

67. The procedures for monitoring the implementation of policies and the quality of provision are good. Subject co-ordinators manage their areas of the curriculum effectively. They check planning to ensure that agreed teaching and learning policies are being implemented. Co-ordinators have carried out classroom observations to evaluate the effectiveness of teaching. The use of annual tests is also providing an effective way of evaluating how successful the school is in achieving its objectives. The results of these assessments are carefully analysed and the information is used effectively to plan strategies and set targets for future progress in English, mathematics and science. For example, the school identified writing as an area for development. As a result of the action taken, which included pupils working alongside real authors, standards are rising. However, the use made of assessment information in other subjects is a weakness.

68. The school retained its accreditation as an 'Investor In People' in 2001 which it had achieved the year before for its good work in implementing systems for identifying and meeting training needs for the school and all those working in it. Arrangements for the professional development of staff are very effective and take due account of teachers' personal needs and the objectives identified in the school improvement plan. These arrangements have helped to improve provision in subjects, such as

English and mathematics. All staff have job descriptions. A performance management policy has been introduced and staff training has taken place. The Governing Body has agreed manageable performance targets for the headteacher and deputy head. The school's very good procedures for the induction of staff new to the school ensure that they are fully informed on procedures, curriculum planning and resources.

69. Financial planning and management are very good. The headteacher, secretary and governors conscientiously follow clear financial procedures. There are clear systems in place for ordering materials and handling monies. The Governing Body's finance committee meets regularly and monitors the budget carefully. The governors are aware of the need to obtain value for money. For example, they have recently made a decision to hire a significant number of laptop computers for use in the classrooms. This provision is having a positive effect on pupils' progress and the standards achieved in information and communication technology. Governors follow agreed procedures to ensure they get the best deal for the school. All the recommendations made in the last audit report have been put into practice. Additional grants are used appropriately and day-to-day administration is of a good quality.

70. The school development plan is appropriately focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in performance. All staff, parents and governors have the opportunity to contribute ideas. Pupils are also encouraged to put forward suggestions for inclusion through their Children's Council. The clear and appropriate priorities in the plan are linked to specific targets, which have deadlines for completion and criteria, by which to measure success. The responsibilities for taking the necessary action are allocated.

71. The money delegated to the school to support pupils with special educational needs is used very well. The effectiveness of the provision for special needs pupils is reflected in the good progress made by the pupils, not only in academic work but also in personal and social development. The special needs co-ordinator manages and organises the provision effectively. She works closely with all staff to compile individual education plans with realistic targets. Specialist support teaching is well managed and organised.

72. The school has a sufficient number of teaching and support staff who are suitably qualified and experienced to meet the demands of the National Curriculum and religious education. The school benefits from a staff with a range of experience and length of service. Most staff are appropriately qualified to lead their curriculum and responsibility areas and are enthusiastic in furthering this role. This is an improvement from the time of the previous inspection when it was reported that the number of teaching staff was barely adequate to cover the curriculum. However, currently no member of staff has responsibility for co-ordinating geography. Teachers work very well together as a team, sharing experiences and expertise as appropriate. There is an appropriate number of classroom assistants and lunchtime welfare assistants, all of whom support teachers effectively and ensure the well-being of the pupils.

73. The accommodation is good. Most classrooms are of an adequate size and bright. Displays in classrooms and public areas add to the attractiveness of the school premises. Since the previous inspection a new and a temporary classroom have been added and this provision has helped to reduce the size of classes. All the school buildings are kept very clean and provide a good learning environment. Although the teaching areas are open the pupils are seldom disturbed by noise from other classes. The wide corridors and resource areas make good settings for displays and equipment. There is good access to the outside area for all classes and appropriate access for the disabled. The playground is of a satisfactory size and there is a separate safe outdoor play area for children under



five. This extends their opportunities for physical, social and creative development. As well as a small field for games, there are other attractive areas set out for quiet activities including the Memorial Garden, the Millennium Maze and the Willow Tunnel. The whole area, inside and out, is maintained to a high standard by the caretaker and her team.

74. Resources are generally adequate, and used well. For example, very good use is made of the lap-tops to develop pupils' skills in information and communication technology. The education of the under-fives is effectively supported by a good range of apparatus, including large play equipment, for each of the areas of learning. However, the library is poorly stocked, is not suitable as a resource for personal study and does little to promote higher levels of literacy. There is also a lack of artefacts in history and the large apparatus for physical education is in need of updating. Visits and visitors enrich curriculum provision.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

75. The school has successfully put in place measures that have raised standards throughout the school. As it continues to strive for further improvement the governors, headteacher and staff should:

**a. improve the use made of assessment information in subjects other than English, mathematics and science by:**

- making sure that results from assessments are analysed to set clear targets for future learning for individuals and year groups;
- using the information to inform teachers' future planning in the subjects;  
(Paras.143, 150,157 and170)

**[The school has already identified this area as one for development.]**

**b. ensure that pupils present their work well in all subjects building on the good practice that exists in some classes;**  
(Paras.97, 121 and 142)

**c. re-organise the library to provide an effective learning resource by:**

- improving the quality, quantity and range of books;
- improving its organisation;
- ensuring pupils have sufficient opportunities to practise their library skills.  
(Paras.74 and 93)

### **Other issues that should be considered by the school.**

- The lack of opportunities in religious education for older pupils to write in a reflective way. (Paras. 102,167)
- The lack of resources in history and the need to replace some of the large physical education apparatus.  
(Paras. 74,143 and 164)
- The inconsistencies in providing written comments when marking pupils' books that give pointers for improvement.  
(Paras. 99 and 140)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	25

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	30	52	18			

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

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

#### **Pupils on the school's roll**

	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	-	186
Number of full-time pupils known to be eligible for free school meals	-	5

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	39

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	20

### *Attendance*

#### **Authorised absence**

	%
School data	4.2
National comparative data	4.3

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.3

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	14	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	9
	Girls	14	14	14
	Total	22	21	23
Percentage of pupils at NC level 2 or above	School	88 (100)	84 (100)	92 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	9	10
	Girls	14	14	14
	Total	21	23	24
Percentage of pupils at NC level 2 or above	School	84 (83)	92 (96)	96 (100)
	National	84 (82)	88 (86)	88 (87)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	155
Any other minority ethnic group	1

*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	00	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

***Teachers and classes*****Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	22
Average class size	26

*FTE means full-time equivalent.*

**Education support staff: YR – Y5**

Total number of education support staff	7
Total aggregate hours worked per week	151

***Financial information***

Financial year	2000/01
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£

Total income	392,900
Total expenditure	389,390
Expenditure per pupil	2,117
Balance brought forward from previous year	0
Balance carried forward to next year	3,510

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	186
Number of questionnaires returned	90

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	-	-
My child is making good progress in school.	58	39	2	-	-
Behaviour in the school is good.	50	48	2	-	-
My child gets the right amount of work to do at home.	33	52	13	1	1
The teaching is good.	54	46	-	-	-
I am kept well informed about how my child is getting on.	52	44	3	1	-
I would feel comfortable about approaching the school with questions or a problem.	60	34	4	2	-
The school expects my child to work hard and achieve his or her best.	67	29	2	1	-
The school works closely with parents.	49	44	6	1	-
The school is well led and managed.	52	32	9	-	-
The school is helping my child become mature and responsible.	58	40	1	-	-
The school provides an interesting range of activities outside lessons.	46	47	3	1	2

## **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**

76. Children are normally admitted to school once a year at the beginning of the autumn term following their fourth birthday. From their fourth birthday they can visit the Reception 4+ Unit for half a day each week. Most have had pre-school experience, usually at the local playgroup, although a few have attended private nurseries. They come to school with a range of competencies, which are within the average range. By the time they start Year 1 almost all are expected to have attained the expected goals of the Foundation Stage in most areas of learning. A significant minority will have exceeded these expectations, particularly in respect of reading. This represents overall good progress. The class teacher, and nursery nurse, are well supported by additional members of staff and parent helpers. The quality of provision is good and the arrangements for using the outdoor resources are very good.

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

77. This area of learning is a significant strength of the Reception class. The teaching is good and the children's attainment is above expectations in this aspect by the end of the Reception year. Much emphasis is placed on children's personal development, which results in the majority making very good progress. When they enter the Reception class, almost all are able to build relationships through talk, and many are able to participate in small group activities for short periods. This judgement is supported by baseline assessment results. By the time they enter Year 1 they have become confident, enquiring and collaborative learners who interact well with other children and with adults. For example, all children are able to choose materials and the equipment they need when making collage pictures, many become involved in sustained activities such as building tall towers with wooden or plastic blocks. They play co-operatively in the role-play 'hospital' as when re-enacting eye tests. They work as part of a small group with a parent helper to make cheese straws. They listen attentively during whole-class sessions. They dress and undress independently and become aware of health and personal hygiene, sometimes practising their writing skills to convey their own messages such as 'Please clean your teeth' or 'Wash your hands after going to the toilet.'

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

78. By the end of the Reception year almost all children are set to achieve and some to exceed the expected learning goals in communication, language and literacy. As a result of the good progress made, because of the good teaching of this aspect, many have made the transition to the first level of the National Curriculum in speaking and listening and reading. A smaller number achieve this level in writing. There are regular opportunities to 'share and tell' using items of interest that they bring from home. During the inspection one child explained clearly what it was like to look down from the Eiffel Tower and see the tiny cars and people below. When asked to compile sentences for a letter from the giant in 'The Giant Sandwich' story, which the class was sharing, many children were able to offer extended sentences using connectives for this purpose. For example, one suggestion was 'I am sorry I took your sandwich and I will never do that again'. Many children know and understand terms such as author and illustrator. They show competence in splitting words into phonemes and identifying words that rhyme. All know that print carries meaning. Lower attaining children, including those with special needs, are able to locate information, using a page reference and can recognise key words. Several higher attaining pupils are reading fluently and beginning to apply decoding skills to their own reading.



79. Most children use the appropriate grip for pencils and crayons. They work with varying degrees of skill. The most able produce clearly shaped, even and accurately positioned letters. The majority of children can attempt to write a sentence independently. The lowest attainers form letters and sometimes words, which are recognisable. Most are able to use word banks to help them spell correctly. The highest attainers attempt 'jottings' as part of their play, which include phonically justifiable spellings of complex words such as 'telephone' and 'medicine' and they are able to complete several sentences as part of a written task.

80. The quality of teaching is good with some very good features. Good account is taken of the National Literacy Strategy and the classroom displays reflect and promote a literate environment. Shared texts are well chosen. The teaching strategies that are used, make learning fun, and reflect the empathetic relationship that exists between teacher and children. Expectations are high and pupils respond accordingly. There are good opportunities for children to talk and listen. Additional adults are well deployed and the contributions made by parents to their children's learning, particularly in respect of reading, are recognised and appreciated.

### **Mathematical development**

81. Almost half the children display the beginnings of mathematical understanding on entry to the Reception class and the majority show some mathematical awareness in a range of activities. During the Reception year all children, including those with special needs, make good progress because of the good teaching, so that by the time they enter the Year 1 almost all have reached the expected learning goals for the age group and a substantial number exceed them. Most pupils can count reliably to 10. The majority count reliably to 20. One high attaining pupil, using a tally he had been making to record the number of times a ball knocked down skittles, counted reliably to 45. Most can recognise numbers 1 to 9, and most can use language of more and less in relation to numbers and quantities. Higher attaining pupils apply this to numbers up to 20. For example, they can complete statements such as 'One less than 20 is....' In relation to quantities there is an example of one very good lesson where children were challenged to make predictions about the capacity of a jug and range of bottles and were fascinated to discover the accuracy of the outcomes.

82. All children can identify objects that are long or short and most make a good attempt at estimating and comparing those that are longer or shorter. During the course of play they order objects for size and match them for similar attributes such as size, colour or shape. They recognise and name simple plane shapes. They are familiar with information technology software, which reinforces their mathematical language.

83. The quality of teaching and learning is good, combining the principles of the National Numeracy Strategy with appropriate play opportunities. Additional adults are well deployed so that children acquire a good understanding of concepts through practical activities.

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

84. Children make good progress in this area. The quality of teaching is good. They have good opportunities to ask and answer questions about why things happen and how they work. Some of their models of a floating ark which would carry animals showed considerable inventiveness. During the inspection they were considering the sense of hearing. Many had brought objects from home, such as a shell, a voice transformer and pan pipes, for others to investigate and a parent shared her knowledge of sign language. Children talk about events in their own lives and record these in paint and in writing using sentences such as 'This is me and when I was a baby I couldn't talk, but now I

can'. They observe and record changes in cress seeds before and after germination and express delight in observing snails making their silvery trails. Celebration of festivals such as Christmas and Chinese New Year enrich their learning experiences.

85. Most children reach at least the standards expected for the age group. The activities provided are interesting, enjoyable and encourage children to observe, think, and discuss and then to record their findings in a variety of ways.

### **Physical development**

86. The provision for physical education is very good. The large outdoor play area has several surfaces and levels. Climbing equipment, large-wheeled toys and small apparatus of good quality are regular and integral features in children's vigorous play. They have good opportunities to handle tools, objects and construction materials. They move confidently with appropriate co-ordination and most handle implements, such as scissors safely and with satisfactory control. Most children fulfil the appropriate Early Learning Goals by the end of the Reception year. They make sound progress in this aspect and the teaching is satisfactory.

### **Creative development**

87. Creative development is in line with the expectations for the age group and the quality of teaching and learning is good. The children make good progress overall. Children have opportunities to use crayons, paint, collage and other materials and the computer to make pictures in individual tasks and as part of collaborative activities, such as the creation of a large display of the animals entering Noah's ark. During the inspection children chose animals they wanted to create and some made careful observations from a reference book. With the help of a parent they created their own music to represent animal 'sounds'. There are good opportunities for imaginative play.

88. Since the previous inspection, the Early Learning Goals for the Foundation Stage Curriculum have been introduced successfully. More structured programmes for literacy and numeracy are now in place, which take account of the respective national strategies. These are well reflected in both the teacher's planning and children's achievements. Good liaison with pre-school providers and comprehensive induction arrangements enable children to settle quickly into the expected routines of school. Meetings and leaflets for parents such as 'Helping Your Child to Read' are useful and informative. Regular newsletters, attractively presented to include children's drawings help to keep parents updated. There are regular meetings for parents to talk with teachers. Written reports about individual progress are of good quality. Parent helpers make a good contribution to classroom activities. A notice board is used effectively to fulfil parents' requests for information about what is to be taught each week. The use of Leicestershire Entry Profile and baseline assessments gives a firm base from which to measure progress followed by regular observation and systematic recording of pupils' attainment. There is an appropriate range of more formal assessments during the course of the Reception year. Adults provide good role models within the classroom, and those employed by the school involve themselves in appropriate training and professional development.

## ENGLISH

89. Inspection findings show that standards in English are above national expectations by the end of Key Stage 1 and when pupils leave the school at the end of Year 5. Standards have improved since the previous inspection when they were found to be in line with those found in most schools.

90. Standards achieved in 2000 by seven-year-olds in National Curriculum tests in reading were well above the national average and above the average for similar schools. In writing the school's results were above the national average and pupils achieved as well as those in similar schools. The performance of both boys and girls has been above average in reading and writing for the last three years. Over the same period, girls have performed slightly better than boys in both reading and writing. This is an issue that the school is aware of and is addressing successfully through such initiatives as the Vale Writing Project.

91. At the end of Key Stage 1 and Year 5, standards in speaking and listening are very good. In lessons, such as literacy and numeracy, teachers give pupils many opportunities to respond to questions and suggestions and to tell the rest of the class about their work. This is successful, and by the time they are seven, pupils are willing to take part in discussions, incorporating detail into their descriptions and speaking at length. They are given opportunities to speak in front of an audience and to share their work during assemblies. For example, during the week of the inspection a Year 1 class led an assembly on sounds. They spoke confidently in front of the whole school, their teachers and parents. By the time they are in Year 5, most are eloquent speakers. Pupils learn technical vocabulary in subjects such as science. The school is very successful in ensuring that there are many opportunities for pupils to talk at length; circle time encourages them to express points of view without embarrassment. In a Year 4 geography lesson, the class showed a good understanding of social and moral issues when discussing 'Fair trade' whilst Year 5 talked very sensibly about racism. Assemblies provide an effective means for pupils to address the rest of the school when, for example, giving information about clubs. A strength throughout the school is the manner in which pupils listen to and respect other points of view.

92. In all year groups, standards in reading are above those expected nationally. At the age of seven, pupils read fluently and with good expression and phrasing. Progress is good and owes much to the wide range of stimulating books used during lessons, to regular reading at home and to the good quality of teaching. For example, as teachers read with the whole class during the literacy hour, they place great emphasis on developing pupils' comprehension skills and this has a positive effect on their understanding of literature. Throughout Key Stage 1, pupils are systematically introduced to phonic skills and other reading techniques and strategies which provide a secure foundation on which pupils' reading skills are built. As a result, lower attaining pupils read with appropriate accuracy and use picture, phonic and text cues to support their reading. Higher attainers could use the contents and index to find information from a non-fiction book. They knew that a glossary was 'just like a dictionary.'

93. By the end of Year 5 pupils read with appropriate fluency, expression and understanding, using a variety of texts. Most can discuss the work of their favourite author and show a good understanding of characterisation and plot. Average and above average pupils use skimming and scanning techniques to locate information. They are able to make inferences, and to justify their opinions by reference to the text. Pupils make good progress in their understanding of how poets and writers create stylistic effects. For example, in studying Haiku, Year 4 pupils made marked progress in appreciating the rhythm of the text. However, the school library is not well organised and lacks sufficient up-to-date reference books that pupils need to research for information when learning about other countries in geography or studying a period in history.

94. Standards of writing are above average by the end of Key Stage 1 and Year 5. By the age of seven, pupils write in an uninhibited way. Most write independently and at length with common words spelt correctly and appropriate punctuation. Progress is good at Key Stage 1 in the development of writing, punctuation and spelling. Year 1 pupils make good progress in developing their story and information writing skills. For example, Year 1 pupils collaborated to write their own version of the fairy story 'Cinderella' and one child wrote, 'She had to rush away at midnight. Her shoe fell off so the prince could find her.' In Year 2, pupils make good progress in emulating the format of reports, letter writing, invitations, poems and stories. This is directly related to the focused teaching and the high expectations of what pupils can do. In a factual account about the visit made by fireman John, a pupil wrote 'If your clothes catch on fire, drop down on the floor and roll up and down'. Word work in the literacy hours is ensuring that most make good progress in realising spelling patterns, though some pupils do not always apply this knowledge consistently to their work.

95. During Key Stage 2, pupils make good progress in their knowledge of writing types and styles. They are encouraged to draft and re-draft their work in order to improve it. There are good opportunities for pupils to use and develop their writing skills in other subjects. For example, in history they have written an account about how Lord Shaftsbury helped poor children during the reign of Queen Victoria and then transposed it into a play script. Pupils are able to capture the reader's imagination through the use of some rich vocabulary. One Year 5 pupil wrote, 'I felt like I was in a palace with all the walls hung with crimson, velvet drapes.' Pupils respond well when given the chance to write for a real purpose. A good example of this is to be found in Year 3 when they drafted letters to the headteacher to persuade her not to sell the school field for development.

96. The school identified writing as an area for development, especially for boys. Fathers are being encouraged to get involved with their sons' learning but the school is only at the beginning of this strategy and it is too early to make a judgement about its effectiveness. However, another initiative, the Vale Writing Project, has been very successful in showing that writing can be fun. This project involved pupils throughout school working alongside authors and poets. Some of the work on display around the school is of a very good quality. For example, Years 1 and 2 worked with Michaela Morgan and wrote their own stories based on 'Cool Clive'. One child wrote 'Clive went back to school. It was very dark. Inside an enormous shadow was coming towards him.' The success of this project is best summed up in the letter written by a pupil in Year 3 to the two authors who had worked with them in class. 'I feel better planning stories. If I was asked to write a story, I'll know how to do it.'

97. Pupils' writing on display around the school is well presented. However, a scrutiny of books from every class shows that there are inconsistencies in the presentation of pupils' work and sometimes it is unsatisfactory. This doesn't do credit to the quality of the content.

98. Pupils' attitudes and behaviour are very good overall. They listen very attentively to their teachers during plenary sessions and are very eager to answer questions. The majority settle to work on the group tasks quickly and quietly. Pupils listen to one another and show a good level of maturity in their response to discussion. Relationships and behaviour are very good. Teachers and pupils have a good rapport with one another.

99. The quality of teaching is good. Examples of very good teaching were seen in both key stages during the inspection. Teachers have a good understanding of how to teach the basic skills of reading and writing. They plan activities well and ensure that they are interesting to pupils. They work closely with support staff to make the best possible use of their time during the literacy hour. Lessons have a clear structure and objectives are well focused and made known to pupils at the very beginning. They have a good pace and where teaching is very good a lot of aspects are covered

within the time. All teachers question well. They use probing questions and listen carefully to the answers in order to use the response to further develop understanding. A strength of the teaching is the very good use made of small whiteboards for pupils to work on. This practice encourages the pupils to 'have a go' because they know that they can rub out their writing easily if they want to change it. Teachers assess pupils' progress regularly and have a good understanding of what pupils know and can do. They use this information well to plan the next stage of learning or to focus on gaps in learning. However, marking of pupils' work is inconsistent throughout the school. There are examples of some very thoughtful comments particularly in Years 2 and 4, which are constructive and move pupils on. In other classes, for example Year 5, whilst marking is supportive it does not set targets for development.

100. A strength of the teaching is the good provision made for pupils who have special educational needs, particularly those with behavioural problems. Because of the good relationships they have with their teachers and classroom assistants, pupils respond well to the extra support they are given during literacy lessons. This support enables them to read a range of simple texts and produce short pieces of written work.

101. The school's strategy for developing literacy across the curriculum is very good. Within mathematics, pupils offer clear, articulate explanations for the methods they use to solve problems. They use skills of word processing to write poems. For example one child in Year 4 printed off her Haiku poem,

'In the May season,  
I sense sweet smelling flowers  
Like Indian incense.'

102. There are good opportunities for writing in history and geography but teachers do not always make sufficient use of these to allow pupils to write at length. In religious education, older pupils are not given enough opportunities to write in a reflective style in religious education lessons.

103. The co-ordinator manages the subject well. The curriculum provision is good. Procedures for assessing pupils' attainment are very good and they are used well. There is an appropriate range of different tests administered and careful records kept which track individual pupils' progress. Data from these tests is analysed effectively. A portfolio of writing has been compiled which provides staff with examples of moderated work. The co-ordinator has a good understanding and knowledge of the subject and monitors planning. Resources, with the exception of library provision, are adequate.

## **MATHEMATICS**

104. Standards being achieved by the current Year 2 and Year 5 pupils are above those expected nationally. This shows an improvement since the previous inspection when it was reported that attainment levels at the end of Key Stage 1 and at the end of Year 5 matched national expectations. The report also found standards in using and applying mathematics to be variable. The school now has in place a successful, investigational approach to teaching mathematics. Pupils are encouraged to discuss their own work in mathematical language and give reasoned answers.

105. Pupils enter Key Stage 1 with mathematical competencies, which are within the average range. By the time they leave the school at the age of ten standards are above average. This represents good progress. Pupils apply their knowledge and understanding of number to solve problems in mathematics lessons and to handle data related to other subjects. The National

Numeracy Strategy is very effectively incorporated into the teaching of the subject, which is of a good quality. Very good procedures are in place to track pupils' progress and effective use is made of the information gained to ensure that in most lessons work is well matched to pupils' levels of attainment. Pupils with special educational needs are well supported and make good progress.

106. There are no National Curriculum test results available for the end of Key Stage 2 since pupils have already transferred to another school. The 2000 Key Stage 1 results show that the proportion of pupils achieving Level 2 or above was above the national average and comparable to that found in similar schools. This is an improvement on the previous year when the proportion of pupils with special needs distorted the upward trend of recent results.

107. Throughout the school pupils are encouraged to develop their own strategies for solving problems. There is now scope to build on the good practice, which already exists, to develop tasks that are mathematically challenging and relate to real-life situations.

108. Examination of pupils' workbooks show that a substantial minority of pupils are already, at the end of Year 5, achieving the standard normally expected of eleven-year-olds and two pupils are operating at that for thirteen year olds. Indications are that a higher than average proportion of the age group is likely to achieve the expected standard at the end of the key stage. The current year group has benefited from participating in the Springboard Maths Programme. There is no significant difference between the performance of girls and boys.

109. By the end of Key Stage 1 pupils are becoming secure in the quick recall of number facts to at least 10. Most understand that subtraction is the inverse of addition and demonstrate this by giving the subtraction corresponding to a given addition and vice versa. When calculating mentally they respond well to reminders such as 'think double, think bonds'. Higher attaining pupils are able to use number sentences to make 50, sometimes using three-digit numbers for the purpose. Early in the key stage, pupils know and use the names for common plane and solid shapes. Higher attaining pupils in Year 1 were able to answer the question "Do all solid shapes have a flat shape on one face?" as a result of an investigation carried out during one lesson observed. A good understanding of measures by most pupils is achieved through practical activities involving estimation, approximate measures, such as handspans, and accurate measures of length using centimetres. They read a scale to find the heaviest or lightest object. They successfully conduct surveys about eye colour, favourite colours, plot their results in the form of pictograms or block graphs and higher attaining pupils are able to comment on their result.

110. Pupils currently in Year 5 are confident in applying their number skills to solve problems. For example, they are able to calculate the missing numbers to make 216, when given the other two are 49 and 58. Most can recall multiplication facts up to 10 times and employ them to arrive speedily at related division facts. During the inspection, pupils of all attainment levels were able to use repeated addition methods to multiply two digits by two digit integers, lower attaining pupils achieving this through a repeated addition method and higher attainers using a more compact method. Higher attaining pupils are able to calculate 476 divided by 24 having first approximated 400 divided by 20 = 20. These pupils are able to change improper fractions into mixed numbers and calculate addition of decimals to two places with good understanding of place value. The majority of pupils know how to calculate the perimeter of a regular shape and many can estimate and measure accurately acute and obtuse angles to the nearest degree using a protractor. They successfully explore three-dimensional shapes by drawing nets and apply their knowledge of rotational symmetry to produce accurate patterns.

111. In Key Stage 2 information and communication technology is used well, to handle data. For example, Year 3 pupils answer questions from the bar chart they constructed on the computer and pupils in Year 4 used graphs to check their progress in mental arithmetic using the test scores they had obtained from optional standard attainment tasks. Year 5 pupils demonstrated good understanding of data handling when considering the best way to present information relating to travel to school, kettle temperature and eye colour.

112. Satisfactory use is made of mathematics in other subject areas, for example, in science to plot the length of shadows at different times of the day, and to measure the amount of water needed to enable plants to grow. In art it is used to investigate pattern and in geography as an integral part of a survey conducted about the village. Citizenship is taught through topics such as money.

113. The quality of teaching is good overall with some examples of very good teaching. The quality of learning is good in both key stages because teachers use strategies such as number games and singing of tables to help make mathematics fun and the lessons interesting. Very good use is made of paired and group working that encourages pupils to discuss their work. They have been successful in emphasising the correct use of mathematical language. Their investigative approach is effective in getting pupils to think mathematically. All teachers have good subject knowledge. Expectations are high. For example, pupils in Year 3 and 4 are introduced to terms such as 'commutative' and 'inverse'. Lessons are well prepared and organised, good account is taken of the needs of all ability groups so that work is well differentiated for the range of attainment in each class. This ensures that higher attainers are sufficiently challenged.

114. Pupils with special educational needs are well provided for and individual education plans contain mathematics targets if and when appropriate. Classroom assistants make a valuable contribution to the good progress made. There are some very good examples of effective marking of pupils' work by establishing a dialogue with them, and setting targets such as 'Use quicker methods!' or 'Could the corner numbers be 4 times the middle? Try!'

115. Pupils enjoy mathematics. Evidence in workbooks indicates that in some classes they are encouraged to reflect on their own learning. For example, one commented "I need to remember whether I am rounding to 10, 100 or 1000. I am quite pleased with how I got on. I found this challenging." Very good attitudes to work impact very positively on the standards most pupils achieve. They respond very well to the school's practice of working in pairs or in groups, often of mixed gender, and discussing their work sensibly. In consequence, they are well able to explain and justify their findings from an early age. Homework tasks support class work appropriately. In general work is presented satisfactorily and some pupils in each year group, usually the higher attainers, demonstrate their understanding of pattern and number by setting their own work out in a very logical way.

116. The subject is well co-ordinated and includes the monitoring of teaching methods. There are very good systems in place to track pupils' progress. Results from statutory and optional tests are analysed and appropriate action taken. Although the school does not consider that it has any pupils who are mathematically 'gifted', more able children are identified and specific targets are set for them. Several teachers have been involved in a link with a Dutch School and there are plans to implement some of their findings, particularly in relation to low achievers in mathematics.

117. Opportunities have been created to inform parents about the teaching and learning of mathematics such as a 'Mad about Maths day'. Mathematics target leaflets are issued to parents to inform them of differentiated class targets for each term. There are good links with the neighbouring high school. A numeracy and information and communication technology project in partnership with an upper school, to provide laptops for pupils in Year 4 who have no access to computers at home, has been organised. School equipment is of good quality, well organised and efficiently used. A 'mini maths trail' has been set up in the school playground.

## SCIENCE

118. The previous inspection reported that standards in science were in line with those found in most schools both at the end of Key 1 and at the end of Year 5 when pupils leave the school. Inspection evidence shows that good progress has been made in raising standards resulting in above average standards both at the end of Year 5 and at the end of Year 2. Pupils of all attainment levels make good progress because teachers give pupils sufficient time to carry out investigations and to discuss their findings. The previous inspection report commented on the over-use of worksheets. This is no longer the case, pupils are encouraged to use their own ideas when writing up their findings.

119. In the 2000 National Curriculum teacher assessments in science at the end of Key Stage 1, the percentage of pupils reaching Level 2 and above was above the national average. The percentage of pupils reaching Level 3 or above was very high and in the top five percent of all schools in the country.

120. By the end of Key Stage 1 pupils have a good knowledge of all aspects of the subject. They understand how plants grow and what they need to help them flourish. Pupils know the correct vocabulary, for example, 'reproduce.' They understand the reasons for having a balanced diet and keeping healthy. Good opportunities are provided for pupils to use their writing skills. One Year 1 child wrote, 'I need to sleep to keep healthy.' Year 2 pupils know how to make a circuit and make a bulb light. They investigate whether a car can be made to go slower or faster on a carpet or tiles. Pupils can observe carefully and describe what they see accurately.

121. In Years 3, 4 and 5 pupils build on good progress made in earlier years. Pupils in Year 3 present their findings clearly about the characteristics of different materials. Year 4 pupils have a very good knowledge of minibeasts that inhabit the school grounds. They use their writing skills well. For example, one pupil's account of an earwig is very descriptive – 'It lifts a fierce looking tail if it is scared but can't hurt anyone. They have two antennae and six short legs.' Information and communication technology is used appropriately to produce graphs of the type of creatures found. Pupils in this class also have a good knowledge of what materials electricity can pass through. They know what equipment is required to investigate how water evaporates. However, in some classes work is sometimes not well presented.

122. There are some good examples of mathematical skills being used effectively in all classes. For example, in one class pupils measure the lengths of shadows at different times of day and record the findings in graphs. In Year 5 pupils have a good knowledge of condensation and of the effect exercise can have on the heart. Pupils are keen to talk about work done previously, for example about the best type of material to keep sound out. As part of a study of the earth, sun and moon pupils use their writing skills well. One child's explanation on what causes us to experience day and night stated: 'The earth spins round the sun and only half of the earth will have sunlight on it because the other half is facing the other side.'



123. Pupils' attitudes to science are very good in both key stages. Pupils' work well together. A good example of this was seen during the week of the inspection with pupils working together to grade rock samples for hardness. The pupils' ability to work both independently and collaboratively enables them to develop a deeper understanding of scientific processes. In all lessons seen, pupils behaved very well.

124. Only one lesson was observed in Key Stage 1 because of the way the timetable is organised but evidence from pupils' work, teachers' planning and discussions held with teachers shows that the quality of teaching is good overall. In Key Stage 2 teaching is good overall with examples of very good practice. Well-planned and well-structured lessons create a good balance between scientific investigation and theory. Because teachers use their good knowledge of the subject to pose challenging questions, the quality of learning is good. Pupils learn to think for themselves by considering their predictions very carefully before carrying out investigations to test them. For example, in Year 3 pupils are suitably challenged to organise their own investigation into the hardness of six different rock samples. In Year 4 the teacher successfully involves pupils in target setting. For example, one pupil's target is to 'use tables and graphs more to help explain scientific ideas.'

125. The co-ordinator is very knowledgeable and highly effective. She has been fully involved in monitoring and evaluating standards in the subject. She has made excellent use of pupil interviews to establish what standards are like throughout the school. Other assessment procedures are of good quality and the information gathered used well to set future targets to enable pupils "to go as far as they can." The school has a well organised portfolio of pupils' work and the scheme of work incorporates national guidelines. National Curriculum requirements are met. Resources are good. Displays are used well to enhance teaching and learning.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

126. During the period of the inspection no art and design lessons were observed. However, examination of the pupils' portfolios of work, sketch books and displays, together with conversations with the co-ordinator and examination of teachers' planning, allow judgements to be made about standards of achievement. The previous inspection found that standards were in line with national expectations at the end of Year 1 and by Year 5 and this continues to be the case.

127. Standards in design and technology are above those normally found. This represents an improvement since the previous inspection when design and technology was found to meet national expectations at the end of Key Stage 1 and Year 5.

128. In art and design by the age of seven, pupils are able to record their ideas confidently and show a developing ability to represent what they see and feel. Pupils in Key Stage 1 recreated some of Van Gogh's paintings using pastels. They use paper and crayons to investigate the texture and pattern of woven materials. A display of work by pupils in Year 2 entitled 'Picture this' showed good observational skills and an ability to combine visual and tactile materials to recreate a variety of images. For example, a sunset, a lighthouse, and Images du Midi were created using postcards as a basis for their ideas. This was work of high quality. Throughout the Key Stage there is evidence of good opportunities for pupils to experiment with colour-mixing and to use charcoal, pencil and crayons to make observational drawings.

129. In Key Stage 2 pupils continue to explore and develop their ideas. They investigate and combine visual and tactile materials. For example, they work in pairs using pastels to produce portraits. They explore printing techniques to investigate pattern. They study the work of artists from other cultures and use their styles to create symbols. Pupils convey a sense of wonder when re-creating dream sequences from literature, such as 'The Lion, the Witch and the Wardrobe'.

130. Standards in design and technology are above those normally found at the end of Key Stage 1. Pupils make good progress in planning and communicating their design ideas. They acquire a range of skills, which enable them to assemble, join and combine components. For example, pupils in Year 1 successfully designed and made a moving picture using card, glue and split pins to produce pivots, sliding mechanisms and hinges. Their intention was to illustrate 'Goldilocks and the Three Bears' to the Reception class. Pupils were well able to explain the problem they had when trying to create a hole for their split pin too near to the edge of the card. In Year 2 pupils were given specific tuition in sewing to help them produce felt puppets of a high quality. Most demonstrate good skills in measuring, marking and cutting out using a pattern.

131. In Key Stage 2 pupils demonstrate a good knowledge of the use and properties of different materials. For example, they have combined balloons, springs, pipes and blowers with found materials to produce 'moving monsters'. They have used fabric to make coin purses, and made biscuits using a range of ingredients. Good links are made with other subjects, such as history. For example pupils design and make Egyptian 'collars'. There are links with science when electrical components are used to make torches, lighthouses and the design of 'lights for the future'. Throughout the school pupils are taught to evaluate their finished products against their own design specifications.

132. Pupils with special educational needs receive good support, take a full part in the activities and make similar progress to their peers.

133. The quality of teaching is good throughout the school in design and technology. A very good lesson was observed, when pupils had previously modelled their ideas using a paper mock up. Additional adult helpers ensured that pupils were given a lot of individual attention. Specific skill practice was provided and very good progress resulted.

134. The quality of learning is good. In design and technology lessons, pupils discuss their work sensibly, sharing equipment and resources as necessary. In art and design it is evident from pupils' portfolios that they respond well to the expectations that they will evaluate their work. One pupil commented "We used paints mixed with glue. Instead of brushes we used a spatula to create a really nice Van Gogh effect. We used the edges of the spatula to make it look like it was alive". In evaluating their work they are able to suggest good points, for example, "The sun is very bright" and bad points "The green ran into the elephant and the happiness symbol!" They draw conclusions, which enable them to make improvements such as "Doing the background first so it looks much neater and doesn't run so much".

135. The curriculum of both subjects is broad and balanced and contributes well to pupils' social and cultural education. The school has adopted the guidelines recommended by the Qualifications and Curriculum Authority, which are used selectively. Portfolios of pupils' work are maintained to show progression year on year. However, not all the samples are dated and there are few teaching comments to support the work. This detracts from the overall effectiveness as a record. Resources are satisfactory and members of the community sometimes supply items such as quality paper. Artwork by the pupils was chosen for the cover of village questionnaire. Pupils have worked successfully on large-scale designs for panels on the exterior of the school as part of the millennium project. There are good examples of technology plans and designs being produced at home for homework.

## **GEOGRAPHY and HISTORY**

136. During the inspection no lessons were observed in history in either key stage. However, pupils' workbooks, displays, and discussion with teachers and pupils, in addition to an examination of teachers' planning, provide sufficient evidence for judgements to be made about standards and progress.

137. Throughout the school pupils, including those with special needs, make satisfactory progress in geography and standards are in line with expectations for the age group at the end of Key Stage 1 and by the time pupils leave at the end of Year 5. These judgements reflect those made at the time of the last inspection. Pupils in Key Stage 1 are able to draw a map of their route to school and identify different buildings in the village and know what they are for. They consider environmental problems, such as ways of making walking to school safer. Pupils gain a satisfactory knowledge and understanding about other places, such as Holland, through the journeys of 'Barnaby Bear'. They become aware that the world extends beyond their own locality. As a result, they gain a sound understanding of the features of different places and the types of transport used to get there.

138. By the end of Year 5, pupils have extended their knowledge and understanding in the study of places and standards are in line with the expectations for the age group. In Year 5 pupils undertake a survey of traffic in one of the main shopping areas in the village of Bottesford. The data from the survey is processed via a database and this provides a good vehicle for developing geographical and information and communication technology skills together. The work of younger pupils in Year 4 on the Indian village of Chembakoli is providing both sound insights into the pleasures and problems of life in rural India and good opportunities for pupils to develop geographical thinking. Early in the key stage, they consider the climatic conditions in different parts of the world and are introduced to geographical terminology, such as polar, tropical and temperate region.

139. Pupils' attitudes to geography are very good. They work at a good pace when tackling individual or group tasks and collaborate well when sharing ideas or resources such as photographs within a group. They like finding out about where they live and thinking about how the environment could be improved.

140. The quality of teaching is good overall in geography and has improved since the time of the last inspection when some unsatisfactory teaching was observed. Teachers have a thorough knowledge of the topics they teach. In a very good lesson with Year 4, the teacher had clear and high expectations for what she wanted the pupils to know, understand and be able to do by the end of the lesson. She involved the pupils well in a discussion on 'Fair Trade' by the careful selection of questions. The pupils were encouraged to think about the inter-relationship between the need for commodities such as tea and our obligation to pay a fair price. In the lesson good use was made of visual aids and artefacts to stimulate pupils' interest and to contribute to their learning. This was particularly effective with the high numbers of children who have special educational needs in the class. A strength of the teaching throughout the school is the emphasis put on the development of pupils' geographical skills. However, the marking of pupils' written work does not always give pointers to help them improve.

141. During Key Stage 1 pupils, including those with special needs, make satisfactory progress in history and standards are in line with those expected for their age by the end of the key stage. These judgements are similar to those made at the time of the previous inspection. Pupils know that they can look for clues about the past by studying old photographs or asking grown-ups to tell them about, for example, the kind of toys they played with when they were young. Through comparing old and

new teddy bears the pupils learn how to get information from artefacts and develop historical language. One child wrote 'All the fluff is still there. The old teddy has scratched eyes. All the fluff has gone.' By the end of Year 2 the pupils have an appropriate knowledge and understanding of famous people and significant events, such as the Great Fire of London and Florence Nightingale.

142. Satisfactory progress continues to be made in Key Stage 2 and standards are in line with those expected for their age by the time pupils leave the school at the end of Year 5. There is good evidence in their workbooks of pupils using their own writing. For example, older pupils write about the differences between poor and rich people in Victorian England and how Lord Shaftesbury brought about changes in working conditions. However, there are examples throughout the school of untidy presentation of work. Pupils use resource material, such as the census of 1841, to extract successfully information and make comparisons. In some classes time-lines are used effectively to promote chronological understanding. Younger pupils have a sound knowledge of significant periods in English history, such as the Roman and Tudor times.

143. Both subjects have clear policy guidelines. Recommendations from the Qualifications and Curriculum Authority are now being implemented, but a system for using information about pupils' achievements is not fully in place. There is no co-ordinator for geography. The history co-ordinator checks planning. Good geographical resources are available and well used. The previous inspection found that there was a lack of artefacts in history and this continues to be the case.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

144. Attainment overall in information and communication technology for the majority of pupils at the ages of seven and by the time they leave the school at the end of Year 5 is above expectations. Standards were judged as satisfactory at the time of the previous inspection. Progress is good throughout the school, including that of pupils with special educational needs. Overall standards have improved markedly and kept pace with national developments.

145. The school's decision to lease fifteen laptop computers has been very successful. Most classes have access to them in their own classroom for a full day. Teachers not only have the opportunity to teach new skills but pupils are then able to use their skills in other subjects of the curriculum. During the week of the inspection, an excellent example of this policy in practice was seen in one class during a religious education lesson. The teacher taught the pupils a new skill of how to produce a border and the pupils then worked collaboratively to produce a zig-zag booklet about the Hindu festival of Puja, with a Year 1 audience in mind.

146. Key Stage 1 pupils use the laptop equipment with increasing confidence. They know how to log on and off and locate the appropriate program. Year 2 pupils have a good knowledge of the main keys and use the mouse to move the cursor with confidence. They select shapes from a choice of options and invert and rotate the shapes to make tessellated patterns. Word processing is used well. For example, pupils word process directly on to the screen their own adventure stories. These stories are linked to a project they are undertaking in design and technology. Good links are made with literacy lessons because pupils use the correct punctuation. In one class paintings of good quality are produced using the 'Paint' program. Discussions held with Year 1 pupils show that they understood the purpose of using a computer.

147. In Key Stage 2, pupils' skills are further developed and by the end of Year 5 they are eager to explore the uses of computers. Year 3 pupils use bullet points and produce graphs linked to the work they are doing in geography about places of work. In Year 4 pupils produce an imaginative, collaborative booklet for others to read about a Hindu festival. Pupils demonstrate good skills in

producing work linked to history in the form of a Tudor quiz. Year 5 pupils have a good working knowledge of information and communication technology and can describe accurately how to import pictures into their work. They alter fonts and sizes of letters and edit and improve their work. They select fonts that complement the subject matter, and alter the layout, size and colour of the text with good results. Letters are word processed to pupils in the local high school as part of the 'buddy' system. Musical tracks created by Year 5 pupils using the 'Dance Ejay 2' program are of good quality and put together on a CD as a whole-class compilation.

148. The pupils respond well to the work set and clearly enjoy using the laptops. They listen carefully to the instructions and remain on task when working at the machines. They work well together and offer each other advice as necessary. There is clear evidence of the pupils learning from each other as well as from the teacher. In one lesson a child thought he had lost his work but another helped him to bring it back on screen.

149. The quality of teaching in the lessons seen in both key stages is good overall and sometimes better. Some very good teaching was seen of Year 4 pupils. In this class the teacher demonstrates techniques and skills to the whole class and this is followed up by immediate, individual opportunities for pupils to practise, refine and use what they have seen. In all classes the tasks set for each session are clearly focused. Activities are well organised, with programs and equipment prepared beforehand, so that pupils make best use of time. The opportunity for pupils to have shared access to laptops in their own classroom enhances the quality of learning because pupils can use their skills in other curriculum areas. As a result, the quality of learning is good.

150. Much work has been done to develop the information and communication technology curriculum since the last inspection when the subject was judged to be satisfactory. The subject is very well managed by the co-ordinator who has worked hard to provide a policy and a supportive scheme of work. However, results from the assessment of pupils' work are not always used to plan what pupils need to do next. He has built up the number of programs available and also produced his own programs. The school has successfully overcome the problem of not having a suitable room to be used as a computer suite. The current 'mobile travelling laptops' remedy this and the current resources are very good. Parents have been very supportive and provided much of the funding for the laptops.

## MUSIC

151. Pupils' attainment in music by the end of Key Stage 1 and the end of Year 5 is similar to that found in most schools. This represents satisfactory progress overall. Pupils with special educational needs make a similar rate of progress to others in their year groups. These judgements are similar to those made in the previous report.

152. By the age of seven pupils sing with good attention to pitch and diction. Pupils in Year 1 are able to maintain rhythmic accompaniment with unpitched percussion whilst singing. They learn an appropriate repertoire of songs, sometimes performing before an audience of parents and children, such as in assembly. They know that sounds can be made in various ways and can relate these to orchestral and other instruments. Year 2 pupils are able to observe rests and respond to signals from a conductor.

153. By the end of Year 5 pupils have developed their knowledge and understanding of musical elements further. For example, in Year 3 they are able to combine pulse and pattern to provide texture in their chanting and singing of phrases. Working in groups, all Year 5 pupils have contributed to a composition to provide a musical accompaniment to the poem 'Mr Morse' by Paul Cookson. In their performance the drummer maintained the tempo well. Other pupils demonstrated

good control of instruments, which included a range of un-pitched percussion, recorders and keyboard. They made critical appraisal of their work and several suggested improvements. Each member of the class had previously contributed to a short track on Dance Ejay 2 using electronic sounds to match such titles as 'Mix 2000', 'Swing it', 'Groovy B' and 'Release me'. This was work of high quality that demonstrated good musical feeling in an innovative context.

154. Instrumental tuition is available on flute, clarinet and violin by private arrangement. A small minority of pupils take this up and learn to read musical notation. A flautist played 'Greensleeves' in assembly and fully deserved her spontaneous applause. However, the contribution and skills of these instrumentalists was not evident in any of the lessons observed. There are good opportunities for pupils to learn the recorder, play in the school orchestra, which is organised by a parent, or sing in the school choir. These additional activities contribute positively to the overall standards in music and also to pupils' personal, social and cultural development. However, few boys currently attend. Good attempts are made at rhythmically challenging pieces such as 'America' from 'West Side Story', and pupils sing and play in parts. There are good opportunities for pupils to perform before an audience in assembly, in the village church and on occasions such as at the Leicestershire Music Festival.

155. The quality of teaching in the lessons observed was satisfactory overall with some examples of good teaching. Lessons are well planned and as a result the quality of learning is satisfactory. Extensive use is made of published materials, which guide the teaching of musical skills. There is a satisfactory pace to most lessons and involvement of pupils in performance is usually satisfactory. In one lesson the teachers' skill in the subject was put to very good use in encouraging pupils to make improvements to their performance. Teachers' plans indicate there is an appropriate balance within the musical curriculum.

156. Pupils' attitudes to the subject are good. Most participate well in performances. Almost all listen carefully and carry out verbal instructions or signals from the 'conductor' very well.

157. The subject is satisfactorily resourced. Instruments are of good quality, sufficient in quantity and range and include instruments from other cultures. The music studio provides comfortable accommodation with good acoustics and is a great asset. However, advantage is not always taken of this facility. Half of the lessons observed did not take place there. The school uses BBC materials successfully for its programme of study. A system for recording pupils' progress is not yet in place, consequently assessment does not inform lesson planning. The work of the co-ordinator is sound.

## **PHYSICAL EDUCATION**

158. By the end of Key Stage 1 and when the pupils leave the school at the end of Year 5, standards in physical education are similar to those found in most schools in the aspects of the subject which were able to be seen. During the inspection, work was observed in dance, athletics and games. Pupils of all levels of attainment make satisfactory progress. The last inspection found that the time set aside for physical education was not sufficient to cover the full National Curriculum. This is not now the case. The school does allocate enough time to the subject and ensures that the curriculum is broad and balanced across all age groups. Pupils with special educational needs make a similar rate of progress to others in their year groups.

159. In most classes the majority of pupils understand the need for a warm up activity. They appreciate the necessity for safe working and wear appropriate clothing. At the end of Key Stage 1, pupils can use space well, moving safely around the hall at different speeds. For example, in a dance lesson they imagined that they were travelling in a hot-air balloon at high altitude. The pupils

concentrated hard as they performed smooth, gentle movements that were well co-ordinated and done with precision. In a games lesson, they made satisfactory progress in throwing and catching accurately. However, in this lesson there was little evaluation and discussion of the pupils' actions and this limited improvement in their performances. Pupils work well, both co-operatively and independently.

160. In Key Stage 2 pupils continue to make satisfactory progress in developing their games and athletics skills. They use space and equipment effectively. In Year 5 pupils are acquiring a good understanding of the skills necessary to play 'Kwik Cricket.' They learn how to bowl accurately and hold the bat correctly. Younger pupils in Year 3, learn the correct technique to throw over-arm in order to make the ball travel a good distance and with direction. Evaluation and challenge are strong features of pupils' activities in Year 4. In this class pupils know the importance of improving their performances.

161. The quality of teaching in lessons seen was good overall and sometimes very good. Most teachers know the subject well and are generally confident. The majority of lessons are planned carefully and usually include opportunities to warm up and cool down. In dance lessons with the younger children, teachers use broadcasts well as a resource, stopping the tape at appropriate parts of the programme so that they can emphasise points that contribute to the lesson objectives. The better teaching is characterised by very good subject knowledge, high expectations, very good management of pupils and effective feedback to pupils on their performance. In games activities a good pace to the lessons keeps all pupils actively involved and there is an appropriate focus on skill development. Previous inspection found that sometimes there was not sufficient opportunity for pupils to evaluate their own performance and that of others. This weakness has not been fully addressed.

162. Pupils display good attitudes towards their work and this enables them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In both key stages pupils try very hard, and when given the opportunity, are prepared to demonstrate their skills and respond well to the teachers' suggestions for improving their performance but pupils still do not evaluate each others' work enough. Behaviour during lessons is generally very good.

163. The school provides an appropriate programme of opportunities with strong links with the local high school. There is a satisfactory range of extra-curricular activities and clubs, including football, netball, athletics and cricket. All activities are open to both sexes. They are well organised and popular. By the time pupils leave the school most can swim at least 25 metres and a significant number progress beyond this. Year 5 pupils are given the opportunity to take part in outdoor adventurous activities during a residential stay.

164. The subject is well managed. The subject co-ordinator has worked hard in developing a scheme of work using the Local Educational Authority's guidelines. The school has only just introduced a system to assess pupils' achievements at the end of each unit of activity and so the information being gathered is not yet used to inform future planning in the subject. Resources are adequate overall but some large apparatus needs updating.

## **RELIGIOUS EDUCATION**

165. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus at the end of Key Stage 1 and by the time the pupils leave the school at the end of Year 5. All pupils, including those with special educational needs, make satisfactory progress. These findings are similar to those of the previous inspection. Resources have been improved since the previous inspection and topic boxes of artefacts from major world religions are used effectively to support pupils' learning.

166. By the end of Key Stage 1 pupils have deepened their understanding of both Christianity and Judaism. In Year 1 they experience their own festival of Shabbat and discussions held with pupils shows that they know that Saturday is a day of rest and prayer for Jews. Pupils know that the cross is an important sign for Christians. In Year 2 the importance of Jesus as a storyteller is emphasised. Pupils can name some of the church furniture, such as the font and the lectern. They learn some important human values, such as thinking of others and are encouraged to put them into practice in their own lives in school or at home. In writing about the work of UNICEF one child wrote: 'It helps children because the children haven't any mums or dads.'

167. By the end of Year 5 pupils have a sound knowledge of Christianity and some of the major religions of the world such as Hinduism. They know that people have different beliefs and values and that these can have an effect upon how people lead their lives. They compare sensibly the work of the two charities Cafod and Christian Aid. Pupils gain a good understanding of stories from the Bible. There are some good examples of pupils using their writing skills. In Year 3, when writing about the Last Supper, one child wrote that Jesus said, 'I'm going to go tomorrow because some people don't like me and they are going to do something to me.' However, older pupils are not provided with enough opportunities to undertake reflective writing in order to explore their own ideas and to raise questions. In Year 4 pupils, working in pairs, used their information and communication technology skills in an excellent way to produce a very informative booklet for Year 1 pupils on the festival of Puja.

168. Pupils respond well during lessons and are eager to answer questions. They enjoy the many opportunities provided for them to discuss their work in pairs and to work together. Pupils listen with interest to stories from Christianity and other faiths. They show a very good respect for people's beliefs and customs.

169. The quality of teaching is good overall throughout the school. In Key Stage 1, teachers use discussion well to encourage pupils to talk about their experiences and express their views. However, occasionally a lesson planned to take place following the afternoon break leaves little time for pupils to develop their ideas. Teaching is very good in Year 4 when resources are used to capture pupils' interest. In this class technical language is introduced and explained well. For example, ritual cleansing is described as 'something that takes place over and over again.'

170. The work of the co-ordinator is sound. A scheme of work has been put in place which is based upon the locally Agreed Syllabus. However there is no whole school approach to the use made of assessment information. The subject makes an important contribution to the teaching of other cultures in the school. Resources are satisfactory. Visits and visitors enrich and extend the curriculum provision. For example, pupils have visited a Sikh temple.