

INSPECTION REPORT

**Newbold Church of England
Primary School**

Newbold, Coalville

LEA area: Leicestershire

Unique reference number: 120149

Headteacher: Mrs D. May

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 21st – 23rd May 2001

Inspection number: 195140

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	School Lane Newbold Coleorton Coleville Leicestershire
Postcode:	LE67 8PF
Telephone number:	01530 222318
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A. Davies
Date of previous inspection:	18 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newbold Church of England Primary School is situated near Coalville and serves an area made up of farming and ex-mining communities. It serves a number of small villages, where the housing is both privately owned and rented. The pupils come from a range of social backgrounds. The level of employment is similar to the national average. At the time of the inspection there were 51 pupils aged between four and 11 years on roll. This is smaller than most schools. There are more girls than boys. Most children have limited pre-school provision. There is a wide range of attainment on entry which varies significantly from year to year. It is below average overall. There are no pupils with English as an additional language. The school admits pupils in the September or January before their fifth birthday as set out in the local education authority policy for admissions. Two per cent of pupils are in receipt of free school meals. This is below average, although anecdotal evidence suggests more parents could apply than do so. Twenty pupils have been identified as having special educational needs, which is above the average for a school of this size and type, three of whom have a Statement of Special Educational Need. A significant number of these pupils have transferred to the school, several between the ages of 7 and 11.

HOW GOOD THE SCHOOL IS

The education provided is very good overall. The pupils make good progress, particularly pupils with special educational needs. The majority achieve satisfactory standards. Standards in music are high. The headteacher, staff and governors, share a strong commitment to continued improvement and have identified their aspirations for the future development of the school. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The school has carefully analysed the pupils' work to help in planning and setting targets to improve standards. The strengths of the school greatly outweigh its weaknesses. The school provides very good value for money.

What the school does well

- ◆ The high quality of teaching.
- ◆ The excellent leadership by the headteacher and staff with very good support from the governing body.
- ◆ The very good attitudes and behaviour of the pupils.
- ◆ The very good provision for the care and personal development of pupils.
- ◆ Provision for pupils with special educational needs is very good.
- ◆ Very good curriculum provision including out of school activities.
- ◆ The excellent links with other local schools.

What could be improved

- ◆ Pupils' skills in writing, particularly in Key Stage 2.
- ◆ The use of information and communication technology in different areas of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since the last inspection in November 1996. The school has very successfully developed and implemented plans to tackle all the issues identified in the last report. The most significant improvements have been in the quality of teaching and curriculum planning. The school has established effective procedures for monitoring pupils' progress and uses the outcomes of assessment to inform and benefit practice across the school. The school has established effective procedures for checking on pupils' progress. It uses the information to improve teaching and learning throughout the school. The school has effectively managed the change from three to two classes and has enhanced provision through appointments of part time teachers and an increase in the number of support assistants. The school recognises that further progress can be made and is well placed to continue to build on its recent improvements with clear aspirations identified by the headteacher and governing body to promote high standards of provision and attainment.

STANDARDS

As the number of pupils at the end of Key Stage 2 in 2000 was less than 10, the table showing the standards achieved by 11 year olds based on average point scores in National Curriculum tests is not included in this report.

In this small school the numbers of pupils undergoing national testing and assessment has a significant impact. When comparing performance both nationally and with similar schools numbers are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection, particularly in information and communication technology.

From evidence gathered during the inspection, levels of attainment upon admission to the school are below average overall but with a significant variation from year to year. Children make very good progress in the Foundation Stage and a significant number of children attain satisfactory standards in all the areas of learning. Standards for the majority of pupils are satisfactory at the age of 7 and 11 in mathematics and science. In English they are satisfactory for pupils aged 7 and unsatisfactory for pupils aged 11. This reflects the significant number of pupils who transfer to the school between the ages of 7 and 11 many of whom have transferred to the school with standards of achievement below national expectations. Standards in information and communication technology and religious education are satisfactory. Attainment in music is good and above national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to their work and are keen to be in school.
Behaviour, in and out of	The school is an orderly community in which behaviour is

classrooms	very good. Pupils behave very well in lessons and around the school. This has a very positive effect on the quality of life in the school and the quality of learning.
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Personal development and relationships	Relationships are very good throughout the school. Pupils are given good opportunities to develop and express their feelings, particularly with the development of moral and social values. They take responsibility, show initiative and enjoy finding out information for themselves.
Attendance	Levels of attendance throughout the school are good and above the national average. Pupils come to school on time.

The staff are very hardworking and committed to the care and education of the pupils. Pupils are eager to come to school and are positively involved in a wide range of activities. They behave very well and work co-operatively with each other. Registers are completed each morning and afternoon and they conform to the latest guidance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good. During the inspection, 67 per cent of lessons seen were very good, 29 per cent were good and four per cent satisfactory. Teaching was very good, with many activities providing stimulating learning experiences. The good and very good lessons reflected teachers' good subject knowledge, high expectations, good use of time and resources and the very effective deployment of support staff. The skills of literacy and numeracy are taught well. An area for improvement in literacy is the development of writing skills, particularly for pupils in Key Stage 2. The teaching of pupils with special educational needs is very good. Pupils' learning is very good in the Foundation Stage and at Key Stage 1 and good at Key Stage 2. Progress in learning for pupils with special educational needs is good. It is also good for gifted and talented pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. There is a very good range of activities outside of lessons. Long and medium term planning ensures continuity and progression for the different ages and attainment within each class.
Provision for pupils with special educational needs	The school makes very good provision for special educational needs. Records of progress are clear, used well for individual education plans and targets set are regularly reviewed. Classroom assistants give very good support to pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision. The school functions like a large family, whose members look after one another. It effectively prepares pupils for the opportunities and responsibilities of adult life.

How well the school cares for its pupils	The school takes very good care of its pupils. Teachers are sensitive to their individual circumstances. They make sure that they are safe and happy and keep a close check on the progress they are making.
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The curriculum is enriched through excellent links with partner institutions. The school provides very good information for parents and works well with them. This has a good impact on pupils' learning throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher draws the efforts of the school team together excellently and there is clear educational direction for its work. The management of special educational needs is very good.
How well the governors fulfil their responsibilities	The governors fulfil their duties very well and play an important role in shaping the direction of the school. They give very good support to the headteacher and the staff.
The school's evaluation of its performance	The school makes good analyses of its performance and takes clear, firm action to improve. The school's understanding of its strengths and weaknesses is very good.
The strategic use of resources	Resources are used to best effect and the school ensures it gets good value from the services it buys.

There is an appropriate number of suitably qualified and experienced staff. The accommodation is satisfactory overall for teaching the number of pupils on roll. There are well judged priorities for development that are carefully supported by the school's financial planning. An important aspect of leadership and management has been the careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The governors monitor the effectiveness of financial decisions to ensure best value, for example, through an evaluation of the contribution of part time teaching appointments and classroom assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school. ◆ The good teaching. ◆ The high expectations. ◆ They are comfortable approaching the school with questions or problems. ◆ The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> ◆ Some parents would like more information on the curriculum to enable them to be better informed regarding their children's progress. ◆ The range of activities outside of lessons.

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. Inspectors disagree with some parents' views that there are insufficient activities outside lessons. There is a good

range of visits to places of interest and extra-curricular activities which enhance the curriculum. The school does provide good information on the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous inspection in November 1996 reported that standards of achievement overall were broadly in line with national expectations. It stated that standards of achievement were average in English and mathematics and good in science, art and music. Attainment was in line with national expectations in all other subjects.

2. Attainment on entry to the school is below national expectations overall but with a wide range and considerable variation from year to year. On entry to the school, children's attainment is usually below average in language and literacy skills. Children make very good progress in their learning in the Reception Year and the majority of children are on course to meet expected levels by the end of the Reception Year.

3. The number of pupils in each class differs considerably and year groups vary between five and 11. This has a significant impact on the recorded levels of attainment in each year and makes trends from year to year an unreliable measure. In comparison to schools where pupils performed similarly in tests at the end of Key Stage 1 in 1996 standards were above average in mathematics, close to the average in science and well below average in English. These results are affected by the significant number of these pupils who had transferred to the school between the ages of 7 and 11. The analysis of the increased value added between the Key Stage 1 national tests of these pupils and the 2000 test results shows a significant increase in the pupils' levels of attainment in all subjects.

4. Standards for the majority of pupils are satisfactory at the end of Key Stage 1 in English, mathematics and science. They are satisfactory in mathematics and science and unsatisfactory in English at the end of Key Stage 2. This is a reflection of the large number of pupils with special needs in Key Stage 2, many of whom transferred to the school between the ages of 7 and 11. The school has set appropriate future targets for pupils and good progress is being made towards meeting them. In information and communication technology standards of achievement are satisfactory. In religious education, pupils' knowledge and understanding is appropriate for their ages at both key stages. Attainment in music is good and above national expectations. Standards achieved in all other subjects of the National Curriculum are at least satisfactory and in line with those expected nationally, for the majority of pupils at both key stages and talented pupils. Progress in pupils' learning is very good overall, particularly for the children in the Foundation Stage, pupils at Key Stage 1 and older Key Stage 2 pupils. Progress for pupils with special educational needs is good. For gifted and talented pupils progress is also good. Targets set by the school are appropriate for the individual pupils reflecting their previous levels of achievement.

5. Pupils' attainment in speaking and listening is in line with national expectations. Most pupils listen attentively with good concentration. They respond sensibly to adults and pose their own questions in discussion. Most pupils show confidence in role-play. All pupils speak confidently in public performances using dramatic effects well. Many pupils listen attentively across a wide range of contexts. By the end of Key Stage 1, pupils' attainment in reading is broadly in line with national expectations. By the end of Key Stage 2, pupils' attainment in reading is below the national average. This reflects the levels of achievement of pupils who have transferred to the school between the ages of 7 and 11. The school has initiated several improvements in a concerted effort to raise standards. Pupils read for an

increasing range of purposes, using a variety of types of reading matter. Nearly all pupils read books with understanding. A significant number of pupils experience difficulty when they encounter unfamiliar words. All pupils know how to use the library. By the end of Key Stage 1 standards of attainment in writing are broadly average. By the end of Key Stage 2 they are below the national average, due to the high percentage of pupils with special educational needs. Grammar, punctuation and spelling are weak. Stories generally lack sustained ideas. Pupils lack confidence in spelling and punctuation and their handwriting is underdeveloped.

6. The work seen in lessons during the inspection also showed that progress in learning in all aspects of English was good for the majority of pupils. Pupils with special educational needs and more able pupils make good progress due to very good teaching and the very good support they receive from the classroom assistants which enables them to work very successfully alongside other pupils.

7. In mathematics attainment is satisfactory by the end of both key stages. The rate of learning is very good at Key Stage 1 and good at Key Stage 2, including pupils with special educational needs and talented pupils. The majority of pupils attain satisfactory standards in their numeracy. The effective introduction of the national numeracy initiative has resulted in higher standards. By the end of Key stage 1, pupils are able to name basic shapes. Most pupils are able to place numbers in order up to 100 and understand the concept of place value for tens and units. The youngest pupils are beginning to use mathematical language such as odd, even and between. More able pupils are able to use mental recall of addition and subtraction facts to count on without support. By the end of Key Stage 2, pupils have satisfactory mental skills in the four rules of number. They are able to double and halve three figure numbers and many are able to add or subtract two figure numbers from the result. Pupils are able to explain the meaning of mode and median with confidence in their work on averages when handling data.

8. In science attainment is at least in line with national expectations for the majority of pupils at the end of Key Stage 1 and at the end of Key Stage 2. All pupils have a thorough understanding of the knowledge elements of science. They apply their knowledge confidently and explain their thinking clearly. All pupils use simple equipment to carry out investigations. They all have the expected level of knowledge across the different aspects of the science curriculum. Pupils in Key Stage 1 readily use the correct scientific terms and take a pride in using these. In Key Stage 2, pupils understand and make predictions based on previous knowledge. By the end of the key stage, pupils set up experiments to test their hypotheses. They are carefully helped to separate predictions from the tests. This enhances pupils' understanding of the principles involved. Pupils clearly understand the principles of fair testing and show good scientific understanding. Progress in pupils' learning in science is good overall. Talented pupils also make good progress. Pupils with special educational needs make good progress. The standards of their written work do not always match their oral work.

9. In information and communication technology pupils achieve satisfactory standards in their skills and make good progress in their learning. At the end of both Key Stages 1 and 2 standards are securely in line with national expectations. The subject is well organised and pupils develop confidence in using the computer and other equipment. There is insufficient use of information and communication technology across subjects to provide a wider opportunity for pupils to learn how to use equipment effectively and efficiently. Pupils show confidence and respond well.

10. In religious education attainment is similar to the levels expected in the locally agreed syllabus by the end of both key stages. All pupils have a good understanding of Christianity and the other required world religions.

11. Attainment in music is good and above national expectations. Standards in all other subjects of the National Curriculum are at least satisfactory. The good planning ensured work is appropriate to all pupils reflecting their differing prior attainment. Good strategies were used to ensure pupils worked at a good pace and expectations of standards and behaviour were high, reflecting the impact of the quality of teaching on standards. The focus on improving curricular provision, teachers' expectations, planning and organisation are having positive results. Staff continue to improve their professional expertise, such as in their knowledge and understanding of information and communication technology.

12. The school has carefully analysed pupils' performance as part of its drive to raise standards. It has identified major factors that influence overall performance figures, particularly where pupils have transferred to the school after the age of 7. It has compared performance with similar schools. Whilst comparisons with other schools may be unreliable, the school has identified targets for individual pupils based on their previous level of attainment. Effective measures have been established to raise standards, through detailed curriculum planning and refined assessment procedures. The full impact of these has yet to be fully reflected in pupils writing.

13. Progress of pupils with special educational needs is good at the Foundation Stage and at Key Stages 1 and 2. The individual education plans identify their needs effectively. The progress of talented pupils is good in the Foundation Stage and at Key Stage 1. It is good for these pupils at Key Stage 2, particularly for the older pupils. Targets and predicted standards are set for pupils with special educational needs and individual education plans provide clear details of pupils' requirements. Additional support is provided and classroom assistants play an important part in helping pupils with special educational needs. The school has had a number of pupils transfer during Key Stage 2, many of whom have not thrived in other schools. These pupils have been effectively integrated into the school and are making good progress from low starting points.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to the school and the relationships they have with each other, their teachers and newcomers to the school are very good. They are keen to talk about their school and are confident in expressing their opinions about the aspects of school life they particularly enjoy. Their behaviour in and around the school and in their classrooms is generally very good. They are especially well behaved in assemblies, paying attention and showing interest and enjoyment in the content. Pupils of all ages respond enthusiastically when given opportunities to take responsibility and to show initiative. They develop personal and social skills from their earliest entry into the school. These positive features reflect well on pupils' learning and attainment. Parents praise these qualities and are very complimentary about the levels of attainment pupils achieve. The school has remedied the weakness identified in the previous report, in providing opportunities for pupils to become more independent learners, by raising the expectations of higher achievement across all the ability range.

15. The children in the Foundation Stage in the reception class arrive in school punctually and settle happily into the day. Their behaviour is very good; they share resources, work

well together and listen carefully to each other and their teacher. They cheerfully express their views or explain the work in hand with confidence and, sometimes, at great length. The children quickly adapt to classroom routines, learning good social skills and responding with enthusiasm and often excitement to their work. They enjoy coming to school and their attendance is good.

16. The majority of parents who returned the questionnaire agree that their children like school and this was confirmed by conversations with pupils. They respond positively to their lessons, concentrate well and become involved in what they are learning. The pupils respond well to the challenges in their numeracy and literacy sessions. They are confident in discussing the methods they use to achieve the correct sum to purchase a teddy bear in a mixed Year 1 and 2 numeracy lesson, for example. Pupils rose to the teacher's high expectations and studiously applied themselves, with humour and enthusiasm, to the tasks set.

17. Behaviour in lessons and around the school is very good. An isolated instance of restless inattention was observed in a numeracy lesson when pupils became bored and began showing off at the start of the session. All pupils, including those with special educational needs and the very young, have a clear understanding of the school's expectations with regard to behaviour and respond well. Newcomers quickly learn to differentiate between acceptable and unacceptable behaviour in the school and all are motivated well by praise. Pupils move sensibly about the school, showing consideration for others. They express no concerns about any form of bullying and are confident in their ability to summon adult assistance if they have a problem. There have been no exclusions.

18. The pupils' personal development is very good and there is a calm, friendly atmosphere in the school as a result of the very good quality of the relationships enjoyed within the school community. This makes a significant contribution to their learning and the development of an understanding of early aspects of citizenship. Pupils are polite to adults and to each other and treat resources with care and respect. Older pupils take care of younger ones, supporting them in their games and watchful of their well being. Older pupils help younger ones with their reading, for example, helping them to gain confidence in choosing a new library book. Pupils take care with the presentation of their work and with the tasks set for their regular homework exercise showing a good level of independent learning. For example, pupils in Key Stage 1 conducted individual surveys into the life of adults in their immediate community, posing questions which reflected well the earlier days at the school. Pupils raise considerable sums of money for charity often by organising their own activities and producing the flyers to advertise the coming function. They support extra-curricular activities in significant numbers; they are reliable, willing and compassionate and show very good levels of responsibility towards each other and the school community.

19. Attendance at the school is good. Parents co-operate well in advising the school of reasons for absence and there is minimal unauthorised absence. The majority of pupils are punctual, showing an eagerness to attend school. Registration is quick and efficient providing a prompt start to the day.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is very good. It was very good in 67 per cent of the lessons seen, good in 29 per cent and satisfactory in four per cent. Teachers work hard and show enthusiasm for their work. In the best lessons high expectations, challenging tasks and good classroom management were significant features. Teachers ask probing questions to

elicit pupils' understanding and extend their learning. Lessons move at a brisk pace and pupils are expected to work hard and complete tasks. In the literacy and numeracy hours, teachers use direct teaching methods well, giving the pupils clear explanations and instructions. Relationships between teachers and pupils are very good in all classes and this provides an encouraging and stable environment where pupils are prepared to accept challenge and learn from their mistakes.

21. The teachers' knowledge and understanding of the needs of young children in the Foundation Stage are very good and have benefited from the close links with other local schools. Planning for this age group reflects the changes which became effective from September 2000. The quality of teaching is very good. The curriculum takes account of the six areas of learning and the early learning goals. The staff have undertaken training to update their knowledge and expertise in the Foundation Stage. Teaching and learning are enhanced by the very good deployment of non-teaching support. Children are encouraged to be independent and to respond appropriately to instructions and this has a positive effect on their personal and social development.

22. In lessons where teaching is good or better, teachers encourage a calm, purposeful atmosphere in the classroom and this promotes good learning habits for the pupils. The teachers' secure subject knowledge is linked to high quality questioning. Higher attaining pupils are challenged by suitably demanding tasks in most lessons. Teachers' high expectations of good behaviour are reflected in the pupils' positive attitudes to getting on with independent tasks quietly and responsibly. Pupils are managed very well. Teachers ask open-ended questions and pupils are expected to be reflective, to consider alternatives and remember facts so that they build consistently upon previous learning. Good preparation of resources, good demonstration and the teachers' enthusiasm are features of good teaching in art and music. There are high and realistic expectations of talented pupils and those with special educational needs. Individual education plans are followed well so that pupils build step by step on what they already know.

23. Teachers' weekly planning is very good and these detailed plans are used to form individual lesson plans. The needs of all pupils are included in the plans so that there is very good provision for the different ages and attainment of pupils providing equal access to the curriculum. Skills are developed systematically, for example, in music, when teachers encourage pupils to compose, perform and refine their own musical accompaniments. The best lesson plans set out clearly what pupils are to learn and know. There is careful planning for different groups, resources are identified and assessment opportunities are noted. In the few lessons where these were not evident, lessons lacked the pace and stimulation of a range of balanced activities for pupils to make the best possible progress. Group work is well organised with very good use made of support assistants. Teachers keep regular records of pupils' achievements in the core curriculum subjects. They use these to indicate specific tasks for pupils in lesson plans, for example, in mathematics they provide strong support for the pupils' good progress.

24. Throughout the school, teachers use specific subject vocabulary to enhance learning in all areas of the curriculum. Appropriate links between subjects help to make learning more relevant for the pupils, for example, knowledge of materials in science is linked to using materials in design and technology. The need to develop the use of information and communication technology skills across the curriculum is recognised and there are good plans to address this effectively. Teachers are confident and they give pupils clear instructions on what to do and how to do it. These are significant features which promote good progress. Literacy and numeracy are developed well throughout the school day.

Teachers consider the needs of all pupils, including talented pupils and those with special educational needs well.

25. Teachers assess core curriculum subjects comprehensively. Throughout the school, systems of assessment are very good and this information is used well to help teachers to plan appropriate lessons. Within lessons, teachers encourage pupils to employ skills they have learned earlier. In science, they check pupils' understanding regularly during the lessons. Teachers mark work effectively to help pupils to improve their efforts. In English, pupils are encouraged to plan and draft their work and then edit it with the teacher's help. These are strengths in the teaching, as they help pupils to learn from their mistakes and evaluate their own performance. Teachers successfully promote learning for pupils with special educational needs. They work with the school's co-ordinator for special educational needs to create individual educational plans for pupils. These provide appropriately matched and sufficiently challenging work and help these pupils to make good progress. Classroom assistants give good, individual support in lessons.

26. Resources are used well. Support staff are very well deployed and they are involved in planning so that objectives are met. Support for pupils with special educational needs is very good. Time is used well in most lessons. An appropriate amount of homework is provided regularly for pupils in Key Stage 1 and Key Stage 2. Pupils are expected to complete tasks at home and to do research to support learning in class. Teachers value the positive effect this has on pupils' learning. Parents are supportive of the provision of homework.

27. There has been a marked improvement in the quality and consistency of teaching since the previous inspection. Short term planning and assessment procedures are now effective. In the last report, there was some unsatisfactory teaching. No unsatisfactory teaching was seen during this inspection. The headteacher monitors lessons and reports regularly to the governing body on developments in teaching. This has been a particular feature during the introduction of the literacy and numeracy hours and was an integral and successful part of the school's action plan following the previous inspection. Teachers reflect on results of national tests and their own assessments of pupils to improve their classroom performance. The school has a good capacity to improve because of the high level of monitoring and the very good levels of support from the headteacher and governing body.

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

28. The quality and range of learning opportunities provided are very good in both Key Stage 1 and Key Stage 2. The provision for children in the Foundation Stage is very good. The appropriate statutory curriculum is in place providing equality of opportunity for all pupils.

29. The curriculum is broad in scope, balanced between subjects and based on the pupils' experiences. It includes all subjects of the National Curriculum and religious education. The requirements for a daily act of collective worship are in place. There is suitable provision for sex education and drugs misuse awareness through the science curriculum and the personal and social education programme. The progress made by pupils in their personal, social and health awareness is very good. In their personal development, pupils willingly take responsibility for tasks and show initiative when undertaking

independent research and supporting charities. The school places great emphasis on its personal care of pupils.

30. Time allocations for each curriculum area are appropriate and accommodate the requirements of the National Literacy and Numeracy Strategies. The implementation of the National Literacy Strategy is satisfactory and has been effective in raising standards of achievement at Key Stage 1. At Key Stage 2 standards of attainment in reading and writing are below national averages. This is a reflection of the large number of pupils with special educational needs in Key Stage 2. A significant number of these pupils have transferred to the school between the ages of 7 and 11. The school has set appropriate future targets for these pupils and good progress is being made towards meeting these targets. The implementation of the National Numeracy Strategy is good and attainment in mathematics is in line with the national average at both key stages. The use of information and communication technology in different areas of the curriculum is underdeveloped. All pupils have equal access to the full curriculum.

31. A key issue at the previous inspection was to further develop planning and schemes of work to support progression and continuity of learning within the National Curriculum. The school has successfully addressed this issue and has made good improvement. Planning has improved significantly and schemes of work have been revised to ensure continuity and progression between age groups and much has been done to enable pupils to acquire and develop a range of skills in a systematic way. The school's organisation of the provision for pupils with special educational needs is very good and fully meets requirements in the Code of Practice. The school has managed to enhance its support of gifted and talented pupils and those with special educational needs by increasing the number of classroom assistants in order to deliver a more concentrated and consistent programme. The assessment of progress of pupils with special educational needs is well recorded on their individual education plans. Parents are invited into school regularly to discuss pupils' progress and view work. From an early stage of concern, the school systematically involves parents of pupils at all stages of discussion.

32. The very good provision of extra-curricular activities strongly enhances the curriculum. Inspectors disagree with some parents' views that there are insufficient activities outside lessons. The school is part of two collaborative groups of schools that involve football matches, swimming galas, netball, dance and drama. The curriculum is considerably enhanced by opportunities provided by the wide range of extra-curricular musical activities and regular participation in musical productions. Pupils are taken on educational trips and all pupils in Key Stage 2 have the opportunity to take part in residential visits.

33. Links with business and the community are good. The school has close links with the village and the church. A recent priority for the school is the development of lifelong learning opportunities for adults in the village with the school being the centre for the initiative. The curriculum is also enhanced by the school's excellent links with other local schools. For example, members of staff share best practice, attend joint training sessions and the pooling of resources is very beneficial in many areas of the curriculum. Photographic evidence depicts pupils working alongside pupils at Ashby Grammar School as part of a technology project making buggies. In another project they worked with Mantle Arts to design wrought iron gates for the National Forest. The local playgroup meets in the school and is attended by most pre-school children in the village. Strong links with secondary schools are well established and very good liaison arrangements and curriculum links are in place to support a smooth transfer.

34. The provision for pupils' spiritual, moral, social and cultural development is very good and is a significant strength of the school. The school has a strong commitment to these areas and the pupils respond well. The school provides a secure environment and offers a strong moral foundation for its pupils. People are valued and both pupils and adults treat one another with respect and friendliness.

35. The spiritual development of pupils is catered for through lessons such as dance based on the story of "The Hungry Caterpillar" when pupils displayed great sense of awe and wonder as the caterpillar changed into a butterfly. In religious education lessons, linked to the topic of "New Life" pupils also experience awe and wonder when studying the miracle of the life cycles of the frog, chicken and butterfly. Spiritual development is further enhanced through cross-curricular topics such as "My Family", when pupils write and illustrate prayers for Mother's Day. Assemblies are important events in the school day and follow a series of themes. They make a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop an understanding that people value and believe different things; they learn that people value experiences and memories as well as objects. They are taught that Mother Teresa gave up her life as a teacher to live in the slums with poor people in India to give them company and look after them. They consider the importance of symbolism within Christianity and other faiths. At other times, pupils are encouraged to reflect on their feelings, behaviour and their response to others in need.

36. The school teaches the principles that distinguish right from wrong. Pupils are encouraged to develop a reasoned set of attitudes, values and beliefs. Staff illustrate positive co-operation between themselves and with pupils. Pupils care for each other and show respect towards one another. The use of circle time provides opportunities for pupils to reflect and discuss concerns. The school aims, which are prominently displayed in the classrooms, support the moral development of pupils. The curriculum for personal, health and social education very effectively supports the moral and social development of pupils.

37. The school encourages pupils to take responsibility for routine tasks in classrooms and around the school. Many pupils use initiative and take responsibility when they see a need. Pupils are consistently courteous, polite and welcoming. Adults set very good examples and provide effective role models for pupils. The organisation of many lessons within which pupils work in pairs, groups or teams makes a very good contribution to pupils' social development. Various educational visits, the involvement of members of the community and participation in dramatic and musical productions effectively support the development of pupils' social development.

38. Pupils are given the opportunity to develop an appreciation of the local culture through visits by the police, fire fighters and the nurses from the Leicestershire Royal Hospital. Parents and grandparents contribute to history topics from the recent past. School productions such as "The Pied Piper" and "Wind in the Willows" contribute effectively to pupils' cultural awareness. The enthusiastic and talented school choir performs within the local area. Pupils broaden their experiences during residential visits and trips to such places as Buckingham Palace and The Dome. Pupils appreciate the differences between several religions including Sikhism, Islam and Hinduism. The prominence given to the Chinese New Year and religious festivals, such as Diwali, further enhance pupils' wider cultural appreciation.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. All pupils, including those with special educational needs, are very well cared for at the school. The pupils express confidence and are happy in their learning and their good levels of concentration and application reflect this quality of care. The very good relationships between class teachers, support staff and pupils are an important element in the care provided. The quality of this care has been well maintained since the last inspection.

40. The children in the Foundation Stage in the reception class settle quickly and happily into the warm and calm atmosphere created by the staff. Parents have good opportunities in the mornings to speak informally to staff or look at their child's work before registration. Good work and sociable behaviour are praised by staff and children learn quickly what is expected of them and respond well.

41. All adults in the school know the pupils very well and their welfare is an important priority for the school. Pupils feel comfortable about approaching adults with any problems they may have and the care taken by older pupils of younger ones gives them a sense of security and enhances their confidence. There is a continuity of care throughout the school day, including the midday break and levels of supervision are very good. Pupils with special educational needs are involved in all aspects of school life and are very well supported by well-trained staff.

42. Attendance is well monitored and the rare unexplained absence is followed up quickly. Parents are aware of their responsibility and inform the school of reasons for absence and they are required to sign their child in or out of the school, if needed, during the school day. Registration procedures are efficient and prompt twice daily, complying with legal requirements. The school's procedures for monitoring and promoting good behaviour are very good and pupils are well motivated by praise for good work and meeting behavioural standards. Pupils, including those new to the school, are influenced by the consistent reinforcement of expectations for considerate behaviour by staff and try to live up to these. Support for pupils with behavioural problems is very good and effective. Parents are alerted at a very early stage by the headteacher and involved in the setting and monitoring of targets with their child. There are sensitive procedures to deal with any incidents of bullying or harassment and pupils are comfortable with the need to seek adult help if they are worried.

43. Health and safety procedures are consistently good, with regular, formal risk assessments carried out. First aid provision is good and fire evacuation procedures and drill are monitored and known to staff and pupils. The member of staff responsible for child protection is trained and all staff are vigilant and aware of current regulations and procedures.

44. The school has very good systems for assessing pupils' attainment and for tracking their progress. All statutory requirements for assessment are carried out and, in addition, there are teacher assessments carried out throughout the year. Teachers track the progress of individual pupils well, including those with special educational needs; targets are set as a result of tests and parents are informed. As a result, the school is aware of a weakness in writing. Monitoring of pupil progress is of a high standard both formally and informally, and the results of this close scrutiny are used to inform teaching and planning. The quality of the monitoring of pupils' academic attainment and progress shows a marked improvement on the previous inspection. Staff keep very accurate records and use the information gained to plan work and differentiate effectively for a wide range of abilities in their planning. The

marking of pupils' work is good, including their homework books, giving children targets to improve their work and to assist them in evaluating their efforts.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The last inspection found that the school encouraged parents to become involved and had a welcoming atmosphere. These findings have been well maintained. The school continues to work hard in its efforts to involve parents in the day-to-day life of their children in the school. Parents confirm that they feel welcome and their concerns are easily voiced to staff, who listen and deal effectively with them.

46. The information provided for parents about the school is regular, practical, informative and very good. Consultation evenings are held twice a year and are well attended. The parents' questionnaire analysis supports the views that the parents feel well informed about their children's progress. Pupils' annual written reports give parents very good information about what pupils have done during the year in each subject of the National Curriculum. They give areas for improvement and an indication of the levels of attainment pertinent to each child. The parents of pupils with special educational needs are fully involved in the needs of their children and kept well informed by the school. There is a well-stocked leaflet rack at the school entrance, which covers a wide range of topics of parental interest.

47. Parental involvement in school life is good overall. A number of parents and adults assist regularly in the school and on visits. The majority of parents who returned the questionnaire confirm that the school works closely with them and with the local community. Parents' views are canvassed on aspects of school life or future developments, such as involving parents in adult learning projects or setting up a Neighbourhood Community Scheme. Parents are generally supportive of the school and make significant contributions to pupils' learning through activities to be done at home. The Parents' Association is very active and provides a good social focus for the local community. Their fund-raising efforts supplement learning resources and provide an enjoyable aspect to school life. Parents' support for curriculum based activities, such as numeracy and literacy meetings, is poor, although the parents who attend find them useful and informative. School productions and musical events are very well supported and appreciated.

48. Parents are keen to help their children at home and the homework policy sets out clearly what parents can expect their children to be asked to do at home. The homework files are used well and are marked consistently. They offer an opportunity for parents and staff to exchange views on a regular basis. The general consensus of opinion at the pre-inspection meeting for parents was that the homework set was regular and "the right amount".

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership of the headteacher is excellent. She has a clear sense of educational direction and has used a range of successful strategies to manage change, following the last inspection. She has carried out her role well by ensuring staff understand the implications of the changes. She has ensured a clear development in the core subjects and made a significant impact on raising standards in these subjects.

50. The quality of the work of the governing body is very good. They help set a clear educational direction for the school. There is an effective balance of expertise across the governing body. The governors are very clear about the aims of the school. They work closely with the headteacher and staff and have been instrumental in achieving changes to the school's provision. For example, in the management of the change from three to two classes and the appointment of part time teaching staff and additional support staff to ensure the high quality of provision for all pupils. Governors know their school well and greatly value the advantages of their small community. The special educational needs governor has a clear understanding of her role and is involved closely with the practicalities of the work of the school. Statutory requirements are met.

51. The headteacher and governors have introduced an effective system for monitoring teaching. The headteacher has produced well written outlines of this monitoring identifying clearly the strengths and weaknesses observed. Teachers appreciate this clarity. The school has begun to track the value added to pupils' attainment using data from the national tests. This analysis has been used to feed back into curriculum provision and to set individual targets, particularly at Key Stage 2.

52. Staff and governors are all closely involved in the production of the school development plan. A recent initiative to involve all staff and governors in identifying their aspirations for the school and chart a course for its future development has been highly successful. It allows an understanding of the main priorities to emerge. This is now being used to develop plans with clear success criteria and appropriate provision for monitoring and evaluation of initiatives. There is a detailed outline of the timing of developments to be carried out. The plan covers both long and short term developments.

53. The school has produced a comprehensive set of aims for the school that are well understood by the school community. Parents are very supportive of these aims. The aims cover both personal and academic development and clearly set the work of the school within the community of the village it serves. There is a good range of policies that are clearly presented. The school has a positive ethos. Changes have been handled sensitively. The staff work hard to improve the quality of the provision for the pupils. The combination of the good management of the changes and the hard work of all the staff combine to produce the positive ethos.

54. Staffing of the school is very good. Teachers are suitably qualified and experienced to teach all the subjects of the National Curriculum and religious education. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. The governing body has recognised the significant burden which falls upon the headteacher and has recently increased her non-teaching time. The role of the co-ordinators in monitoring pupils' work and planning has improved since the last inspection. There is a good number of well trained education support staff who work alongside teachers effectively.

55. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise, for example, expertise in information and communication technology is developed effectively for the support staff due to careful explanations on using different programs. Induction and mentoring arrangements are satisfactory. Appraisal systems are in place.

56. The quality of the accommodation is satisfactory. It is kept very clean. Standards of display are good. This extends learning opportunities for pupils well. Classrooms are of an

adequate size and there is an adequate amount of storage space in different areas of the school. There is no hall; the outside classroom is used for physical education and meals. Physical education is taught but the lack of suitable facilities prevents the effective teaching of gymnastics. Outdoor provision is adequate, the playground is barely adequate for the number of pupils. There is good provision of playing fields adjacent to the school.

57. The quality and quantity of resources is good across the curriculum. The new resources for literacy and numeracy are attractive. Many of the reading scheme books and library books have been replaced since the last inspection. Resources for information and communication technology are good and the school is currently planning the development of these resources to support learning across the curriculum. Equipment for the Foundation Stage children is good and benefits from the excellent links with other local schools. Resources are well organised in a variety of different areas. They are all well labelled and easily accessible to both staff and pupils.

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

59. All additional funds are used well to enhance the provision for pupils. Funds for special educational needs are used appropriately. There has also been additional funding for support in the literacy and numeracy hours which has been well managed. Additional funds are raised by the Parents' Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The school's accounts were audited in summer 2000 and the day-to-day control of finances was reported to be good. A few minor recommendations were made which the school responded to promptly and effectively. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is very good. The school administrative assistant manages the school office and related matters efficiently and effectively. She offers good support to the school, staff and visitors.

60. The deployment of teaching staff is very good. Teachers are allocated to classes appropriate to their qualifications. Teachers take clubs out of lesson time. The headteacher supports the staff in a practical way and is responsible for several new initiatives. The support staff are very effectively deployed and supervised. The use of resources to complement learning is good. Resources are used very well by staff and have a positive impact on raising standards. The use of accommodation is very good overall.

61. Pupils enter the school with attainment below national averages. Learning is very good for most pupils. They achieve standards which show good progress from their previous levels of attainment. Attitudes, behaviour and personal development are all very good. Teaching is very good. The cost per pupil is above the national average. Taking all this into account the school gives very good value for money. This is an improvement on the judgement given in the previous inspection report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

In order to improve standards and the quality of education, the governing body, headteacher and staff should as recognised in the school development plan:

◆ continue to raise standards in writing by:

- *careful monitoring to ensure teaching material is well matched to pupils' prior attainment;*
- *identifying clearly what pupils are expected to learn in each year group;*
- *provide appropriate training for teachers, including further training on the National Literacy Strategy;*

(paragraphs 4, 5, 8, 12, 81, 99, 134 and 141)

◆ Improve the use of information and communication technology skills across the curriculum by:

- *improving the range of software available;*
- *identifying appropriate opportunities in medium and short term planning to incorporate the use of skills in information and communication technology across the curriculum;*

(paragraphs 4, 9, 30, 99 and 105)

There were no other minor areas for improvement identified for consideration for inclusion in the action plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	67	29	4	0	0	0

The table gives the percentage of teaching observed in each of the 7 categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	51
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	20

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

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	1	5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	3	9

As the number of pupils in Key Stage 2 in 2000 was less than 10, then the school is not required to publish its National Curriculum test results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	16.9 : 1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

Financial information

Financial year	1999/00
	£
Total income	132,187
Total expenditure	132,465
Expenditure per pupil	2,880
Balance brought forward from previous year	2,329
Balance carried forward to next year	2,051

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	64	32	4	0	0
Behaviour in the school is good.	59	32	4	0	5
My child gets the right amount of work to do at home.	59	41	0	0	0
The teaching is good.	73	23	4	0	0
I am kept well informed about how my child is getting on.	59	27	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	14	9	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	59	27	14	0	0
The school is well led and managed.	64	32	4	0	0
The school is helping my child become mature and responsible.	73	23	4	0	0
The school provides an interesting range of activities outside lessons.	59	18	18	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. At the time of the inspection, there were five children in the Foundation Stage in the infant class. They are taught with nine Year 1 and four Year 2 pupils. On entry to the school children's attainment is usually below average in language and literacy skills. Inspection evidence and information from baseline assessments, administered soon after children start school, indicate that levels of attainment on entry for most of the current children in the Foundation Stage are below those expected for their age. By the end of the Reception Year most achieve the Early Learning Goals in all areas of learning.

63. Children are admitted into the infant class twice a year, in the September or January before their fifth birthday. Children work within the six areas of learning until they have attained the Early Learning Goals.

Personal, social and emotional development

64. Children make very good progress in their personal and social development. They become increasingly confident in responding to others. Their responses are valued and children are encouraged to become independent. Older pupils in the class support the younger children well and encourage them to join in different activities. They develop confidence and relate well to other pupils and to their teachers. Children confidently develop skills of sharing both equipment and ideas and taking turns, so that they work very well together. The children are taught to treat each other with respect and to be careful of their own and other peoples' property.

Communication, language and literacy

65. In the areas of language and literacy, children make very good progress in speaking and listening. They listen attentively, follow instructions and explanations carefully and talk with increasing confidence to adults and other pupils. They quickly learn to take turns when answering, asking and explaining their ideas. The teacher effectively encourages all children to take part in discussions, such as when talking about a story such as "Owl Babies". All staff provide good opportunities for children to further develop their speaking skills, through role-play and other play situations.

66. Writing skills are developed through a range of activities. Most children enjoy experimenting with different writing tools. More able children write correctly formed letters and words with letters of even size and shape. In their early reading, children understand that printed words have meaning. They begin to recognise familiar words and understand that words are comprised of groups of letters. Regular storytelling and reading from big books enhances their enjoyment of fiction. Children read regularly to adults and take their books home to share with parents, who provide good support. Suitable reading games provide reinforcement of word recognition skills. The teaching of early reading is effective because of the consistent development of skills in building words and recognising the sounds that letters make. Children are encouraged to participate in stories and to read books with adults and share them with their friends. Good opportunities are provided for

children to improve skills in language and literacy through a modified “literacy hour”, appropriate to their needs.

Mathematical development

67. In mathematics, children make very good progress. A significant number can count to 10 and most are beginning to recognise number symbols from 1 to 10. There is a small home corner where children use everyday situations to introduce sorting, matching and ordering. Children make sound attempts to write numbers and count coins. They can match similar objects and enjoy using “Compare Bears” for counting. Most recognise and name shapes, such as a circle, square and triangle. A satisfactory range of mathematical games supports children’s learning. The quality of teaching in mathematics is very good. Lessons are well planned and the teacher makes good use of different teaching strategies to provide first-hand mathematical experiences, such as measuring for salt dough and putting spots on the snake to correspond with the number on its head. Adults encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information, using pictures, objects and numerals.

Knowledge and understanding of the world

68. In their knowledge and understanding of the world, children’s learning is enhanced by carefully planned topics, such as “My Family” which encompass different aspects of the curriculum. Children understand the difference between the past and present, show good understanding of their own locality and can talk about places further a field. They are aware of the needs and habitats of various creatures, such as insects observed in the local environment. Children learn about their own faith and those of others and are familiar with a number of significant stories from the Bible, such as the birth of Jesus and the story of Moses. They are aware of life outside their homes, the community and people who help, such as the police, doctors and nurses. The quality of teaching is very good. The teacher provides a good range of opportunities for children to explore the environment outside their classroom. These experiences are effectively linked to activities in the classroom by getting the children to talk, draw, paint and model what they see, using a range of materials. Good attention is paid to safety issues.

Creative development

69. Children's creative development is very good. In the creative areas of learning, children have very good opportunities to investigate and experiment with a variety of techniques and materials. For example, they produce a colourful paintings of daffodils and a striking collage of “Elmer the Elephant and his friends in a Fantasy Land” to support their work in literacy. Children consistently improve their skills of using brushes and paint and have an appropriate knowledge of primary colours. They enjoy listening to sounds and join in the singing of rhymes and songs with enthusiasm, keeping together and maintaining the tune. Satisfactory opportunities are provided for children to investigate and experiment with a variety of techniques and materials. For example, they use play dough, macaroni and raisins to produce baby owls to link with their work in literacy. They show great enjoyment in music, where they learn to appreciate different tunes and begin to understand dynamics. They begin to develop understanding of design, for example, in the use of construction kits and design tasks such as planning a park. The teaching of the creative aspects of the curriculum is very good.

Physical development

70. In their physical development, children attain satisfactory levels of skills, which prepare them appropriately for Key Stage 1. They balance, throw balls, run, jump, skip and hop, developing their sense of space and manipulation skills. Their co-ordination is developed further by the use of tools and equipment such as scissors, brushes, pencils, paint and materials for modelling. The quality of physical education teaching is very good. The teacher effectively build on the children's natural desire to explore, develop and exhibit their physical skills by providing challenging and imaginative, but safe activities, which encourage the children to develop confidence and increasing skill. Through very effective collaboration with other schools, the children have access to large outdoor play equipment to support the development of their co-ordination and social skills.

71. The planning for progression in children's knowledge and skills is very good. All staff are involved in planning activities and show good understanding of how young children learn. Group and class activities are very well organised. Good use is made of space and learning resources. Other adults who help provide skilled support in the classroom. Careful consideration has been given to planning for the transition into the National Curriculum. All members of staff have very good relationships with the children and are calm in their approach. They are well organised and encourage independence and initiative. Good teamwork and communications are a strength of the early years provision and promote good standards and progress. The staff monitor the children's progress very carefully and use the results of assessments very effectively to plan their activities.

72. Parents are well informed about the curriculum for children in the Foundation Stage. They receive good information and are actively encouraged to help and support their children's learning. Parents are also invited to attend special assemblies, many activities and parents' evenings to discuss the outcomes of baseline assessment.

ENGLISH

73. Due to the small number of pupils in Year 6 in 2000 it is not appropriate to report pupils attainment against the national average. The number in each year group varies from year to year in this small school. This has a significant impact when comparing performance both nationally and in relation to similar schools. Numbers are too small to provide a reliable guide to the overall trend of standards throughout the school. In comparison to schools where pupils performed similarly in tests at the end of Key Stage 1 in 1996 standards were well below average. Standards were below average in reading and very low in writing at the end of Year 6. This is a reflection of the large number of pupils with special educational needs in Key Stage 2. A significant number of these pupils have transferred to the school between the ages of 7 and 11. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets.

74. On entry to the school, pupils' attainment in most years is below average in reading and writing, although speaking and listening skills are sound. By the end of both key stages, pupils' attainment in speaking and listening is in line with national expectations. The youngest children quickly develop confidence in speaking and learn to listen attentively to the teacher and to others. Very good listening skills were evident in the reception dance lesson, based on the theme of "The Hungry Caterpillar", where all pupils listened carefully to instructions, explanations and questions and responded well. By the end of the key stage, pupils talk confidently about their work and listen well, such as when discussing their ideas

about a story they have read. They take turns to listen and to contribute their suggestions and answers, showing appreciation of others' points of view.

75. At Key Stage 2, pupils continue to listen attentively. They follow instructions well and discuss their work sensibly, for example, in a science lesson, during their investigations into the differences between seeds and fruit. A very good lesson was observed with pupils from Years 5 and 6, when pupils were taught very successfully to read performance poetry such as "Fight of the Year" with confidence and good expression. The personal and social programme contributes very effectively to pupils' development in speaking and listening. By the end of the key stage, most pupils show confidence in speaking and listening tasks, whilst more reluctant pupils are sensitively encouraged to contribute.

76. Progress is good for the majority of pupils, at both key stages, in this aspect of English. Speaking and listening skills are positively encouraged throughout the school, across all subjects, which support pupils' learning and their good personal development.

77. By the end of Key Stage 1, pupils' attainment in reading is broadly in line with the national average. They make good progress in letter recognition and in their knowledge and understanding of books. For example, pupils with higher prior attainment recognise the difference between fiction and non-fiction and use suitable vocabulary when discussing the title and author. A significant number of pupils in Years 1 and 2 are able to confidently compare books by the same author, such as "Owl Babies", "Rosie's Babies" and "Let's Go Home Little Bear", by Martin Waddell. Most pupils understand sequence in a story and recognise familiar words.

78. By the end of Key Stage 2, pupils' attainment in reading is below the national average. The school has initiated several improvements in a concerted effort to raise standards. Pupils read for an increasing range of purposes, using a variety of reading material. Younger pupils in the key stage continue to build up an appropriate sight vocabulary and learn to make use of the context to anticipate what might happen next in a story. They begin to recognise familiar patterns in words. A significant number are hesitant readers and have difficulty in making sensible attempts at reading unfamiliar words. Some pupils, particularly in Years 3 and 4 have difficulty in using the surrounding text and illustrations to anticipate unfamiliar vocabulary. The school has suitably targeted these pupils for additional support in literacy.

79. In the previous report library and research skills were judged to be underdeveloped and reading records were not fully and systematically maintained. The school has successfully addressed these issues and has made good improvement. Currently the pupils' standards in library and research skills are at least in line with what is expected of pupils of these ages. They show good understanding of the organisation of the library and classification systems and locate information confidently. Reading records are of a very high standard. They provide pupils with a better understanding of the progress they are making and encourage them to strive for improvement.

80. At the end of Key Stage 1 attainment in writing is broadly in line with the national average. Most pupils are using full stops and capital letters although not always consistently. They usually spell common words correctly and make sensible phonic attempts to spell the most difficult words. Higher attaining pupils engage the reader and write interestingly, for example, when writing a story about "The Foolish Penguin". Many are beginning to form an interesting vocabulary. A good range of writing formats is provided to widen pupils' understanding of the functions of the written word.

81. In Key Stage 2 handwriting skills develop slowly for a significant number of pupils, although, by Year 4, the more able pupils write in a joined style. A significant number of younger pupils confuse tenses and they have limited understanding of punctuation. Pupils in Year 5 are more confident when writing for specific purposes. In Year 6 due to the high percentage of pupils with special educational needs, grammar, punctuation and spelling remain weak. Stories generally lack sustained ideas. By the end of the key stage, standards of attainment in reading and writing are below the national average.

82. Evidence from pupils' work and records show that over the previous year, the rate of progress in reading and writing has been good for pupils across the school. The work seen in lessons during the inspection also showed that progress in all aspects of English was good. Pupils with special educational needs and more able pupils make good progress due to very good teaching and the very good support they receive from the classroom assistants which enables them to work very successfully alongside other pupils in the classroom.

83. Pupils' response to their work is very good at both key stages. Pupils settle to work quickly, concentrate well and show a very positive attitude to their work. They enjoy shared reading and respond very well to the wide variety of activities in the literacy hour. When encouraged to work in groups, or pairs, pupils remain on task. Behaviour is very good.

84. The quality of teaching in both key stages is very good. Lessons are clearly rooted in the National Curriculum and planning is based upon the National Literacy Strategy. Teachers' planning for the literacy hour makes clear what pupils are expected to learn. Lesson objectives are clear and focused and pupils are fully aware of the purpose of the lesson. Organisation of shared, group and individual work is very good, providing appropriate work to meet the needs of pupils in the class. Management of pupils is consistently very good. Time targets are set for the class to ensure that pupils make good progress. A wide variety of teaching strategies is used to achieve the learning objectives. Very thorough assessments are undertaken and pupils' progress is consistently monitored. Good diagnostic reading records are kept as part of regular guided group reading. A suitable policy and programme of work, which the school continues to evaluate, are in place. Curriculum management of English is very good. All teachers at the school have received appropriate training to teach the literacy hour, which is providing consistency of structure to all lessons.

85. Resources for English are good. The previous inspection report highlighted the need to extend the range of reading materials as there was not judged to be sufficient variety to extend and challenge the more confident readers. The school has now acquired a wide variety of good quality books, including shared reading books for the National Literacy Strategy, which has had a positive effect in the implementation of the literacy hour. There are a wide range of books that are linked to the reading scheme which are used systematically to support early reading at Key Stage 1, and for pupils in both key stages to take home to read. The school library is now well used by pupils. All these factors indicate a good improvement since the last inspection. The accommodation is satisfactory for the teaching of English and is used effectively.

MATHEMATICS

86. Due to the small number of pupils in Year 6 in 2000 it is not appropriate to report pupils attainment against the national average. Numbers are too small to provide a reliable guide to the overall trend of standards throughout the school. In comparison to schools where pupils performed similarly in tests at the end of Key Stage 1 in 1996 standards were above average. A significant number of these pupils have transferred to the school between the ages of 7 and 11. The number in each year group varies from year to year in this small school. This has a significant impact when comparing performance both nationally and in relation to similar schools. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets.

87. Attainment on entry to the school is below average. Evidence gained during the inspection indicates that attainment is satisfactory at the end of Key Stage 1 and Key Stage 2 for all pupils not on the school's special educational needs register and that by the end of Key Stage 2 several of these pupils achieve standards above national expectations. The rate of learning is very good at Key Stage 1 and good at Key Stage 2, including pupils with special educational needs. The pace of learning for more able pupils is also very good at Key Stage 1 and good at Key Stage 2.

88. By the age of 7 pupils have a good understanding of numbers and place value to 100 and beyond. They can count on and back quickly and confidently in twos, fives and tens. They recognise and use the knowledge that subtraction is the inverse of addition; they use the appropriate operation when solving addition and subtraction problems. Pupils are beginning to use mathematical language such as odd, even and between. They are able to collect data by counting objects and placing the results in a tally chart. They are able to present some aspects of the results of their work to the rest of the class. More able pupils are able to use mental recall of addition and subtraction facts to count on without support. Pupils are able to name three-dimensional mathematical shapes such as hexagon, cylinder and sphere by their properties and state the number of faces and corners that each shape has.

89. By the age of 11 pupils can use their mental skills to tackle successfully challenging problems requiring subtraction of three figure numbers. They understand the equivalence of fractions, decimals and percentages, using their knowledge to solve problems. They know the characteristics of solid shapes and are beginning to understand the terms mode, median and range in their work on graphical representation of data. They tackle with eagerness problems set by the teacher, for example, pupils are able to explain how to handle and represent data using different forms of graphs. They can explain that some graphs portray information better than others when they are using data collected during their work in geography. Older pupils are able to mentally convert an improper fraction to its lowest level and convert to a percentage.

90. In Key Stage 1 pupils' attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm when lessons are managed at a good pace. Older pupils within the key stage are independent and take a good level of responsibility within the classroom. Pupils are encouraged to support and praise one another. In Key Stage 2 pupils' attitudes are very good. All pupils are highly motivated, relationships are very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together.

91. The teaching of mathematics in Key Stage 1 is very good. The teaching in Key Stage 2 is good and often very good. In the lessons which are good or better, teachers have a good knowledge and understanding of the subject and teach the basic skills well. They

motivate and enthuse pupils during the brisk mental mathematics sessions. Teachers use the National Numeracy Strategy well. Lessons are well planned with clear objectives and activities. Lesson planning is very good with clear objectives for what pupils of different ages and attainment are to learn, a clear structure to the lesson and a range of activities planned to develop pupil's learning. Questions are used well to encourage pupils to use their prior knowledge and to ensure all pupils answer appropriate questions. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. In all lessons very effective use is made of discussions at the end of each lesson to share pupils experiences and to review what they have learned.

92. Very good use is made of support staff, which is a significant factor in the improvement in standards. Pupils are always well managed and kept on task with interesting and varied activities. Pupils with special educational needs are effectively supported and are given sensitively handled opportunities to progress and confidently demonstrate their learning to the whole class where this is appropriate.

93. The subject has a good system for the assessment, analysis, evaluation and recording of pupils' work. The use of National Curriculum non-statutory tests and the structures that have been put in place to analyse areas of strength and weakness of pupil understanding through testing, are very good. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This takes place effectively and often to great effect during the plenary session towards the end of lessons. Most pupils' work is marked.

94. The National Numeracy Strategy has been implemented well. The teaching approach expected by the strategy has been fully adopted. The subject is effectively led by the subject co-ordinator. A new mathematics and numeracy policy has been developed to reflect the aims of the National Numeracy Strategy. Monitoring and evaluation of the subject has been very thoroughly developed since the last inspection and has made a significant difference to the quality of provision. This includes the scrutiny of teachers' planning and pupils' work and extensive classroom observation. Regular assessments are carried out in all years. A useful portfolio of examples of pupils' work is maintained. The subject co-ordinator and other staff have attended in-service training and have provided extensive staff training within the school to support the development of the numeracy strategy. Parents consider the arrangements for setting homework to be appropriate. The practice is clear and effective particularly in Years 4, 5 and 6. Good use is made of information and communication technology within lessons. The skills of classroom assistants are utilised very effectively. They work confidently and skilfully with individuals and groups of pupils under the guidance of teaching staff. The subject is well resourced and resources are accessible and effectively used.

SCIENCE

95. It is not appropriate to report pupils' attainment against national averages. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. In comparison to schools where pupils performed similarly in tests at the end of Key Stage 1 in 1996 standards were close to the average. During the inspection, evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans

show that attainment in science is satisfactory and close to the national average by the end of Key Stages 1 and 2.

96. At Key Stage 1, pupils study life processes and living things. In investigative science, pupils record their findings, for example, the different animals and insects they find in their studies of "Living Around Newbold". They discover that there are differences between local habitats. Those with higher prior attainment can suggest reasons why different plants are found in different environments. Those with lower prior attainment can name many animals that live in the local environment. Pupils read the story of "The Very Hungry Caterpillar" and with the use of books discuss how the butterfly and other animals, such as the frog and bird, produce young, which grow into adults. Younger pupils gain good knowledge and understanding of such scientific topics as the human body. Work on the main body parts is then built on effectively, as pupils learn more about human senses and how they work. Pupils understand the need for a balanced diet and how to keep healthy.

97. By the end of Key Stage 1, pupils can make simple predictions and carry out tests. When investigating forces they predict and investigate the effects of different types of ramps on the speed of toy cars. They can make sensible suggestions about how to find things out. They can use simple equipment and explain their observations from their investigations. Their knowledge of the topics they study is sound and they can discuss their findings, such as those about the conditions that plants need to survive.

98. By the end of Key Stage 2 all pupils have a sound understanding of scientific investigations as the teacher provides carefully structured opportunities to follow through scientific processes. Most pupils know the different organs of a plant. They understand the circulatory system. They explain the differences between solids, liquids and gases correctly. Pupils can classify materials into groups, according to their different properties. The majority of pupils can use their knowledge to predict whether changes to some materials are reversible or not. Those with lower prior attainment can describe what happens when some materials are heated and cooled. Pupils with higher prior attainment can identify a range of contexts in which changes such as evaporation and condensation take place. Pupils describe correctly how devices within an electrical circuit function. High attaining pupils have a very good knowledge across the science curriculum. For example, when discussing gravity and upthrust they understand forces can be measured by using a force meter or a spring balance.

99. The scrutiny of pupils' work shows that many have a sound understanding of fair tests. Standards in the written work do not always match the standards in the oral work, particularly in Years 3 and 4, where there is a very high percentage of pupils with special educational needs. A significant number of pupils are able to explain complex aspects of science verbally but do not record them as effectively. Pupils combine their work in science with other subjects such as English. Literacy skills are supported through the use of subject specific language such as petals, stamens and stigma. Information and communication technology is not well used to support pupils' work in science.

100. All pupils, including those who are more able and those with special educational needs, make good progress in investigative science, as a result of the carefully prepared work and very good levels of support. By the end of both key stages, pupils have adequately covered all aspects of the subject. Pupils improve their skills by working well collaboratively and in discussions with the teacher and skilled classroom assistants. Skills of speaking and listening are well developed in these science lessons.

101. Pupils' attitudes to work are very good throughout the school. They behave responsibly and co-operate well together. Pupils enjoy science and like to work independently, using their initiative. Pupils are enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well.

102. The quality of teaching is very good. Teachers' knowledge and understanding of the subject is good and their learning objectives are appropriate. Planning is detailed and often shows links with other subjects, such as design and technology, and opportunities for assessment are clearly identified. Relationships between teachers and pupils are usually very good. In lessons, the pace is brisk, teachers' expectations are high and pupils and time are managed well. Marking is thorough and there are very many encouraging, helpful comments, which tell pupils how they might improve their work.

103. There is a good science policy and scheme of work which ensures coverage of National Curriculum programmes of study and continuity through the key stages. Attainment targets and levels in science are used well in short term plans. There are good procedures for assessing pupils' attainment.

104. The subject co-ordinator monitors the implementation of science teaching effectively throughout the school and gives good advice and support. The quantity and quality of resources for the teaching of science throughout the school is good and they are easily accessible. The accommodation, and its use for the teaching of science, is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Pupils' attainment in information and communication technology at the end of both Key Stages 1 and 2 is securely in line with national expectations. This is a considerable improvement since the last inspection. Pupil's learning is good at Key Stage 1 and Key Stage 2. They are making good progress as there is regular access to develop their basic skills. Use of these skills in different areas of the curriculum, including English, mathematics, science, history, geography and design and technology has yet to be fully developed. Talented and gifted pupils and those with special educational needs make good progress. They receive regular opportunities to develop their skills and are well supported. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards.

106. Pupils' attainment by the end of Key Stage 1 is satisfactory. Pupils use information and communication technology to assemble text and symbols, to help them communicate ideas. They understand the use of the computer to word process text, for example, they learn how to change the type and size of font they are using. They know how to use the arrow and delete keys and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse and are learning the first steps in importing graphics. Some make good progress. They have limited experience of using the computer to sort and classify information and to present their findings, for example, to construct a pictogram showing their favourite foods linked to their work in science on a healthy diet.

107. The pupils in Key Stage 2 continue to make satisfactory progress in their computer

skills, their understanding of the machines and of the programs available to them. By the end of Key Stage 2, pupils are skilled at word processing, being able to edit, amend and print their text. Pupils have limited experience of entering and using information on a database or of using spreadsheets to control data. Younger Key Stage 2 pupils have basic control of a computer mouse to move the cursor and to highlight words. They use number and spelling games appropriately. Pupils can write text on screen and edit their work, their word processing skills are good. They are confident in following instructions and have a good understanding of the retrieving and storing of work. The school is beginning to develop the use of information and communication technology to support learning in other subjects. For example, in the use of a digital camera to photograph the local environment for their work in geography.

108. Attitudes in information and communication technology lessons are generally very good. Pupils concentrate well and handle the resources with due respect and care. Pupils enjoy working with computers. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work. Discussions showed that they understood most functions and appreciated the value of using information and communication technology to solve problems and to find information. Pupils worked well together, with more experienced users helping those who were less secure. This results in very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other.

109. Teaching is good overall. Since the last inspection the quality of teaching has improved. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. Teachers and support assistants have good subject knowledge of word processing and graphics and use technical vocabulary to good effect, for example, import, edit and click and drag. Teachers organise their lessons effectively with a good balance between whole-class discussion, individual support and group work. There was good teaching of individual pupils and pairs of pupils working at the computer in their literacy and numeracy lessons. It was marked by a familiarity with computing skills and the programs used in the school.

110. Good use is made of teaching assistants and parents to enable the pupils to make good progress. This is a good example of the high quality of relationships between pupils and with the staff which is a strength of the school. Pupils with special educational needs are provided with good quality support that ensures that they make good progress. Pupils' competence in the subject is regularly assessed and they are kept aware of what they need to do to make progress. This information is used in setting targets for groups and individuals. Teachers are planning to develop opportunities for pupils to use the computers in other subjects, for example, in drafting stories using a word processing program, importing graphics to a newspaper article, or compiling a database linked to work in mathematics and science.

111. The co-ordinator gives good advice and support to other class teachers. There is good documentation. Regular assessments of pupils' work are carried out in all years. The school has introduced a national scheme for the development of information and communication technology, which provides suitable continuity and progression across the school. Pupils' work with computers is displayed around school. There are good plans to improve the use of information and communication technology to support other National Curriculum subjects. Resourcing for the subject is good.

RELIGIOUS EDUCATION

112. Teaching was observed in Key Stage 1 but not in Key Stage 2. Judgements are also based on discussion with pupils and teachers together with scrutiny of pupils' work and teachers' planning. Attainment in religious education at the end of both key stages meets the expectations of the locally agreed syllabus. Throughout the school, pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. Pupils develop a satisfactory understanding of religious concepts through stories from the Bible. No pupils are withdrawn from religious education.

113. In their topic work on "My Family ", pupils learn about Jesus' family and begin to understand that we all belong to a family and that families might be different. They know that there are stories about families in some of the Holy Books and listen to the stories of Moses in the Bulrushes, Joseph and His Brothers and Mary, Martha and Lazarus. They discuss feelings such as happiness, sadness and jealousy. Linked to the topic of "New Life" pupils experience awe and wonder when studying the miracle of the life cycles of the frog, chicken and butterfly. They listen to the stories of Ganesh and the Broken Trust and the Prophet Muhammed and the Sparrow. Pupils become increasingly familiar with important festivals such as Christmas and Diwali. Pupils are aware that festivals such as harvest, are a time for celebration and know that we say thank you for all the gifts provided from the land, the sea and the air. They understand about precious things and how to treat sacred books and artefacts with reverence. They discuss ideas of personal belief and stories of right and wrong, with sensitivity towards others' feelings.

114. By the end of Key Stage 2 the majority of pupils have reached expected standards. All pupils have learned about the different branches of Christianity and appreciate the difference between Christian forms of Worship. They all know a range of key events in the Bible. For example, they understand the importance of the baptism of John the Baptist and the meaning of parables such as the "Sower and the Seeds". All pupils appreciate the differences between several religions including Sikhism, Islam and Hinduism. Pupils understand the role of key historical figures who worked for the good of human kind, for example, they write about the life and work of Mother Teresa. Throughout the school, pupils realise that prayers can be about asking for help or for giving thanks and that they can be a means of communicating feelings to God. Pupils are well able to discuss their own ideas and do so with sensitivity towards one another, using a satisfactory vocabulary of religious terms.

115. Pupils in both key stages make satisfactory progress in religious education. More able pupils and those with special educational needs also make satisfactory progress. Pupils discuss in depth matters within their experience, such as the need for self-control. They show a growing awareness of self, others and the natural world. Through discussion, pupils develop an understanding of responsibility to one another and of right and wrong.

116. Pupils' attitudes to learning are very good. They respond well to the opportunity to learn about different beliefs and show a willingness to learn from the experiences of others. In class lessons and assemblies pupils listen well, ask relevant questions and put forward thoughtful views. All pupils are well behaved.

117. In the lesson observed teaching was good. The teacher built effectively upon pupils' own experiences, using good questioning skills, which promoted lively discussion. Relationships with pupils are very positive. Teachers make good use of the policy and scheme of work, which provides a good structure that interprets the locally agreed syllabus

well. Throughout the school pupils are encouraged to voice different points of view and to give extended answers, such as when discussing their feelings about different forms of music.

118. A range of teaching strategies, including the use of videos and discussion, is used. Resources, including artefacts, are used effectively and the accommodation is adequate for the teaching of religious education. The subject co-ordinator gives very good leadership of the subject.

ART AND DESIGN

119. During the inspection, only two art and design lessons were seen, both in Key Stage 2. Evidence from these lessons, teachers' planning, discussions with teachers and pupils and the scrutiny of pupils' work and displays, shows that good progress is made throughout the school by most pupils, including those who are more able and those with special educational needs.

120. By the end of both key stages standards of achievement are at least in line with national expectations. Art and design is often linked to topics, across the curriculum. At Key Stage 1 pupils develop suitable skills in a range of art techniques, including drawing, painting and printing. They learn about pattern and shape, such as wall brick patterns. They know how to mix colours when painting and use a range of colours, when painting pictures of their families, which show an appropriate control of paintbrushes. Pupils develop a sound understanding of texture, when they create a three-dimensional display depicting "What happens to the wildlife in the rainforest when humans cut down the trees and clear the ground?" By the end of the key stage, pupils have sound understanding of perspective, making satisfactory attempts to draw figures and objects of appropriate size.

121. Pupils continue throughout Key Stage 2 to develop their drawing and painting skills. They make good use of their sketchbooks for recording ideas, which they later develop. This practical, working approach to art has a good effect on the quality of their work. Pupils recognise that drawings can be improved technically, as well as imaginatively. The range of artists whose work is studied is wide and the level of pupils' understanding is good. The pupils select their own media and experiment with new skills and techniques with perseverance. All pupils have an appropriate range of experiences in art and design. By the end of Year 6 they show good observation skills. They produce colourful paintings and fabric prints of pansies. The current work on patterns has stimulated pupils' interest in multicultural design and pattern. In the two very good lessons observed, pupils produced detailed patterns, based on a range of materials and artefacts such as an Arabic dance dress, a hand embroidered Jordanian robe, a rug from Pakistan and an Arabic camel bag.

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

123. The quality of teaching in the lessons observed was very good. Teachers stress the need for pupils to observe closely and very good use is made of artefacts and of pupils' own work. The teachers are well organised, with the appropriate resources readily available.

There is very good use of questioning to help pupils develop and refine their work. The teachers' planning is clear with good learning objectives, which plays a significant part in the good progress made by pupils.

124. The co-ordinator has very good subject knowledge and understanding. Considerable work has been undertaken to ensure there is appropriate breadth and balance in the scheme. The policy clearly details the progression of skills. Resources are good, with a good range of additional information provided by the co-ordinator to support teaching. The accommodation is satisfactory for teaching art and design.

DESIGN AND TECHNOLOGY

125. No lessons were seen during the week of the inspection. Evidence was gained from planning, pupils' work, photographs and discussion with teachers and pupils. All pupils, including those who are more able and those with special educational needs, make satisfactory progress in relation to their age and ability.

126. At Key Stage 1, pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Younger pupils enjoy working with construction kits. Older pupils design and make models with three-dimensional shapes. After designing and making a fruit salad they evaluate the tools and the fruit used. Pupils are able to select materials, cut, shape and join when making Christmas cards, finger puppets and bears. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with appropriate accuracy and precision. They can reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

127. At Key Stage 2, pupils are provided with an increasing range of tasks. To link with their studies in geography they design, make and evaluate the effectiveness of a shaduf to get water from the river to irrigate the land. By the end of the key stage, they design and make Weathergen masks as part of the Powergen weather project. Most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different choices that need to be taken into account. They design and make wooden framed wax writing tablets to link with their studies of the Romans. After reading the story of Jason and the Argonauts pupils design and make harpies, the horrible birds with human like faces that stole food when the islanders were starving. Photographic evidence depicts pupils working alongside pupils at Ashby Grammar School to design buggies. Pupils also designed wrought iron gates which were made for the National Forest in a joint enterprise with an arts group. This was followed up by a visit to the workshop in Doncaster where pupils used the machines to make their own sculptures. As part of their studies of food technology, pupils in both key stages cook on a regular basis. A wide range of techniques is used such as creaming, crumbing and pastry making. All pupils cook Christmas cookies and Easter biscuits, which are shaped and iced. Throughout the school pupils' knowledge in the subject is enhanced by the good links which are made with other subjects of the curriculum.

128. Pupils make satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practice relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill

different techniques for cutting, joining and shaping materials. As pupils get older, they become more aware of the suitability of the materials they select for their models.

129. Pupils enjoy solving problems created by design and technology tasks. Sketchbooks are used effectively to record plans and designs and photographs are taken as an ongoing record. Pupils use appropriate vocabulary and show enthusiasm for the subject. They take pride in their achievements and suggest a variety of ways in which their ideas could have been improved.

130. The standards achieved are the result of the good quality of the teaching. The teachers are secure in their knowledge and understanding of the subject and of how pupils can best learn the principles of designing and making. Their planning enables the pupils in mixed age classes to develop at the rate appropriate for their age and stage of development. The curriculum planning has been improved since the last inspection. It is based on national guidance materials for the subject and is directed towards the development of skills. Using this approach the designing and making process is used to develop the skills very effectively. The good level of classroom management and the strong motivation for the pupils to succeed are marks of the good teaching in the school. The pupils are encouraged to be independent and to make judgements for themselves. The support staff in the classrooms make a good contribution to the standards achieved by all the pupils and especially by those with special educational needs and those with particular talents in the subject.

131. The subject is well managed. The subject plays a full part in the broad and balanced curriculum which the school provides for all pupils. The policy for design and technology

clearly details the progression of skills. Resources for design and technology are satisfactory. There is an adequate range of books and a good variety of materials and equipment.

GEOGRAPHY

132. During the period of the inspection it was only possible to observe two lessons. Evidence has been gained from the scrutiny of pupils' work, discussions with pupils and staff and the scrutiny of teachers' planning and displays around the school.

133. The evidence indicates that achievement is good in the development of geographical knowledge but this is not always clearly reflected in the quality of pupils written work. Pupils with special educational needs are supported to attain at a good level. Higher attaining pupils are achieving at a standard above national expectations. Pupils adopt very positive attitudes towards the subject and are interested in their work. Good teaching creates a positive learning environment within which pupils thrive, working in an atmosphere of collaboration and respect for one another.

134. Pupils in Key Stage 2 work at a good pace and are given good opportunities to consider the environment and the impact that humans have upon it. They identify traffic problems in the local town that need to be improved. They work in groups to develop a plan which they present to the class. Pupils develop links with other curriculum areas, for example, data gathered during a visit is used in mathematics when studying the use of different graphs which provides the opportunity to use information and communication technology to illustrate their results. Pupils describe this approach with enthusiasm and take

great pride in the result. It makes a very good contribution towards pupils' personal and social development. Older pupils are able to locate information in an atlas by using the contents and index and identify locations on maps using four figure grid references. They are developing a geographical vocabulary, for example, in their work on the water cycle pupils are able to name and describe different parts of a water catchment area river such as tributary, source and reservoir. They speak with enthusiasm about a field trip to Wales where practical investigations take place, creating links with the development of historical skills.

135. The quality of teaching is very good. Subject knowledge and understanding is very good, supported by effective planning and clearly stated learning objectives, which are conveyed to and understood by pupils. Teacher expectations are high, pupils are well managed and the skills of support staff are utilised effectively. The system for assessment is satisfactory. Pupils are given regular feedback that identifies what they need to do next to progress further.

136. Subject leadership is good. The subject co-ordinator has established a policy and has introduced an effective scheme of work based on the guidance provided with the revised National Curriculum. The curriculum is broad and balanced and effectively supports pupils with special educational needs. Information and communication technology is used to good effect. For example, pupils create a link between geography and mathematics by gathering and displaying information gathered from first hand observations relating to traffic. The level of resources is satisfactory. The range of books within the library has been increased to a satisfactory level. The accommodation is appropriate for the subject.

HISTORY

137. During the period of the inspection no lesson observation was possible. Judgements are based on a scrutiny of pupils' work for Key Stage 1 and Key Stage 2, displays around the school, teachers' planning and discussions with staff and pupils. Since the last inspection improvements have been made in some areas of the subject and there has been a satisfactory rate of improvement since then.

138. The standard of achievement in history is satisfactory when compared with national expectations at the end of Key Stage 1 and Key Stage 2. Learning is good. Pupils with special educational needs make good progress. High attaining pupils also make good progress.

139. At Key Stage 1, pupils have looked at homes and families. They understand that things change over time and know about some major events, such as inventions. They know about some famous people, including Florence Nightingale and Dr Barnardo. They have a sound understanding of different sources of information. Pupils have learned about life in Tudor times, where they study costume, homes and lives of famous people. They understand the effects of change, such as during the different years of Tudor monarchs. Pupils begin to understand that there are different ways to find out about the past and use books and artefacts to find out more about the event or custom they are studying. By the end of the key stage they have a sound understanding of some aspects of the past and knowledge of the life and customs of long ago. Much of the knowledge they gain is linked to topics they study. Pupils understand the difference between the past and the present, for example, they have compared their own toys with some from the early part of the 20th century. They also know that life was very different long ago. They are constantly

developing skills and the older pupils can distinguish between the recent and the distant past and are able to sequence and put items and events in chronological order. Much of the pupils' work in history involves listening to their teacher, taking part in discussions and asking and answering questions. Sometimes higher attaining pupils write descriptions alongside pictures which reinforces their literacy skills.

140. At Key Stage 2, pupils show sound understanding of chronology. Pupils use their studies of the Tudors to develop understanding of how living conditions differed from those of today. They can discuss differences and similarities between different times and recognise the main events that influenced history. Pupils describe how they used the local area as a resource when they were completing a topic on the Victorians. Pupils undertake research by using books when studying topics such as the Vikings. They identify links with other subjects such as geography, through using atlases and drawing maps to show the relative positions of England and the Scandinavian origins of the Vikings. Pupils have good working relationships, are co-operative and take initiative and responsibility for resources. Pupils written accounts of the work they have done in history do not always reflect their historical knowledge and understanding. That produced by the older highest attainers is of a good standard demonstrating their ability to describe events, for example, in their study of the Tudor monarchs.

141. Pupils have a good, and in many instances very good, attitude towards history. They describe the work as challenging, varied and interesting. Pupils found the work on the Vikings enjoyable and interesting. Pupil's behaviour is always good and often very good. Relationships are very good. Pupils work well together in different types of groups, supporting each other with sensitivity and kindness. Pupils' personal development is very good.

142. The teachers' good knowledge and understanding, supported by effective planning, ensures that good teaching methods are used. Materials are presented in an interesting way that motivates and involves the pupils. Expectations of pupils are good. Pupils understand the clear instructions they are given and feel they know what they are to do. The good quality of planning and ongoing assessment supports pupils' progress to develop skills and knowledge and challenge the pupils.

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

MUSIC

144. By the end of both key stages, pupils' levels of attainment in music are above those expected for 7 and 11 year old pupils. By the end of Key Stage 1, pupils know a wide variety of songs and hymns by heart, know the words well, sing confidently, enthusiastically and in time with each other. They can identify the way sounds are produced and recognise and

appreciate pattern in sound such as pulse, rhythm patterns and repetitions. Pupils confidently use and interpret symbols they have used to represent patterns in their own compositions.

145. By the end of Key Stage 2, pupils score their compositions using standard notation and perform using a variety of tuned and untuned instruments. They confidently discuss dynamics, tempo and timbre and express preferences. They have good understanding of how musical elements and resources are used to convey a mood or effect. As part of their topic, "Pictures in the Mind", pupils in Years 3 and 4 compose music for the lion after listening to and appraising pieces, such as "The Royal March of the Animals" by Saint-Saens". Older pupils investigate pitched sounds, including electronic keyboards, to identify effects for space composition to link with their appraisal of "The Planet Suite" by Gustav Holst. The quality of pupils' singing together as a school is outstanding; their singing is tuneful, expressive and of good volume. Pupils have the opportunity to play the recorder or join the impressive school choir.

146. Throughout the school progress is very good. Pupils in Year 1 explore sound and pattern using a range of percussion instruments. Through singing such songs as The Caterpillar Creep, they learn to recognise the structure of verse and chorus. Pupils steadily improve their knowledge, understanding and musical skills. They are increasingly able to use musical vocabulary in responding to music. Pupils are encouraged to write down their musical ideas, from graphical representations of musical sounds at Key Stage 1 through to increased use of standard notation by Year 6.

147. The pupils' attitude to learning in music is very good at both key stages, as are their behaviour, the quality of their relationships and their personal development. Pupils show enthusiasm and interest in their work and are keen to take part in discussions and give answers to teachers' questions. The enthusiasm and interest that pupils bring to lessons has a very positive impact on their progress. There is very good participation when the whole school joins together for singing and pupils listen carefully to music from the composer of the week. Pupils in Key Stage 2 show great enjoyment when composing and practising and a keenness to perform in front of others. Pupils listen respectfully to others when they are performing and show genuine appreciation. The relationship between staff and pupils is very good.

148. The quality of teaching is very good. The teachers succeed in motivating the pupils with very well planned and structured lessons and a variety of practical activities, to which the pupils respond readily. Pupils speak openly of their enjoyment of these lessons and respond positively to the teachers' enthusiasm for and love of music. Teachers have high expectations of pupils and achieve good response. They manage pupils well and obtain high standards of discipline and attention.

149. The curriculum provides pupils with a very good range of musical experience and full account is taken of the National Curriculum programmes of study. The school's documentation makes it very clear how teachers will develop pupils' skills and knowledge systematically and progressively as they move through the school. The curriculum is considerably enhanced by opportunities provided by the wide range of extra-curricular musical activities and regular participation in musical productions. Through the school's policy of cultivating appreciation of music from different cultures and encouraging active participation in musical activities, music makes a good contribution to the spiritual, moral, social and cultural development of the pupils. The subject receives very good leadership from the co-ordinator who has engendered enthusiasm and interest for the subject amongst

the pupils. The school is well resourced with an easily accessible range of instruments, tuned and untuned percussion, a good selection of tapes and compact discs and a varied selection of material for singing.

PHYSICAL EDUCATION

150. Achievement by the end of both key stages is in line with national expectations in those aspects of the curriculum which the school is able to provide. This is similar to standards reported in the previous inspection. Learning is good throughout the school.

151. By the end of Key Stage 1 pupils compare different combinations of movements and choose the most interesting performance. High attaining pupils produce imaginative and well executed sequences. Learning is good and pupils receive regular opportunities to develop their skills. Nearly all pupils develop an appropriate response to instructions, changing direction or stopping on command. They develop understanding of the importance of warming up at the beginning of lessons. Pupils develop the ability to adopt and sustain a balanced position. They develop skills of moving in different directions at varying speeds. Pupils develop confidence in performing in front of the whole class.

152. By the end of Key Stage 2 pupils use games equipment correctly and understand the importance of safety rules when using equipment. Most pupils control the ball effectively and develop the different techniques of dribbling, passing and receiving. They have co-operative skills in teamwork and understand the importance of being ready to take their turn without wasting any time between players. Learning is good throughout the key stage as teachers plan a balanced programme over the full year. Progress of pupils with special educational needs is good.

153. Attainment in swimming is above national expectations. Almost all the pupils attain the minimum level of 25 metres. Progress is good over time as pupils receive two terms of swimming. This ensures that pupils have time to build their confidence. Attainment is consistently good each year. Swimmers who have a slower rate of progress than average generally achieve the minimum standard as they consolidate their skills.

154. Attitudes to physical education are good. Most pupils are keen to take part in all the activities. They listen to instructions well and try hard to improve their own performances. Pupils' personal development is good as they learn to control their own bodies. They appreciate each other's performances and co-operate well in pairs or small teams. Behaviour is generally very good in lessons with pupils responding well when teachers use praise. Pupils all move sensibly and change quickly without wasting time. Pupils with special educational needs respond well in lessons.

155. Teaching is very good. Teachers use resources effectively to develop skills and use warm up and cool down activities effectively. They speak firmly but sensitively to individuals and explain clearly what they expect of pupils. Teachers' subject knowledge is good which leads to clear explanation of tasks and appropriate use of language. Planning is clear and based carefully on the schemes of work to ensure that skills are steadily developed. Tasks are well balanced in lessons to ensure that pupils build on the previous tasks. Teachers have high expectations of pupils' behaviour and of the pace at which they carry out the

tasks. Teachers all use demonstration effectively to celebrate good work and to share in different ideas. All teachers use praise effectively to encourage pupils to try harder.

156. The subject is effectively led by the co-ordinator. Outdoor provision is satisfactory; the playground is small and restricts some activities. There is good provision of playing fields adjacent to the school. The school accommodation inhibits the provision of the full requirements of physical education. Gymnastics is limited to floor and apparatus work due to the low height of the accommodation. Provision for dance is much improved following the provision of a mobile classroom. Resources are good and the school benefits from the links with other local schools. The expertise of volunteer and support staff contribute well to pupils' learning.