

## INSPECTION REPORT

**NAVENBY CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Navenby, Lincoln

LEA area: Lincolnshire

Unique reference number: 120532

Headteacher: Mrs L Brewster

Reporting inspector: Helen Ranger  
OFSTED number: 22223

Dates of inspection: 17 – 20 June 2002

Inspection number: 196360

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

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: East Road  
Navenby

Postcode: Lincoln  
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Telephone number: 01522 810628

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Appropriate authority: The governing body

Name of chair of governors: Mr I Jenkins

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger 22223	Registered inspector	English Information and communication technology Religious education Equal opportunities	How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Leonard Shipman 14061	Lay inspector		How high are standards? b) 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?
John Good 1411	Team inspector	Mathematics Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
Jean Peek 25281	Team inspector	Areas of learning for children in the Foundation Stage Art and design Music Geography History Special educational needs	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Navenby Church of England Primary is a voluntary controlled school that is smaller than the national average. There are 183 full-time pupils between the ages of 4 and 11 and, at present, more boys than girls in most classes. The roll has risen in recent years and continues to do so as new houses are built locally and because the school is popular with parents from a wider area than the village of Navenby. Almost all the pupils come from white United Kingdom backgrounds and all speak English as their first language. The proportion of pupils identified with special educational needs – 8 per cent - is much lower than in most schools. Children's levels of attainment on entry to the Reception class are above average.

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

This is a good school. The standards attained by pupils are above average in many key areas, although not always in writing. Teaching is good for all age groups and promotes pupils' progress well. The school is led and managed well. It gives good value for money.

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

- Pupils attain above average standards in most key skills, especially speaking, listening, reading, mathematics and science.
- Pupils show very positive attitudes to school, behave well and get on very well together.
- The teaching is good in all age groups.
- The headteacher leads the school very well and works closely with a strong team of governors in the management of the school.
- The curriculum is good and is enriched further by a wide range of extra activities.
- There is very effective provision for pupils' spiritual, moral, social and cultural development.
- Pupils with special educational needs are supported very well.
- The school sustains the confidence and approval of parents and works closely with them and with the local community.

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

- Pupils' standards in writing are not as high as in other aspects of English.
- The more capable pupils are not always taught as well in lessons as other pupils.
- The school's agreed procedures for assessing pupils' progress in several of the foundation subjects are not yet fully implemented.

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

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

The school was last inspected in June 1997. Improvement since then has been good. The school's results in the National Curriculum tests for the oldest pupils have risen faster than the national trend. Teaching is better now than at the time of the previous inspection and attendance has risen. The school has further improved the high standards in the areas that were judged to be strong then, such as pupils' attitudes and behaviour and the provision for their personal development. The present headteacher and governors have developed a clear sense of purpose, have raised standards in many areas and now ensure that legal requirements are fully met. They have improved the ways that the school plans its finances. The curriculum is now planned much more efficiently to ensure progression in pupils' learning across all age groups. The weaknesses identified in art, music and design and technology have been remedied. Procedures for assessing pupils' progress are better now, although they are not yet implemented for all subjects and, therefore, not fully effective in raising standards.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	B	C	D
Mathematics	A	A	A	B
Science	B	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The performance of the school's 11-year-olds has been above the national average over the past few years, although results fell in English and science in 2001. Mathematics has been consistently strong. Over the past five years, performance in tests in this age group has improved at a faster rate than the national trend and pupils have done well in relation to their results at the age of 7 years. Pupils' recent performance in tests and teacher assessments in Year 2 has been broadly average in English, mathematics and science. Within English, reading has been stronger than writing by both Year 2 and Year 6. The school exceeded the targets it set for its pupils in the Year 6 tests in 2001. This year's targets are challenging and are much higher than last year; the unconfirmed results of the tests indicate that they will be met.

Inspection findings for the current pupils are that achievement is good, overall, in all age groups. Children in the Reception class are on course to attain at least the levels expected nationally in all areas of learning and to exceed these levels in communication, language and literacy and in their mathematical development. Pupils with special educational needs in all age groups make good progress as a result of the quality of support they receive. The most capable pupils make satisfactory progress, but need to be more challenged at times to reach even higher levels. Pupils, by both Year 2 and Year 6, attain average levels in English; their skills in speaking, listening and reading are better than their writing. They attain above average levels in mathematics and science. In all other subjects, attainment is at least average; it is above average in Years 3 to 6 in information and communication technology and above average by both Year 2 and Year 6 in religious education. There are no national expectations for primary pupils in French, but pupils achieve well in this subject in Years 3 to 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Good in lessons, in the playground and around the school. Pupils are friendly and polite.
Personal development and relationships	Very good. Pupils form very good relationships and show respect to other children and to adults. They show increasing maturity as they get older.
Attendance	Very good. Rates are very high compared with most schools.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	good

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

Teaching is good and promotes pupils' learning well. Teachers plan interesting lessons that ensure good coverage of the recommended areas of learning in the Reception class and of the National Curriculum in the rest of the school. There are clear objectives for lessons and teachers explain tasks well. They use practical and investigative work well to make learning interesting. Most lessons cater well for the full range of attainment in the class, including the pupils with special educational needs. At times, lessons do not extend the most capable pupils enough. Lessons in English and mathematics are mostly taught well and ensure pupils' effective progress in the key skills of literacy and numeracy. However, the initiative to improve teaching and learning in writing has not had sufficient impact on standards in all classes. Teachers have high expectations of how pupils will behave and the pupils respond well to these. As a result, pupils get on well with each other and their teachers and concentrate on their work. They build on their knowledge, understanding and skills efficiently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in the Foundation Stage and in Years 1 and 2. Very good for pupils in Years 3 to 6 where it is enriched by a wide range of extra activities.
Provision for pupils with special educational needs	Very good. Pupils' social, emotional and learning needs are identified at an early stage and catered for very well by teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. Staff plan fully for pupils' personal development and the provision permeates the entire ethos of the school.
How well the school cares for its pupils	There are very good levels of day-to-day support and care for pupils and very effective arrangements to promote their health and safety. Pupils' academic progress is assessed satisfactorily, but this is an area for further improvement.

The curriculum meets legal requirements and is enhanced strongly by a wide range of clubs, visits and visitors, especially for older pupils. Adults act as good role models for pupils' moral and social development. The spiritual dimension is considered widely and benefits from effective links with the church. Cultural provision is catered for well through the required curriculum and the many extra activities offered. Pupils are prepared well for life in a multi-cultural and multi-faith society. The school enjoys the support of parents and works very well in partnership with them to the benefit of the pupils.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the school and has succeeded in raising standards. Senior staff carry out their responsibilities competently and have contributed satisfactorily to the school's improvement.
How well the governors fulfil their responsibilities	The governors work very effectively and are led well by the chair of the governing body. Governors are well informed, active and supportive.
The school's evaluation of its performance	The school increasingly analyses how well it is doing and acts effectively to improve further. The written development plans communicate priorities for the future well. The headteacher monitors teaching and learning well, but not all subject leaders have had the chance to check how well their subjects are taught at first hand.
The strategic use of resources	Very good. Financial planning is secure and the school's resources are targeted well.

The headteacher and governors provide very effective leadership and have ensured the school's good improvement in recent years. They consider the principles of best value well by questioning how they work, comparing themselves with other schools, consulting on further development and ensuring that the budget is spent wisely. The senior management team is currently being restructured to improve the effectiveness of the delegation of responsibilities. The monitoring of teaching, learning and the curriculum, while mostly good, varies in the amount of rigour it receives from subject leaders. The school's administration is very efficient. There are sufficient, well qualified staff for the current roll and levels of learning resources are good. The site is attractive and well maintained. The building is increasingly cramped as the roll rises; this situation will be eased somewhat by the new extensions, but the pressures on classroom accommodation will continue.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school and make good progress.</li> <li>• Children are helped to become mature and responsible.</li> <li>• Behaviour is good.</li> <li>• The teaching is good.</li> <li>• There are high expectations of children.</li> <li>• Staff are approachable and listen to suggestions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• A few would like more information about their children's progress.</li> <li>• A few would like the school to work more closely with them.</li> </ul>

The parents of 97 pupils (53 per cent) responded to the pre-inspection questionnaire. Twenty-two parents attended the meeting with inspectors. The proportion of parents who expressed satisfaction with the school was high and only a small proportion had concerns. The inspection supports most of parents' positive views, although the school's expectations of its most capable pupils are not high enough at times. Inspectors consider that the provision of extra-curricular activities is very good and significantly enhances the curriculum. The school is successful in working with parents and in providing information about progress.

## **PART B: COMMENTARY**

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

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

##### **i) Standards in the Foundation Stage<sup>1</sup>**

1. Most pupils are admitted to the school in the Reception class at the beginning of the year in which they are five. Their attainment on entry is above average overall and this is confirmed by the school's recent assessments of children on admission. Children achieve well in the Reception class, including those with special educational needs. Most are on course to attain levels by the end of the school year that are in line with those expected in the early learning goals in their personal, social and emotional development, creative and physical development and their knowledge and understanding of the world. Most will exceed these levels in communication, language and literacy and in mathematical development. These findings are similar to the previous inspection, except in mathematics, which has improved.

##### **ii) Standards in English, mathematics and science in Years 1 to 6**

2. In the National Curriculum tests for Year 2 in 2001, the school's results were above the national average in reading and average in writing and mathematics. Teachers' assessments of performance in science were above average. However, results were below average in all these tests and assessments when compared to schools with similar intakes nationally. This was mainly because, while more pupils than average attained at least Level 2, fewer than average attained the higher levels – Level 2A or Level 3.
3. Over the past few years, results for this age group have usually been similar to the national average. Reading has recently been stronger than writing. There have been no substantial variations in the separate attainment of boys and girls when compared with national trends.
4. Inspection findings for the current group of pupils in Year 2 are that they attain average standards in English and above average standards in mathematics and science. The main reason why English is not as strong as the other subjects is that pupils' writing skills are still not as strong as their speaking, listening or reading.
5. In the 2001 tests in Year 6, pupils' performance was in line with the national average in English and science and well above average in mathematics. Compared with similar schools, the results were above average in mathematics, but below average in English and science. However, pupils did well in all subjects compared with their results at the age of seven. Over the past few years, performance in the mathematics test at Year 6 has been consistently very good, but has fluctuated in English and science. Results over the past few years have shown that the school has improved its performance more rapidly than the national trend. Again in this age group, while the results of girls and boys have differed from year to year, there have been no substantial gender variations from the national picture.
6. Inspection findings are that the pupils now in Year 6 attain average standards in English, where, again, their writing is not as strong as their speaking, listening or reading. In this

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<sup>1</sup>The Foundation Stage begins when children are admitted to a school with a Nursery at the age of three or four and the last year of this stage is often described in school as the Reception year. During this period, children's learning is based on fostering, nurturing and developing their: personal, social and emotional wellbeing; skills in language and literacy; mathematics development, particularly numeracy; knowledge and understanding of the world; physical development and their creative development. 'Stepping Stones' are national descriptions of the progress children are expected to make towards the 'Early Learning Goals' for all these areas of learning by the end of the Reception year.

subject, a high proportion of pupils reach Level 4<sup>2</sup>, but few consistently reach Level 5 in writing. However, the unconfirmed results of the recent national tests in English indicate that pupils have performed well this year compared with their teacher's assessments of their attainment and compared with the findings of the inspection. Standards are above average in mathematics and science because a high proportion of pupils attain well and there are very few low attainers.

7. Literacy standards across the school are good in reading, but less so in writing and this relative weakness adversely affects pupils' work in other subjects at times. Numeracy standards are good across the school.
8. Pupils' achievements in these subjects are at least sound and often good. Achievement in the lessons seen during the inspection was especially good in Years 5 and 6. The progress made by pupils with special educational needs is good. This group is supported well by teachers and classroom assistants. The most capable pupils mainly achieve soundly, but, at times, they could do better. Teachers do not always plan activities that challenge them sufficiently. There are indications in English, from pupils' good levels of attainment on admission and from the high levels they achieve in other subjects, that the more able pupils in some classes could do better, particularly in writing.
9. Compared with the judgements of the previous inspection, standards are similar in English, but have improved in mathematics and science across the school.

## ii) Standards in all other subjects

10. By Year 2, pupils' attainment is average and pupils' achievements are sound in art and design, design and technology, geography, history, information and communication technology (ICT), music and physical education. By Year 6, attainment is at least average and achievement at least sound in all these 'foundation' subjects. In ICT, standards are above average and pupils' progress is good. In Years 3 to 6, the large proportion of pupils who learn additional instruments in music do especially well in that subject. French is taught to all classes in Years 3 to 6. This is not a subject required by the National Curriculum for these age groups, but pupils achieve well in lessons and receive a good early introduction to a modern foreign language. Standards are above the expectations of the locally agreed syllabus throughout the school in religious education; pupils' knowledge and insight exceeds the levels seen in most schools.
11. Improvement has been good in several subjects since the last inspection. Standards in the subjects identified for improvement then (art, design and technology and music) are now satisfactory and many pupils now achieve well in extra activities in music. Standards in most other subjects have at least been maintained at average levels. There have been improvements in religious education by Year 2 and in ICT by Year 6, which are now above average. Physical education is average, but not as strong as it was judged to be previously. Standards in history are no longer above average by Year 6 because, while pupils cover a great deal of factual material (more than is required by the National Curriculum), they do not have an equally good grasp of historical skills and methods of enquiry.

## Pupils' attitudes, values and personal development

12. Pupils' attitudes, relationships and personal development are very good. Their overall standard of behaviour is good and acknowledged as a strength by the parents. Levels of attendance are very good. These standards have improved since the last inspection and they make a significant contribution to the quality of learning.

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<sup>2</sup> Level 4 is the expected national standard for pupils leaving primary school. In National Curriculum tests, a substantial minority currently achieve the higher Level 5.

13. Most of the pupils arrive punctually and with a happy disposition. They are smartly dressed. The headteacher is usually on hand to greet the pupils and meet informally with parents. This creates confidence between parents, pupils and the school. Once in their classes, the pupils quickly settle down to quiet reading or other activities linked to learning. This is a good start to the day and positively encourages pupils' attitudes to lessons. During lessons, pupils are eager to answer questions, but do not interrupt when a classmate or adult is speaking. At the start of a mental arithmetic 'bingo game' a few boys enthusiastically exclaimed 'Yes', eager with anticipation.
14. Behaviour in lessons is good. Because of good teaching, pupils are motivated to sustain their interest and aptitude for learning. The more able pupils possess the self-discipline to succeed and they are capable of working well, either individually or in shared working. The less able are usually well behaved though some can be easily distracted. Lesson planning specifically caters for activities suitable to their needs. Consistently good teaching strategies and classroom management ensure pupils are kept on task. As a result, pupils use their time well and concentration levels are high.
15. Pupils moving around the school or during playtime maintain the high levels of good behaviour. The staff enforce the behaviour policy calmly yet firmly and it is understood by pupils. For example, when two boys ran into the corridor, they were admonished and asked why running is not allowed. Both explained the safety reasons. During playtime the pupils can safely 'let off steam' properly supervised by adults. There have been no recent exclusions. During the inspection, no bad language was heard nor any anti-social activity noted. Pupils, irrespective of gender or background, play and learn together well.
16. Pupils show respect for their school, the teaching staff and each other. The staff set high expectations and they provide good role models. The pupils respond with good manners, courtesy and politeness. They have developed very good listening skills. During lessons, pupils often help each other to finish off or understand a problem. For example, in a mathematics lesson, a boy helped a fellow pupil to understand and correct his adding up.
17. The pupils care for each other and take responsibility. The older ones frequently care for the younger ones. A variety of tasks and responsibilities are allocated to the pupils, such as monitor duties. These are performed happily and without quibble. Such examples raise the pupils' self-esteem and have a good effect on their personal development. Pupils in Year 6 provide good role models for the younger ones to emulate. The 'ABC club' at playtime encourages pupils to recognise and reward good conduct towards each other. Awards for this are later celebrated in assemblies.
18. Good citizenship is promoted effectively in both lessons and assemblies. Clothes are hung up neatly and school resources handled with care. The absence of graffiti or litter confirms that the pupils respect their school. Pupils offer comfort and support to each other. For instance, an upset boy was persuaded to resume his topic work by two other pupils. Pupils with special educational needs respond well to their good support and are fully integrated in all the activities.
19. Levels of attendance are well above the national average and have been for some years. There is no unauthorised absence. Punctuality was good throughout the inspection.

## HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good in all age groups and promotes effective learning by pupils. During the inspection, no lesson was less than satisfactory. Over 60 per cent of lessons were good and a further 14 per cent were very good. This is a significant improvement since the previous inspection when one in every seven lessons was less than satisfactory. There has been good improvement on most of the key teaching issues identified at that time. Practice is better in the teaching of art, design and technology and music and in how teachers mark pupils' work. A further key issue to improve the quality and use of assessment has been addressed satisfactorily and continues to be a focus, but practice in this aspect is not consistently good across all classes and subjects.
21. Teaching and learning in the Foundation Stage (the Reception class) are consistently good across all areas of learning. The teaching and learning of the basic skills are very good. The teacher and support assistant form an effective team and know their children very well. The teacher's very thorough planning mostly meets children's different needs effectively. She identifies any children with learning difficulties at an early stage and plans appropriate work for them so they make good progress. However, day-to-day assessment information is not always used as well to provide more challenging work for the more able children. The very good relationships and management of children, together with clearly established classroom routines, support children's personal and social development very well. Children are happy and eager to learn. Adults expect and achieve high standards of behaviour from the children. The classroom is attractive, well organised and prepared so children are stimulated and encouraged to take pride in their work.
22. Teaching and learning are good in Years 1 to 6 in English and mathematics and in the key skills of literacy and numeracy, although they are better, overall, in mathematics than in English. This is because provision in mathematics is catering more successfully for the full range of attainments, while in English the planning for the more capable pupils could be better in some lessons. There are also inconsistencies in the approaches to the teaching of spelling and handwriting; these do not lead to efficient learning. In both English and mathematics, pupils who find learning more difficult are supported well by their teachers and classroom assistants. The quality of the help they receive in sessions outside the classroom, such as Additional Literacy Support or work with the special educational needs co-ordinator, is very good and encourages their good progress.
23. In almost all other subjects, teaching is good. The exception is class music lessons which are satisfactory, although the teaching given by specialist music tutors is very good. Teaching has improved well in ICT so that pupils are keeping pace with the rapid changes in the subject. Teachers' subject knowledge is good. Specialist expertise is used well, for example, in French which is taught by staff from local secondary colleges and in ICT where the co-ordinator and mathematics co-ordinator have led the successful drive to raise standards across the school.
24. Teachers' day-to-day planning is mainly good. It is now based securely on a clear 'curriculum map' that outlines what pupils will do in each subject each year. As a result, pupils build systematically on their learning as they move through the school. Effective links are made across subjects that make learning interesting and relevant to pupils. Teachers identify clear overall objectives for their lessons and plan interesting activities that they organise well. The practical and investigative aspects of subjects are planned well. A weaker feature of some lessons is that the teachers are not always clear how they will extend the most able pupils. Extension activities are often planned, but too often these take place after pupils have carried out unnecessary routine tasks. At times, the extension activity only requires pupils to produce more than their peers at the same level rather than specifying the higher level of knowledge, understanding or skills that is to be developed. There is also confusion between giving extension activities that cater for general skills,



such as reading and writing rather than skills specific to the subject under focus in the lesson, such as history or religious education.

25. The teaching and progress for pupils with special educational needs are good across the curriculum. Teachers quickly identify any such pupils and monitor their progress thoroughly. They liaise closely with the special educational needs co-ordinator. Together they write good quality Individual Education Plans that contain clear and measurable targets for pupils - for example, to read certain letter sounds. They ensure that pupils with Statements of Special Educational Need receive the full provision to which they are entitled. The very good relationships, good planning and effective teaching of the basic skills using very structured methods, mean that these pupils show good achievement. For instance, in a withdrawal group of three pupils, the special educational needs co-ordinator showed very good knowledge of spelling methods. She used a range of interesting resources such as a talking computer program to assist spelling. This enabled the pupil to listen, look, identify and check how to spell 'ee' and 'ea' words before having a rapid test in which he achieved successfully.
26. Teachers in all age groups explain activities clearly and pupils understand what they have to do. Questioning is used well by all adults to check pupils' understanding and to extend their thinking. Teachers' management of pupils is a strength of the school. They have high expectations of how pupils will behave and the pupils respond very well to these. A pleasant atmosphere is created in all classrooms. This ensures that pupils are comfortable in their work and the quality of relationships at all levels is very good.
27. Teachers mark pupils' work regularly and give frequent oral feedback. This encourages pupils in their work and is appreciated by them. However, the levels of praise are over-effusive at times and do not accurately reflect how well pupils have done or what needs to be improved. The result is that pupils are not fully aware of how they are getting on or of the steps they need to take next in their learning.
28. Homework is used well in the school. It effectively extends and consolidates pupils' learning and is supported well by parents.

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

29. The quality and range of the learning opportunities on offer to the pupils are very good. The school provides a broad and balanced curriculum to promote pupils' intellectual, physical and moral development. The curriculum is good for children in the Reception class. Curricular planning has improved for this age group. It covers all the recommended areas of learning thoroughly. It is relevant to children's different development needs so that they show good achievement and are well prepared to start the National Curriculum. The requirements of the National Curriculum and the locally agreed syllabus for religious education are met. In addition, there is a very good range of extra-curricular activities and the school's curriculum extends well beyond the statutory requirements. Pupils in Years 3 to 6 receive tuition in French through an arrangement with neighbouring technology colleges. The National Literacy and Numeracy Strategies have been sensibly introduced. They have had a positive impact on the curriculum and upon pupils' learning, particularly in numeracy. The extensive way in which the community is involved in the pupils' education has been recently recognised in the school receiving a 'Schools Curriculum Award' for 2002.
30. The previous inspection reported that there was no overall curriculum framework and that the quality of planning was variable. In the three years since the appointment of the new headteacher, very good progress has been made in addressing these issues. A whole-school curriculum framework is in place and it is being constantly monitored, reviewed and

adapted to meet the school's changing needs. Subject and other policy statements have been updated and approved by the governing body. New programmes of work are in place for all subjects and they give more guidance to teachers' short-term planning. The curriculum programme is successful in allowing pupils of different ages and abilities to develop skills, knowledge and understanding as they progress through the school. The improvements in designing and delivering the curriculum since the last inspection have had a considerable impact in the drive to raise the standards pupils achieve in all subjects.

31. The quality of teachers' planning has improved since the previous inspection of the school. Termly plans are of a very good standard and show clearly when and where the curriculum content is to be taught. The school makes very good provision for pupils with special educational needs. This has improved since the previous inspection when it was judged to be good. The curriculum is well organised to meet the needs of these pupils. Class teachers, support staff and the special educational needs co-ordinator have a very good knowledge of pupils' needs. Together they ensure that the arrangements for using pupils' individual education plans are very effective in meeting specific needs, while enabling pupils to have full access to the whole curriculum. For example, pupils may have very good extra help in literacy or numeracy, or counselling support if there are behavioural or emotional problems. There are effective systems to seek extra advice from outside agencies, such as the educational psychologist or speech therapist. Pupils with Statements of Special Educational Need receive very good support and the provision in their statements is fully implemented. They are fully integrated in all aspects of school life.
32. The good provision for pupils in French, ICT, mathematics and science leads to above average standards being achieved in these subjects. The improved systems for planning and delivering the curriculum have resulted in standards being raised in a number of subjects, including design and technology and music, that were identified as being below average in the last inspection report.
33. The school has good facilities for teaching ICT. The recently opened computer suite is being used very effectively within lesson time and in extra-curricular activities. Scrutiny of pupils' previous work shows that pupils are being given opportunities to use their acquired skills to support learning in other subjects. Very good use is made of ICT as a cross-curricular resource, particularly in mathematics and geography.
34. The school's aims give a clear indication of the importance it places upon pupils' personal and social development. There is a very good programme for personal, social and health education. Policies are in place for sex education and drugs awareness. Teachers' plans show that, wherever possible, personal, social, and health education and other related issues are integrated into the appropriate area of the curriculum. Classroom observation shows that these aspects are taught very effectively through subjects such as 'Circle Time'<sup>3</sup>, religious education and science.
35. In their response to the pre-inspection questionnaire, a few parents expressed the view that the school provides an unsatisfactory range of extra-curricular activities. The inspection team does not agree with these views and judges that the school offers a very good range of extra-curricular clubs and activities. Sporting activities include opportunities to improve skills in football, netball, rounders, 'kwik cricket', dance, athletics and cross-country running. Instrumental tuition is made available to those pupils who show an interest in learning to play an instrument and many pupils take advantage of these opportunities. Music-based activities include a recorder club, string group, wind band and a small orchestra. Other activities include a computer club, gardening group and cookery. Parent helpers organise and run 'bikewise' and cribbage groups.

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<sup>3</sup> During Circle Time pupils discuss a wide range of personal and general issues. Teachers stress respect for all pupils' views and that pupils should feel confident that they can talk with ease and free from any form of interference or interruption from others.

36. Good use is made of visits and visitors to enhance pupils' learning. For example, a local potter led the clay tile project in art and design and the Bishop's Visitor supports work in religious education and acts of collective worship. The school involves itself in events organised by the diocese. This gives pupils the chance to work and mix with pupils from other schools and makes a positive impact upon their personal development. Pupils take part in inter-school sporting activities and church-school events. Pupils in Years 5 and 6 attend a residential week at an activity centre in order to experience the outdoor and adventurous components of the programme for physical education and to enhance their skills in ICT. The pupils talk enthusiastically about their experiences, which clearly made a very positive contribution to their personal development.
37. The school is developing a very good range of links with the community that make a positive impact upon pupils' learning. The 'Friends' Association organises a series of social events and is successful in raising funds to support the school. The Association has part funded recent curriculum improvements in ICT, design and technology and physical education. Pupils make frequent visits to the local church to participate in religious festivals. The vicar participates in school life by leading acts of collective worship when possible. A local farm manager visits the school to talk to pupils in the Foundation Stage about his work. Year 3 pupils visit the local bakery to support their studies in food technology. Numerous parents and grandparents visit the school at appropriate times to support pupils' learning, particularly in history and science. The involvement of the community in the life of the school has a positive effect upon the quality of the curriculum on offer to the pupils.
38. The provision for the pupils' personal development is very good. It builds on the very good support given by the diocese and local community. This aspect has improved since the last inspection. This is recognised and appreciated by all the parents.
39. Personal development is promoted very well in its spiritual aspects. Very effective links exist between the Bishop's Visitor, guest speakers and the parish church, which contribute to the pupils' spiritual learning. Assemblies and the teaching of other faiths through religious education enrich pupils' awareness of our multi-cultural society. In the main hall, pupils use the 'Prayer Board' as a focal point in their prayers. The diocese provides valuable advice in curriculum planning in many subject areas. As a result, the pupils develop a deep understanding of their own spirituality and the spiritual dimension in other people's lives. The school sings at religious festivals both in the local church and in Lincoln Cathedral. In discussions, pupils are able to recognise and respect the right of others to practise their own faith, values and beliefs.
40. The school makes very good provision for the pupils' moral and social development. The effects of this are very evident from the quality of their responses, standards of behaviour and relationships in lessons. The pupils are clearly enabled to know right from wrong and the parents fully recognise and appreciate the values the school teaches. The local community is actively involved in supporting both the pupils' historical heritage and present-day society. At the school's summer fete, for example, the local Women's Institute and Royal British Legion hold stalls. As a result, the pupils contributed towards the 'Poppy Day' appeal and subsequently wrote about the reasons why in their topic work. Environmental issues are taught to develop awareness of issues. This is particularly relevant in a rural community that relies heavily on agriculture.
41. The provision for extending cultural development is very good. It is woven into many aspects within the curriculum, especially in the arts and humanities subjects. An increasing number of pupils are taking up opportunities to learn a musical instrument. In response to parents, French is now taught regularly and enhances pupils' understanding of other cultures. Community art projects have included pupils making clay hands with a local



artist; these will be displayed to create a climbing effect on a wall to symbolise pupils' striving to reach higher levels of awareness.

42. Pupils have been enabled to be aware of the less well off in our society, such as the disabled. Pupils are taught about a range of religious beliefs and they listen with respect to differing viewpoints. For example, a parent who practises Buddhism talks to pupils. Recent work on Hinduism and Islam in Years 4 and 6 has led pupils to reflect with maturity and insight on the lifestyle of British Muslims and Hindus.

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

43. Since the previous inspection, the school has further improved the high level of care the pupils receive. Because it is a small school within the heart of the rural community, staff quickly gain detailed knowledge of the pupils and their families. As a result, they teach and support all pupils according to their strengths and weaknesses. The parents appreciate the high quality of care their children receive.
44. Procedures for child protection are very good. The headteacher is the designated responsible member of staff. The school policy has adopted locally agreed procedures and there is support from within the diocese. All members of staff have received training in this area. Pastoral support is available to any child or family in the event of a domestic crisis.
45. All aspects of first aid are very good with procedures to record any accidents. There is a designated member of staff to monitor first aid. Nearly all staff have received training. The governing body and members of staff conduct regular risk assessments and all relevant maintenance checks are thoroughly recorded. Health and safety is promoted within the curriculum. For example, jewellery is removed prior to physical education.
46. Procedures to monitor and promote attendance are good. Historically, attendance levels have not been a cause for concern so there is no formal policy. Teachers follow agreed guidelines by ensuring that all the attendance registers are recorded clearly and absences noted. Parents rarely fail to report promptly the absences of their children. Parents do not abuse the authorised holiday concession.
47. Procedures to monitor and promote good behaviour, including those for eliminating bullying, are very good. Staff, including the midday supervisors, carry out the behaviour policy consistently well. Any aggressive or anti-social behaviour is quickly eliminated. Pupils are fully integrated, with equal status, irrespective of their circumstances.
48. Procedures to monitor and promote the pupils' personal development are very good. Personal, social and health education, together with all aspects of spiritual, moral, social and cultural development, are woven into the curriculum. Assemblies provide a wide range of experiences to develop awareness of worship and community. Through 'Circle Time', pupils are encouraged to discuss their feelings and how their conduct might impact on others. Pupils are well prepared for the next stage of their education.
49. The school has made improvements in its procedures for assessing pupils' attainment and progress since the previous inspection, when assessment was a weakness. There are now many strong features in assessment. The procedures are good. There is a clear assessment policy that is consistently applied throughout the school. In Reception, the teacher assesses children's attainment on entry and regularly monitors their progress towards attaining the set learning goals. She uses the information effectively when reporting to parents. Teachers make termly assessments for English, mathematics and science. They use this information successfully to help identify pupils who may have special educational needs. They have good, consistent procedures for placing such pupils on the special educational needs' register and for deciding what further help is needed. In

Year 6, the school has enabled pupils to attend local 'master classes' in English and mathematics in order to meet the needs of identified gifted and talented pupils. Teachers evaluate the effectiveness of their teaching and learning successfully and use the information well to improve their future planning of the curriculum in these aspects of the 'core'<sup>4</sup> subjects. However, the procedures to assess standards are not as effectively implemented in other subjects. It is acknowledged that the school has agreed its approach to developing these and is now beginning to implement improvements.

50. The use of assessment procedures is satisfactory overall. The school has improved its use of assessment data. It analyses the national test results and monitors them thoroughly to ensure there are no differences in the achievements of boys and girls. It identified accurately the areas in mathematics and science that needed improvement, such as scientific enquiry. It took effective action and successfully raised standards in these subjects. However, it has not been as effective in using assessment information to improve standards of writing in English in all classes. This is partly because teachers' assessment of standards is sometimes not accurate enough. In addition, the particular aspects of writing that require improvement have not been clearly identified and used to set individual targets with pupils or to establish priorities for the whole school. The school has correctly identified a need to improve how it uses assessment information in many of the foundation subjects. Teachers usefully collect samples of pupils' work in several subjects, but they do not consistently record the National Curriculum level that pupils have attained in these.

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

51. The links with parents are very good and have improved since the previous inspection. They make a significant contribution to the pupils' learning. This is reflected by the positive views expressed in the pre-inspection questionnaires, the parents' meeting and those interviewed during the inspection.
52. The induction processes for prospective parents whose children may enrol are very good. This promotes confidence in parents and the children quickly settle into the school's routine. Any pupil with special educational needs is quickly identified and support put in place. As a result, these pupils make good progress with confidence. For parents of pupils in Year 6, there is a thorough programme to ensure the smooth transition to senior schools.
53. The views of parents are gathered by the school in a number of effective ways. For example, a questionnaire is sent with the pupils' annual reports. The comments are analysed and feedback given to parents - complaints over litter, for instance, resulted in a change to the snack routines and the problem was eliminated. In response to requests from parents, the teaching of French has been introduced. The high profile and availability of staff and parent governors in the school give parents informal opportunities to discuss issues. Parents of pupils with special educational needs are fully involved in reviews of progress.
54. A very enthusiastic and committed 'Friends of Navenby School' association works extremely hard to support the school and to raise funds to benefit the pupils. Profits provide resources to enrich the quality of education - for example, library books and gymnastics equipment. Many parents assist the school in a number of ways, such as accompanying educational trips. Others valuably help with reading or supporting teaching staff.
55. Routine information for parents is of good quality and curriculum information is distributed at the beginning of each term. Most parents are happy with the quality and quantity of homework. A few feel that it is inconsistently set, varying from class to class. Inspection

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<sup>4</sup> The core subjects of the National Curriculum are English, mathematics and science.

evidence shows that homework is usually set appropriately and is of good quality. Homework diaries and reading logs are used effectively to provide a channel of communication between parents and school. Most diaries have two-way comments and feedback. As a result, parents are confident that they can see the improvement their children make, especially in reading. The annual reports on pupils' progress for parents are satisfactory.

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

56. The school is led and managed well. This aspect has seen good improvement since the last inspection. At that time, a key issue for improvement was to provide clear educational direction for the school. This has been achieved. The headteacher is effective and well respected. She has a clear and appropriate vision for how the school should develop. In the three years since her appointment, she has succeeded in moving the school forward in many ways, in co-operation with the staff team and with the support of the governors. Clear educational aims for the school have been established and underpin its work. The school has a welcoming and purposeful ethos that are in keeping with its church school status. It achieves its commitment to providing a good quality of education for its pupils and to being an important part of the local community and parish. Pupils' standards in their academic work and their personal development continue to rise as a result of the determination to raise the quality of the school.
57. The senior teachers in the school have worked closely and effectively with the headteacher to manage and develop the school. This has meant a change of role for many of them as they have been expected to take additional responsibilities for initiatives. There is currently no deputy headteacher in the school. While other staff cover aspects of this role satisfactorily, the absence of a deputy headteacher has put additional burdens on the headteacher. This will be resolved shortly when the new deputy headteacher joins the school.
58. The school increasingly uses analyses of pupils' performance to assess its success and to set appropriate targets for improvement. The headteacher monitors the quality of teaching and learning directly in the classrooms and this is effective. Subject leaders monitor planning and development in their areas of responsibility satisfactorily. However, since almost all have a full-time responsibility for their own classes, they have few opportunities to see their subjects taught in practice. Their direct knowledge of the quality of teaching and learning and the standards attained by pupils is limited. The school has plans to ensure that all subject leaders are able to see and assess lessons in future.
59. The governing body supports the school's work very well and plays an effective role in its continuing development. Improvement in this area was a key issue from the last inspection that has been successfully resolved. Governors bring relevant experience and expertise to the school. They are led well by the chair of governors, have a good committee structure and an appropriate understanding of the strengths and relative weaknesses of the school. Governors visit the school regularly to monitor its work and contribute well to the establishment of its development plans. They fulfil their statutory duties well. They increasingly consider how best value can be achieved by questioning critically what the school does, considering costs, consulting interested parties in the school's development and by comparing their performance with similar schools.
60. The school's written development plans give good consideration to the current and future needs of the school and are based on a useful long-term strategic overview that includes factors such as the rising roll and projected budget figures. A key issue from the previous inspection was to improve long-term financial planning and this has been achieved. Financial planning supports educational priorities well. However, some of the targets for improving pupils' standards in subjects are not based securely enough on analyses of past

and present performance, for example in the initiative to improve writing. Others have benefited from a more rigorous analysis, such as in mathematics. In this respect, assessment information is not used fully in planning for the future, although it is acknowledged that this is an area identified for continuing development by the school.

61. The school manages most aspects of educational inclusion well. The management of special educational needs is very good and has improved since the previous inspection under the present co-ordinator. Good quality, thorough documentation contributes to the improved provision. The school has made good progress in managing the new national guidance to change to a 'graduated' from a 'staged' approach. Close liaison with the special educational needs assistants means that the effectiveness of their support is monitored and evaluated closely. The school has begun to consider the needs of its gifted and talented pupils well and is undertaking interesting projects to cater for them. However, the day-to-day provision for the more capable pupils in lessons is not as strong as for other groups in the school.
62. The headteacher copes well with the administrative demands on her time. She feels that recent local and national grants and initiatives have contributed to the school's development in, for example, literacy, numeracy, ICT and overall curriculum planning. The school's administrative assistant is very efficient and gives good support to the headteacher, staff and governors. Financial controls and procedures are good and the school's most recent audit was favourable. Spending is monitored closely and grants are spent for their intended purposes. The school had quite a substantial carry-forward budget at the beginning of the last complete financial year, but this was mainly due to an unexpected rates rebate at the end of the year. There are sound arrangements for the use of money that is carried forward into new financial years. The use of ICT in the school's administrative systems is good. Teaching and administrative staff make good use of computerised records and systems to support curriculum planning, pupil record-keeping, assessment arrangements, budget management and general administration.
63. The school has a good match of staff to its needs. It has effective arrangements for welcoming and inducting new staff. It received an 'Investor in People' award for its staff development arrangements this year. Arrangements for the performance management of teachers are in place in line with national requirements. The school offers good opportunities to trainee teachers and to newly qualified teachers to gain confidence and expertise.
64. The main accommodation is cramped. However, the whole curriculum is delivered effectively and all space is used to the full. Current building work, when completed, will significantly enhance the space for teaching and learning. The new ICT suite has had a very positive impact in supporting all aspects of the curriculum. There is a lack of storage space, but resources are stored safely without affecting movement around the classrooms or through corridors. The library provision will be improved as part of the school's development plan and when the new building is completed. The whole building is maintained in a clean and hygienic condition due to the considerable efforts of the caretaker and cleaning staff.
65. The outside site is spacious and attractive; it is landscaped well and separated into manageable areas. The Foundation Stage classroom has a safe play area that is well equipped.
66. Resources across the curriculum are good. They support teaching and learning. The level and quality of ICT resources are high. The school is involved with the Lincolnshire Schools Library Service to improve the quality and range of books. There has been whole staff training to encourage better use of the library service for curriculum development. During the inspection, few pupils used the library to browse or extend their research skills.

However, it is acknowledged that there are plans to improve the accessibility and use of the library for pupils when the building extension is finished and the library no longer has to be used for teaching groups of pupils.

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

67. To build on the school's strengths, the headteacher, staff and the governing body should:

- raise standards in writing by:
  - ensuring a better consistency across the school in the way that the skills of spelling and handwriting are taught;
  - ensuring that teachers' assessments of pupils' attainment in writing are accurate so that they provide clear information for analysing standards;
  - setting targets for improvement for individuals, classes and the whole school, as appropriate, that are based on an analysis of strengths and weaknesses in writing;

*(paragraphs 2-8, 22, 50, 78-85)*

- improve the standards attained by the most capable pupils by:
  - ensuring that all lessons cater for the range of attainments in each class;
  - ensuring that the activities planned for these pupils are suitably challenging;
  - ensuring that 'extension' activities are based on the particular knowledge, understanding and skills of the subject that is the focus of the lesson.;

*(paragraphs 8, 21, 22, 24, 61, 84, 88, 117, 146)*

- improve the effectiveness of the school's assessment procedures in raising standards by ensuring that the planned procedures for assessing the foundation subjects are implemented.

*(paragraphs 20, 27, 49-50, 106, 116, 121, 127, 133, 146)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	7	32	12	0	0	0
Percentage	0	14	63	24	0	0	0

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

### 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)	183
Number of full-time pupils known to be eligible for free school meals	7

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	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.6

#### 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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	15	15
	Girls	12	13	13
	Total	25	28	28
Percentage of pupils at NC Level 2 or above	School	86 (96)	97 (96)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	15	16
	Girls	13	13	13
	Total	26	28	29
Percentage of pupils at NC Level 2 or above	School	90 (96)	97 (91)	100 (91)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	7	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	19	19
	Girls	6	5	7
	Total	23	24	26
Percentage of pupils at NC Level 4 or above	School	82 (95)	86 (89)	93 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	19	21
	Girls	6	5	7
	Total	23	24	28
Percentage of pupils at NC Level 4 or above	School	82 (74)	86 (84)	100 (95)
	National	72 (70)	74 (72)	82 (79)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	154
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only. It is based on information offered by parents and may not include all pupils.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	4
Total aggregate hours worked per week	78

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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.*

### **Financial information**

Financial year	2000/2001
	£
Total income	353,280
Total expenditure	330,230
Expenditure per pupil	1,954
Balance brought forward from previous year	7,770
Balance carried forward to next year	30,820



## Results of the survey of parents and carers

Questionnaire return rate: 53%

Number of questionnaires sent out	183
Number of questionnaires returned	97

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	2	0	1
My child is making good progress in school.	52	43	5	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	40	51	6	2	0
The teaching is good.	59	38	3	0	0
I am kept well informed about how my child is getting on.	44	44	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	2	5	1
The school expects my child to work hard and achieve his or her best.	63	32	4	0	1
The school works closely with parents.	54	35	4	6	1
The school is well led and managed.	55	35	6	0	3
The school is helping my child become mature and responsible.	61	37	1	0	1
The school provides an interesting range of activities outside lessons.	32	48	14	2	3

*Figures may not total 100 per cent owing to rounding*

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

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

68. The Foundation Stage in the school consists of a Reception class with 30 full-time places. There are currently 27 children in Reception. Children enter the Reception class in the September before their fifth birthday. Their standards on entry are above average. Teaching and learning in Reception are consistently good and have been maintained at a good standard since the previous inspection. By the end of the Reception year, children are likely to attain the early learning goals recommended nationally for children aged five in their personal, social and emotional, creative and physical development and their knowledge and understanding of the world. They exceed these levels overall in communication, language and literacy and in mathematical development.

**Personal, social and emotional development**

69. Teaching and learning are good. Children feel secure in the welcoming atmosphere that staff create and happily settle into the learning routines. They enjoy school and quickly gain confidence. Staff set clear, high expectations for behaviour from the start so that it is consistently good. They have very good relationships with the children, guiding and managing them effectively to have a clear understanding of right and wrong. As a result, children learn and play happily together, sharing toys and equipment. Staff provide very good role models to develop the children's caring attitudes. Children respond well and show consideration for their friends. For example, in a session for children to share their experiences, the teacher supported and encouraged them to talk politely if they forgot to say please and thank you. They were given time to reflect on what others had to say and knew that they had to wait patiently for their turn.
70. Staff develop children's responsibility effectively so they select and use resources independently. They take care of equipment and tidy up well at the end of sessions. The teacher carefully plans, prepares and organises resources to make them easily accessible. For instance, after they had finished 'flying' in the role-play area's aeroplane, children hung up their uniforms and tidied the passenger seats ready for the next flight. They show good independence in dressing and in personal hygiene.

**Communication, language and literacy**

71. Teaching and learning are good. Children are likely to exceed the goals for speaking and listening. They speak confidently, clearly and audibly and listen carefully. Staff clearly show children that they value their opinions and so they are keen to join in all language activities, such as guessing the next rhyming word in a story poem. Throughout the day, there is an interested buzz of conversation as children talk to each other and adults. For instance, they are very interested in discussing their birthdays and whether they are coming soon. They nearly all use a wide vocabulary for their age and ask many questions, making relevant comments about what they are learning.
72. The teacher has good knowledge of teaching the basic skills of reading and writing. This, together with thorough planning that makes good use of elements of the National Literacy Strategy, helps children make good progress. They receive a structured approach to learning the letter sounds. Children link sounds and letters of the alphabet and use this knowledge to help them spell and sound out unknown words when reading and writing. They write their own names, copy carefully under the teacher's writing and with support try to write their own simple sentences, for example, about something beautiful they had found.
73. Children enjoy listening to stories and handle books carefully. The teacher selects

attractive books that appeal to children, such as a rhyming story about 'Who's in the Shed?' They roared with laughter at the illustration of eyes in the dark. The teacher makes good use of questions and pictures to improve their interest and understanding. Children know that print carries meaning, goes from left to right and top to bottom. They recall stories accurately and offer opinions about characters and the plot. Children read simple words from their reading scheme books that they take home each day and the more able read very well with fluency and expression. Parents promote their children's reading progress effectively by regularly hearing them read. Opportunities to encourage children to read as a free choice activity are slightly limited. There is no attractive reading area in the classroom and children do not regularly take home a wider choice of library books from school to share with their parents.

### **Mathematical development**

74. The quality of teaching and learning is good. Children show good achievement in developing numeracy skills. This is because interesting activities are planned so children enjoy mathematics, such as solving subtraction problems using a plate of biscuits. Children confidently count up to 10 forwards and backwards and many count well beyond 20, recognising numbers such as 100. They count in twos and tens and double simple numbers. The teacher makes skilful use of questions to check and further children's understanding. For instance, she asks children often, 'How do you know?' so that they confidently explain their methods. There is good use of an interesting range of resources, such as finding different ways of making six by using playdough eggs in a carton; this raises children's interest and enthusiasm in mathematics. Children's knowledge of shapes - squares, triangles and circles - is improved through practical activities such as printing shape patterns.

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

75. The quality of teaching and learning is good. The teacher plans and organises a wide range of activities that inspire and challenge children's learning so that they make good progress. Children show much curiosity, respond eagerly to challenges and identify features of things they observe. They were very interested in their homework task to find something beautiful in their garden. They handled the objects carefully and showed fascination in discovering what others had found. They know that seeds need water and light to grow from their experiments growing cress and bean seeds. They showed wonder and offered their own observations about the reasons for the different appearance of seeds grown in the light and dark. They develop sound understanding of life cycles, explaining that they used to have tadpoles who started to grow frog's legs and now they are frogs. They select independently from a range of resources. For instance, as part of their daily weather records they choose an appropriate symbol to represent sunshine, such as a pair of sunglasses. On a hot day, the children understood the health and safety reasons for wearing sun hats outside.

### **Physical development**

76. Teaching and learning are good. Children move with enjoyment, confidence, control and co-ordination in the hall. They receive good demonstration from their teacher who encourages them to respond to the task in imaginative ways. They balance on different parts of their bodies and travel using a sequence of movements, including twists and turns. They increasingly recognise the effects of exercise on their bodies. They use a range of tools and equipment, such as scissors and playdough to develop their fine control skills satisfactorily. The provision for outdoor play has improved since the last inspection with the creation of a flat area near the class and new resources, such as a climbing frame and wheeled toys. This has effectively enhanced the opportunities for children to develop the full range of physical movement. For instance, children pedal and steer wheeled toys

safely. They confidently move over and through climbing equipment.

### **Creative development**

77. The quality of teaching and learning is good. Pupils experience a wide range of art techniques and different textured materials. They paint and sew, print carefully with shapes to make patterns, model with clay and dough and make items such as pirate boats with boxes. Their observational pastel drawings of shells are of a good standard. The teacher provides a good range of opportunities and materials for children to explore and to stimulate their imagination. For example, by changing the theme of the role-play areas regularly, the adults ensure that children's imagination is very successfully developed. Children respond expressively to these experiences. The teacher ensures that children have a satisfactory balance of structured and free activities. They enjoyed acting as crew and passengers in the aeroplane with its realistic cockpit, tail and seats. They communicate their ideas through actions, such as playing a chime bar to capture attention prior to take-off. They carefully design and make things. For example, they mixed icing sugar with drops of water until it was runny enough to spread with a plastic knife. They decorated their own baked biscuit by referring to their paper designs of a domino with six spots. The teacher provides many opportunities during the day for children to sing songs, such as a song to get into a circle. They sing a range of simple songs confidently from memory, adding appropriate actions. They respond imaginatively to music, showing a growing skill in matching their dance movements to different moods.

### **ENGLISH**

78. In the 2001 National Curriculum tests for pupils in Year 6, the school's performance was in line with the national average. While pupils' results were below the average for similar schools, they were good compared with their prior attainment at the age of seven. The main reason that results were not as good as similar schools was that fewer pupils achieved Level 5 than nationally. Over the past five years, however, the school's results have improved at a higher rate than the national trend. The pupils in Year 2 have usually done better than most schools in the national tests in reading and writing in recent years. In 2001, their performance was average in writing and above average in reading, but below the average for similar schools in both tests. Again in this age group, the main reason that performance fell short of the average for similar schools was that fewer pupils achieved the higher levels in the tests. In both age groups, the school has correctly identified that writing results are poorer than reading; it has taken action to remedy this. It has rightly considered the predominance of boys in several classes at present and, in view of the poorer national performance of boys compared with girls, has made their provision a current focus for action.
79. Inspection findings are that current standards in English are average by Year 2 and Year 6. This is similar to the time of the previous inspection. As at that time, standards across the school are better in speaking, listening and reading than in writing. However, the unconfirmed results of this year's national tests in Year 6 indicate that pupils have performed better than average. They were prepared well for the test. Although the school has acted to improve its overall writing standards, evidence in pupils' work across the school as a whole shows that this action has not yet had sufficient impact on achievements in all the classes. These achievements are mostly satisfactory over time in relation to prior attainment and pupils with special educational needs achieve well as a result of good support. However, the overall good levels of pupils' attainment on admission to school and their higher than average performance in other subjects indicate that the most capable pupils could be expected to do better, especially in writing.
80. Pupils in Years 1 and 2 achieve soundly. They are interested and attentive listeners and confident and articulate speakers. They read frequently and develop a good understanding

of letter sounds and how to build unknown words. Their progress in reading is supported well by the teachers' commitment to working with pupils as individuals as often as possible and by the additional help and practice with parents at home. The Year 2 class was seen reading 'The Ugly Duckling' and understood the underlying meaning of the story. One pupil commented 'It's what's inside a person that matters'. They had a grasp of unusual vocabulary in the story, such as 'shimmering' and 'soared'. In these classes, pupils' attainment in writing is average overall. While a high proportion reach the expected Level 2 and write simple texts independently and accurately, fewer reach the higher Level 3 than is seen in most schools at this point in the year. Pupils are given regular, interesting opportunities to write for a range of purposes and respond to these in a lively and imaginative way. However, their skills in spelling and handwriting are not as secure. Teachers do not insist enough on consistently high standards in handwriting or correct bad habits early. While the school has an agreed approach to teaching spelling, this is not always applied in practice. When pupils work on spelling independently of an adult, they often revert to inefficient ways of learning unfamiliar words.

81. In Years 3 to 6, pupils' achievements continue to be at least satisfactory over time and are often good. Their recorded work shows good progress this year, especially in Year 5. The most obvious strength in attainment is in speaking and listening. Pupils in all four classes are effective listeners. They are attentive to others and show by their responses that they have listened carefully and taken other opinions and ideas into account. They have a good vocabulary and are confident speakers. By Year 6, pupils adapt their speech well to the context, for example, by using the conventions of Standard English in more formal situations. Pupils' standards in reading are mainly good. They read a wide range of fiction and non-fiction texts for study, interest and leisure. Again, in these age groups, many are supported well at home and encouraged to read and visit libraries by their parents. By Year 6, pupils identify key ideas and characters in fiction and 'read between the lines' as appropriate.
82. Pupils' standards in writing are average in Years 3 to 6. While a good proportion reach the expected level of the National Curriculum for their age, few exceed this. In the current Year 6, almost all the pupils are working at Level 4, but few have securely attained Level 5 in the work recorded in their books. Their teacher's assessments of their writing also indicate this. The writing is of appropriate length, but not always structured well and the meaning is sometimes unclear. Again in these age groups, teachers do not have consistent expectations of good handwriting or enforce the agreed approach to learning new spellings. Teachers have good systems for assessing pupils' progress regularly, but in writing their assessments are sometimes inaccurate. While the older pupils are well informed about the National Curriculum level they should achieve, the use of shorter-term targets with pupils is less well established. As a result, pupils are not aware of the details of how well they are doing and of what they need to do to improve.
83. Pupils' good reading standards and their satisfactory writing enable them to apply their literacy skills well across the curriculum in all age groups. Good examples of this exist, especially in science, history, geography and religious education. Pupils present their work in a variety of forms for different purposes. Pupils use their ICT skills well in English to practise elements such as grammar exercises and research work. They enhance the appearance of their written work well using word processing and graphic techniques.
84. Teaching and learning are good and there are particular strengths in teaching in Years 3 to 6 that have secured the overall improvements in performance in recent years. The main strengths in teaching and learning are:
  - the effective use of the National Literacy Strategy to plan and structure interesting lessons;



- good cross-curricular links between English and other subjects, including ICT, that make learning relevant and interesting for pupils;
- the effective management of behaviour and the good relationships that promote a pleasant and productive learning atmosphere;
- good support for lower attainers from teachers, classroom assistants and arrangements such as those for Additional Literacy Support.

Weaker features are:

- too little challenge and extension for the more capable pupils in writing;
- a lack of consistency in how spelling and handwriting are taught and practised;
- too little rigour and detail in the information for pupils about how well they have done and how they can improve.

85. The subject is soundly managed. The co-ordinator works closely with her colleagues to ensure that the overall planning for literacy is effective. The current focus on developing writing is appropriate. There are sufficient assessment arrangements in place, although the accuracy of some teacher assessments needs to be monitored. Books and other resources are good. The small library is satisfactory, but its use is constrained as it is the only spare space for small group work. There are good plans to improve its quality and use when the new buildings are complete, as the extra space will enable the library to be used for its main purpose.

## **MATHEMATICS**

86. Standards in mathematics have improved since the last inspection, particularly in Years 3 to 6. The results for the national tests at the end of Year 6 show that in each of the last three years the school has achieved a rate of improvement that is better than that found nationally. In the 2001 National Curriculum tests for 11-year-olds, pupils achieved standards that were well above average when compared with all schools and above average for schools in a similar context. Although statistical evidence also shows that the improvement in standards for pupils in Year 2 is above that found nationally, the overall standard is not as good as that achieved by the pupils in Year 6, when pupils' ages are taken into account. In the National Curriculum tests at the end of the last school year, pupils in Year 2 achieved standards that were close to the national average. The number of them who achieved Level 2 was above average, but few of them reached Level 3. This resulted in their performance being below average when compared with similar schools. Over the last three-year period, boys in this age group have consistently out-performed girls, but the school has started to address this issue and the gap has narrowed.
87. Evidence from classroom observation, work analysis and discussion with pupils indicates that, by both Year 2 and Year 6, current pupils are attaining standards that are above average. They achieve well in relation to their prior attainment, including those with special educational needs. These findings show that the school has made good progress in addressing the issues raised in the previous inspection report. The teaching staff have worked collaboratively to introduce the National Numeracy Strategy, to agree a common system for planning tasks and to improve the monitoring of pupils' progress and achievements. The success of these initiatives is reflected in the quality of teaching and the standards achieved by pupils. Pupils of all ages use numbers well and have an enquiring approach to their work. They calculate accurately, are developing good mental strategies and explain their methods and reasoning. The oldest work well with large numbers and with decimals and percentages. They have a good knowledge of shape; for example, they identify the various types of symmetry in two-dimensional shapes. They handle data well using methods such as frequency tables, pie charts and line graphs.

88. The introduction of the National Numeracy Strategy has had a positive effect upon teachers' planning and the programme of work. Teachers' medium-term plans are of a very good standard and show clearly that all areas required by the National Curriculum are being addressed. Short-term plans are mainly good, but vary in the detail of extension work for the most able. The better ones show clearly that higher-attaining pupils are being challenged by work that is more advanced rather than occupied by being given more practice at the same level. This better planning of tasks results in a higher quality learning experience for these pupils in junior classes.
89. During the inspection, the quality of teaching was good overall. Teachers have good subject knowledge and pay particular attention to using the correct mathematical language and terminology. They know their pupils well and set tasks that are challenging, but allow pupils to build upon previous knowledge and experiences. Relationships are very good and pupils respond positively to their teachers' friendly and supportive teaching styles. They have very good attitudes and quickly settle down to work and try hard. Two lessons in junior classrooms were of a very good standard. This high quality teaching arose from the teachers' ability to provide a stimulating environment in which pupils are inspired to achieve to their full potential. Lessons move with a quick pace, but sufficient time is allowed for pupils to reflect upon what they are doing and achieving. Teachers make very good use of questions to check pupils' depth of understanding, to extend tasks and pose new problems. They give constant praise and make learning fun. This high quality teaching has a direct impact upon these older pupils' rates of progress and levels of attainment.
90. The co-ordinator gives a good lead to the subject. His effective monitoring of planning and standards has resulted in a greater emphasis being placed upon developing pupils' abilities to solve problems and apply their mathematical knowledge to new situations. In Year 4, for instance, pupils were seen solving problems involving money. Almost all of them could identify the key mathematical data in the description and explained why some of it would not be required in answering the questions. They used the correct decimal notation and the majority of them had satisfactory recall of multiplication tables to ten. Tasks are well matched to pupils' abilities and there is good support for those pupils who require extra help. Analysis of pupils' previous work gave evidence that pupils are using their acquired numeracy skills effectively to support learning in design and technology, geography, physical education and science.
91. Recent development work has focused upon making use of the computer suite in the teaching of mathematics. The mathematics co-ordinator has good personal skills with computers and he has led training for his colleagues. All teachers have identified where new technology can be used to support pupils' learning. During the inspection, pupils throughout the school were observed using their acquired ICT skills in numeracy lessons. In Year 6, pupils entered data from a probability investigation into a spreadsheet and analysed the results in a pie chart. They were able to concentrate on the mathematical investigation and their good ICT skills enabled them to devote less time to recording and analysing results. Pupils in Year 4 investigated the time they spend each week studying each subject in their curriculum. They entered the data into a spreadsheet and used the facility to produce and interpret various types of graphs very effectively. Year 2 pupils used a computer program to improve their mental strategies for solving problems involving money. They understood the value of each coin displayed on the screen and gave different combinations of coins to make a given total. In Year 1, pupils used grids in a game to plot directions such as 'forwards', 'backwards', 'turn right' or 'turn left'. In all these observations, the quality of pupils' learning experience was being enhanced by the very good cross-curricular use of ICT in the teaching of numeracy.
92. The analysis of pupils' previous work shows that the quality of teachers' marking has improved since the last inspection. All work is marked and helpful comments are used to

indicate to pupils the quality of their work and how it can be improved. Homework is used effectively to support pupils' learning and teachers' record files show clearly that it is set on a regular basis. Assessment procedures are well established and are being used effectively to track pupils' progress and achievements. The data is analysed by the co-ordinator and used to set school targets for improvement. The targets for the current Year 6 pupils are challenging but realistic. Teaching and learning in mathematics are strengths of the school and have resulted from collaborative and dedicated work by the whole staff team.

## SCIENCE

93. Standards in science have improved since the last inspection when they were described as being average. The results of National Curriculum tests show that standards reached by pupils in the Year 2 and Year 6 classes are above average. Over the last three years, the school's rate of improvement in raising standards in the external tests has been above that found nationally.
94. Teacher assessments for 2001 show that, by the end of Year 2, pupils achieved standards that were well above average. The overall performance for pupils leaving Year 6 was close to the national average. This outcome was slightly down on the previous two years, but the absence of two pupils who were expected to achieve the average grade and above adversely affected the school's performance. Statistical evidence shows that, over the last three-year period, there has been no significant difference in the attainment of boys and girls.
95. The evidence from this inspection indicates that the school has maintained its momentum to improve standards. In both Year 2 and Year 6, pupils are achieving levels of attainment that are above average, with an increased number reaching standards that are well above the national average. Pupils achieve well. Those with special educational needs are very well supported in all normal classroom activities and this enables them to make good progress in their studies. Higher-attaining pupils are challenged more consistently in Years 3 to 6 than in Years 1 and 2. During lesson observation, all pupils were given equal access to all areas of the curriculum. In those classes where there is an imbalance between the number of boys and girls, teachers skilfully prevent either group dominating the proceedings.
96. By the end of Year 2, pupils carry out their own simple experiments correctly. Their factual knowledge of topics such as life processes and the properties of materials is good. By Year 6, pupils show a good understanding of scientific enquiry methods; for example, they conduct fair tests independently, selecting their own apparatus. Their factual knowledge of all the required areas is good and they use scientific terminology correctly. Pupils apply their literacy skills well in recording their work and use their good numeracy skills as needed in calculations. They have a good understanding of how ICT can support their work in presenting findings in textual or graphical forms.
97. The improvement in standards has resulted from a number of factors. These include a common system for planning tasks, more focus given to developing practical skills and better use of assessment for tracking pupils' progress. In addition, the quality of teaching has improved significantly since the last inspection. During this inspection, teaching was good overall. A feature of all observed lessons was the careful planning of tasks that allowed pupils to build upon previous knowledge and experiences and extended their learning. Teachers' improved knowledge of what their pupils can and cannot do results in tasks being well matched to pupils' ability and presents them with appropriate challenges. Teachers have good subject knowledge and this enables them to give clear and simple explanations. They have supportive, friendly and encouraging teaching styles that result in their pupils trying hard for them.



98. In Year 2, for example, pupils are learning about diets and healthy eating. The teacher stimulated their interest by producing a box full of different foods that they had to put into the correct nutritional group. Relationships were very good and the pupils patiently waited for their turn and showed delight when they or their peers were successful. The teacher was careful to ensure that all pupils had a turn and this detail to planning and preparation was a good feature of the lesson. All resources were available in appropriate numbers and there was very good teamwork between the teacher and her assistant. They provided the pupils with an enjoyable learning experience and the pupils co-operated fully and tried hard. Pupils of all abilities were well supported and this enabled them to make good progress. In responding to questions, the pupils showed that they have a good understanding of healthy and unhealthy foods and what items should be included in a healthy diet. The higher-attaining pupils worked independently during the main activity and, although they worked diligently and completed the set task, some of them required more challenging extension work.
99. Pupils in Year 6 investigated how voluntary and involuntary muscles cause and control body movement. They were given freedom to work in small groups and discuss the questions raised by their teacher. They made effective use of reference materials and gave good support to one another. The lesson made a considerable contribution to their personal development and they are being well prepared for the next stage of their education. The teacher has a very good relationship with his class and he values the contribution they make to their learning. Pupils of all abilities are making good progress in gaining knowledge and skills. They use the correct scientific language and terminology when responding to questions and in their own conversations. They have a good understanding of the topic and can name voluntary and involuntary muscles. The majority of them can explain how muscles work in pairs to control body movements. All of them understand the need for exercise and a balanced diet. Within the set tasks, higher-attaining pupils have opportunities to demonstrate their ability and achieve to their full potential.
100. The analysis of pupils' previous work shows that the quality of teachers' marking has improved since the last inspection. Helpful comments indicate to pupils the standard of their work and how it can be improved. The presentation of work is mainly satisfactory, but in all classes there are pupils who achieve good standards. In Years 3 to 6, some pupils take particular care and pride in the presentation of their work and consistently achieve very good standards.
101. The subject is soundly managed. Procedures for assessing pupils' levels of attainment and progress are good and effective use is made of the information. The programme of work has been adapted to give an increased emphasis to developing pupils' ability to experiment and investigate. Teachers' planning files give full details of practical tasks and pupils' workbooks show successful evidence of the outcomes. Lesson observation indicates that, throughout the school, pupils are developing practical skills and an ability to carry out fair tests. In the lessons observed during the inspection, pupils handled simple apparatus carefully and confidently and due attention was paid to all health and safety issues.

## **ART AND DESIGN**

102. The standards of pupils' art and design are average throughout the school. The school has made good improvements since the previous inspection in weaknesses identified in standards, planning and resources. All pupils, including those with special educational needs, now achieve well. This is due to good teaching and learning, the practical approach and the good quality range of learning opportunities. Standards of illustrations in pupils' work throughout the school are consistently good, with careful attention to detail. They enhance the quality of presentation across the curriculum.

103. Pupils in Years 1 and 2 use a wide range of materials, tools and techniques when creating their artwork. They confidently work in two and three dimensions, such as using clay to model fruits and selecting tools to add desired patterns to the skin. Pupils in Year 1 freely experiment with different paint effects on the computer and create pictures of a good standard with interesting colour and shade effects. They also enjoy drawing with pastels. Their animal drawings are lively, showing careful observation of shape, colour and pattern. Pupils in Year 2 make good progress in developing their drawing skills, shown in their detailed pencil drawings of toys as part of their history topic. Teachers throughout the school plan effectively to develop pupils' art skills across the different subjects of the curriculum.
104. Teachers in Years 3 to 6 encourage pupils to observe closely so that their drawings are detailed, with good use of line, varied tone and colour. Pupils in Year 4 depicted shadows, light and darkness in their striking drawings and designs of chairs from different angles. Teachers give them exciting challenges and increasingly complex activities. By Year 6, pupils confidently experiment with one-point perspective in their drawing of an Aztec temple. Pupils are enthusiastic about art and enjoy using their sketchbooks to record and try out their ideas, such as experimenting with smudging techniques. They make thoughtful observations about the work of artists, such as a spiritual observation from a Year 3 pupil on seeing a photo of a sculpture, 'It shows a level of life with land, evil, heaven and God controlling it.' By the time they leave school, pupils have good control of a range of materials, tools and techniques, including painting, clay modelling, collage, printmaking and sewing. However, Year 6 pupils have insufficient knowledge of famous artists and their work.
105. Teaching and learning are good. In a very good lesson, the teacher inspired pupils to give an impression of their choice of a beautiful place. Pupils selected from a choice of materials - charcoal, pastels and watercolour. They responded imaginatively to the photographs of scenes and experimented freely to create their desired effect. Teachers are knowledgeable, skilled and enthusiastic about art and lead by example. They all value pupils' art highly and now display it very attractively throughout the school, a strong improvement. These high expectations act as an incentive for pupils to work carefully and they show pride in their finished work. Teachers thoroughly plan, prepare and organise lessons so no practical time is wasted. They develop pupils' skills across the full learning range that is recommended in national guidance. Teachers in most classes make effective use of the work of famous artists to inspire pupils, improve their knowledge and promote their cultural and spiritual development. For example, the work of Kandinsky inspired pupils to experiment with shape and colour. Aboriginal art and textiles from other countries, such as the batik and silk patterns studied in Year 5, have been used effectively. Teachers increasingly provide good opportunities for pupils to use computers to generate ideas for artwork; this gives useful practise and application of pupils' ICT skills.
106. The strong, improved leadership for art and design actively encourages opportunities for pupils to benefit from working with professional artists to enrich their learning and develop their skills. Good examples of this are the Millennium project to design a map of the locality by making a wooden mural and the current clay tile project of pupils' hand or footprints to decorate the walls of the new art studio. The monitoring of standards of teaching and learning is insufficiently developed. Teachers do not use regular assessments to track pupils' progress in drawing and other skills as they move through the school.

## DESIGN AND TECHNOLOGY

107. During the period of the inspection, it was not possible to observe any teaching of design and technology in Years 1 and 2. However, analysis of pupils' previous work allowed secure judgements to be made about attainment. Standards throughout the school have improved since the last inspection when they were described as being below average. Inspection evidence indicates that by the end of both Year 2 and Year 6, pupils' standards meet those expected for their age. A significant minority of pupils throughout the school achieve standards that are above average, particularly in Years 3 to 6. Pupils achieve well; those with special educational needs are very well supported in all normal classroom activities and this enables them to make good progress in developing skills and gaining knowledge. Higher-attaining pupils in the junior classes are given opportunities to work independently when designing and making models. Their models are of a good standard and reflect their higher ability.
108. The improvement in standards has resulted from a number of factors that include a new programme of work, a whole-school system for planning tasks, better leadership of the subject and teaching that is focused more clearly on how pupils' knowledge, understanding and skills develop. The new programme of work gives teachers more help and guidance in planning tasks for pupils, ensures that pupils experience all areas of the statutory curriculum and that they are able to build upon previous knowledge and experiences. Teachers' lesson plans show that a practical approach is adopted and that due care is given to designing before making and to evaluating at the end of the project. Analysis of pupils' previous work shows that, although skills in planning and evaluation are mainly of a satisfactory standard, both require further development in order to continue the raising of standards.
109. The development of the co-ordinator's role to include the monitoring of teachers' planning and of the quality of pupils' work has led to curriculum changes that put more emphasis on pupils developing practical skills at an earlier age. Pupils in Year 3, for example, are now developing the skills necessary to cut and join wood as they make photograph frames. This change meant that there was a need to purchase additional tool kits and resource materials. Financial support from the 'Friends' Association made this possible and these items of equipment are being used effectively and have considerably improved the educational experience on offer to the pupils.
110. Pupils in the Year 5 class are designing and making slippers using a range of textile materials. They talk enthusiastically about their designs and show that they are aware of the difficulties in being too ambitious. They demonstrate good practical skills while cutting materials and joining them with thread or cotton. They explain the advantages of using backstitch as opposed to a running stitch. Some of them have the ability and confidence to use a simple sewing machine and fully appreciate that this is both a quicker and more effective method of joining textile materials. Throughout the school, pupils have very good attitudes and are keen to learn. They talk sensibly during the practical sessions and give good support to one another. Their previous work shows that they are developing good practical skills. Completed models in Year 6 of a mosque and a church, cottages in Year 5 and a number of Viking moneybags in Year 3 are of a good standard. In producing these items, pupils have shaped and joined a range of materials and made good use of their artistic skills in the final decoration. Discussion with a group of Year 6 pupils showed that they have a good understanding of the need to share ideas during the designing process and to work as a team during the construction of the model. They graphically describe the problems of cutting wood to the correct angle and of joining the units to make a strong and rigid structure when not allowed to use nails or screws.
111. The teaching seen in Years 3 to 6 was of a good standard. Teaching styles are friendly and encouraging and this ensures that pupils are always prepared to try hard and give of

their best. Tasks are well matched to pupils' abilities, but present an interesting challenge and allow them to build upon previous knowledge and experiences. Pupils enjoy the practical approach that is a characteristic of the teaching. Pupils in Year 5 and 6 respond positively to the freedom that they are given to select materials and to take some responsibility for their own learning. Relationships are very good and pupils know that the contributions they make to classroom activities are valued. Their experiences in design and technology make a very good contribution to their spiritual, moral, social and cultural development.

## **GEOGRAPHY**

112. Standards in geography are average for pupils by Year 2 and Year 6. All pupils, including those with special educational needs, show good achievement overall in developing geography skills and knowledge, because of good teaching and learning. Since the previous inspection, the school has made good improvements in identified weaknesses, such as the quality of pupils' recording in Years 3 to 6, their knowledge of weather patterns and the way that different environments affect human activity.
113. By the end of Year 2, pupils achieve the expected levels of knowledge of their local area. This is due to teachers providing good opportunities for pupils to investigate it. Pupils comment that the bakery is a favourite local place 'because people buy cakes there'. They enjoy carrying out fieldwork and they record their findings in a variety of effective ways. They have used their mathematics skills to make a tally chart of a traffic survey, concluding that it is a quiet street. They show satisfactory awareness of places beyond their own locality, such as a Scottish island. They compare similarities and differences in human and physical features using geographical vocabulary to describe the landscape. However, in their response to an environmental question about the advantages and disadvantages of building a new road using information from a video, they received insufficient guidance from their teacher to understand the effect of the road on people as well as animals.
114. By the end of Year 6, pupils have satisfactory knowledge, skills and understanding of a range of places. They have good mapping skills. Teachers ensure that pupils carry out geographical enquiry by organising field trips. All pupils' learning benefits from these trips due to their increased interest and involvement in the practical approach to finding the answers to geographical questions. For instance, they plotted their route on maps of different scales when carrying out a river study in the Peak District and used atlases to locate places. They enjoyed investigating the speed of the river, using their numeracy skills successfully to calculate this. They plotted their findings carefully on a graph. They show good understanding of the environmental issues involved in taking care of a National Park and they express a keen interest in sustaining their environment. They know that people can improve and damage it, for example, by tourism.
115. The quality of teaching and learning has improved and is now good. Teachers throughout the school capture pupils' interest by using effective methods and a wide range of sources of information. Pupils' literacy skills are used well in researching and recording their work. A strength in teaching is the use of ICT resources, including videos and computers, to research topics such as the weather. For instance, in a lesson with good teaching and learning, Year 6 pupils achieved the challenging task of making a multi-media presentation of a world weather forecast for England's World Cup football match in Japan. The teacher's skilful questioning assessed that pupils have good knowledge of how rain is created. Teachers make very good links between geography and other subjects to improve pupils' skills. For instance, an Indian village study successfully improves pupils' knowledge of other cultures. Teachers set high expectations for work and behaviour; as a result, behaviour is very good and pupils' work shows improved presentation.
116. Since the previous inspection, curricular planning has improved. The new programme of

work, based on national guidance and supplemented by a commercial scheme, provides improved coverage of world geography and guides teachers effectively. Current plans to improve the use of assessment are appropriate in order to develop teachers' knowledge of standards, particularly those of more able pupils. Assessment is still not rigorous enough and there is no systematic monitoring of teaching and learning, although this is planned for the future.

## HISTORY

117. Pupils' standards are average by Year 2 and Year 6 and their achievements are sound. Standards by Year 2 have remained the same since the previous inspection, but standards at the end of Year 6 are no longer as good. This is because pupils are now taught a wider breadth of study than is required nationally and this has affected the depth of their knowledge adversely. Teachers plan interesting tasks to ensure the involvement of pupils of different abilities, including the more able pupils and those with special educational needs. This means that pupils' attitudes throughout the school are now good and have improved since the previous inspection. However, the expectations for more able pupils are not always high enough for them to achieve above average standards.
118. Pupils in Years 1 and 2 recognise differences between the present and the past. They enjoy talking and asking questions about people and events in the past, such as Florence Nightingale. Teachers increase pupils' knowledge effectively by making learning exciting. For instance, Year 2 pupils were set a homework task to be a historical detective and find out about the toys played with by their parents and grandparents. Pupils confidently compare new and old toys by observing and drawing them and making a museum visit to see some. They are developing a sound understanding of placing events and objects, such as the toys, in chronological order.
119. Pupils in Years 3 to 6 show good enquiry skills and confidently research information for themselves from a wide range of sources, such as ICT resources, interviews, photographs and artefacts. They organise their work neatly and communicate their findings in a wide variety of ways, although written work is not always finished in Year 5. For example, Year 6 pupils collaborated well when they made interesting group work presentations to explain aspects of everyday life in an Aztec city, using their own charts, pictures and drama. They are less secure in their chronological understanding. They use dates, but these are not accurate; for example, their suggestions for dates of the Aztec civilisation ranged from 'BC' to '1940'. The teacher makes good use of a time-line to clarify their understanding.
120. The quality of teaching and learning in lessons is good. Teachers have good knowledge and pupils 'catch' their enthusiasm. For example, teachers make good use of local visits to historic places and invite visiting historians to school to extend pupils' learning. Pupils in Year 3 were thrilled to learn about Viking remains found in a local field from 1500 years ago. Activities are carefully planned so pupils effectively develop both historical skills and skills in other subjects, such as art, design and making. For instance, Year 4 pupils used ideas from their detailed observational drawing of Anglo-Saxon jewellery to make their own silver and gold jewellery from clay. Literacy skills are practised and applied well. All teachers extend pupils' writing skills effectively by asking pupils to record their history in a wide variety of ways, such as making notes in Year 6 and writing comparative lists. They successfully develop pupils' understanding that events can be interpreted in different ways by encouraging pupils to write from different points of view, such as a letter home from Florence Nightingale or a wounded soldier. Homework is well used to research information. Parents and grandparents contribute effectively towards pupils' learning by supplying information, for example, about life-styles when they were at school. However, the quality of teaching and learning over time is not as effective as it might be because of the weaknesses in coverage of the curriculum. Currently, too much time is allocated to



teaching more factual information than is required and this adversely affects the amount of time given to developing wider historical skills and understanding.

121. Day-to-day assessment is effectively used to evaluate lesson planning and inform future plans. The longer-term assessment of pupils' standards against nationally expected levels is not yet consistently used. The subject leader has not had opportunities to monitor the effectiveness of teaching and learning at first hand, but this is planned.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. By Year 2, standards are average and pupils' achievements are satisfactory, including those with special educational needs. By Year 6, standards are above average and pupils' achievements are good – this represents an improvement since the previous inspection for this age group. Standards are above average for the older pupils because the school successfully combines coverage of the required skills of the ICT curriculum with the effective application of these skills across a wide range of subjects – in this respect, pupils achieve better than in most schools. During the inspection, evidence was seen, particularly in mathematics, geography and art, of pupils practising their computer skills to support their class work in these subjects.
123. Pupils' good attitudes to school and their eagerness to learn equip them well. They behave well in lessons and handle equipment safely and sensibly. Their good social skills enable them to work productively with others in pairs or small groups. The school provides regular, interesting opportunities for pupils to have access to good quality computers and software. In addition to lessons in the ICT suite and activities in classrooms, pupils are allowed and encouraged to use the equipment in their spare time, such as during the lunch hour. They are also equipped with the independence to make good use of computers at home and this reinforces their work in school.
124. Pupils make sound progress in Years 1 and 2. They become familiar with a computer keyboard and the basic routines of using the network in the suite. Pupils in Year 2 were seen logging in to the network and gaining access to a data-handling program. They followed on-screen commands efficiently and learned about using 'fields' and entering 'terms' correctly to compile a simple database about fruit. Pupils use simple word processing to record, store and retrieve their writing. They 'draw' on the computer and Year 1 pupils have produced competent drawings of houses. Art programs are used well to extend pupils' knowledge of famous artists, such as Mondrian and Kandinsky. Mathematics links are already established well in Years 1 and 2. Pupils are familiar with producing printed bar charts of the data they have collected and were seen using a 'toy shop' program to practise their understanding of money. Owing to some recent problems with resources, pupils have not covered a few aspects of the curriculum planned for Year 2, such as the use of a CD-ROM and of a simple robot. Teachers are aware of these gaps in the pupils' knowledge and have plans to ensure the required coverage.
125. Pupils' progress is good in Years 3 to 6. For example, pupils in Year 3 prepare text well by editing the colour, size and font of their writing and know how to add features such as 'clipart' to enhance their work. By Year 4, pupils are using databases efficiently to answer the questions they formulate. They were seen creating spreadsheets for three types of data and choosing the best graph to represent each type – a good extension and use of their mathematical skills. Pupils in Year 5 have explored simulations and created computer models, such as a floor plan of their classroom. They have used the Internet to contact pupils at a school in Australia. By Year 6, pupils use ICT with good levels of independence and efficiency. For example, they enhance their written work with desk-top publishing features and are familiar with spreadsheet and database techniques. They have used resources such as external sensors and controlled the lights or timers on models by computer. They display their work in multi-media presentations for their class or a wider

audience, such as parents during an open evening. During the inspection, they quickly compiled a multi-media weather forecast in a geography lesson. They use the Internet well for research and to send e-mails.

126. There was not enough direct evidence of lessons in Years 1 and 2 during the inspection to judge the quality of teaching, although pupils' skills and their previous work indicate that it is at least satisfactory. In Years 3 to 6, teaching is good. The main features are:
- a good range and variety of activities, including tasks that challenge the most capable pupils;
  - the effective use of ICT in lessons across the curriculum that ensure pupils apply their skills in a range of relevant situations;
  - good management of pupils' behaviour that makes good use of the available time;
  - teachers' secure subject knowledge;
  - teachers' clear objectives, explanations and instructions that ensure pupils know what is expected of them.
127. The subject is led and managed well. The curriculum is planned in detail and promotes progression in pupils' skills across the school. The co-ordinator is supported effectively by other staff with a particular interest or expertise in ICT. This has had a particular impact in mathematics, where ICT is integrated very well into lessons. Productive links have been forged with local secondary schools that, for example, give access to specialist equipment. The school has worked hard and successfully in recent years to improve the range and quality of its resources, which are now good. Staff have benefited from training provided by the New Opportunities Fund. Planning for further development is established well. The school has rightly identified the need to improve the ways it assesses pupils' progress. The school has kept pace well in recent years with the rapid changes in this subject and is in a good position to continue to raise the standards of provision and pupils' achievements.

## **MODERN FOREIGN LANGUAGES - FRENCH**

128. By the end of Year 6, most pupils are attaining higher standards in French than the typical 11-year-old. Pupils are introduced to the French language in Years 3 to 6 as part of a partnership initiative with local secondary schools. This arrangement works very well. It brings all pupils into contact with teachers who have particular expertise in this subject, one of whom is a native speaker of French. As a result, the teaching of French is consistently good. The teachers' levels of knowledge, understanding and competence in the language are high. They teach almost entirely in French and, in doing so, present pupils with a very good model of fluent, accurate language and pronunciation. Throughout the lessons, they present and reinforce the language in a lively, conversational way and consolidate pupils' learning with written exercises and a variety of simple songs and games that motivate pupils effectively.
129. Most pupils respond very well. French is currently a 'fresh start' for all pupils and this gives rise to interest and enthusiasm, especially in those pupils who have already experienced difficulties in other subjects. As a result, all pupils make good progress. Most successfully learn to introduce themselves in French and to respond to simple questions. They count to 40 and above, name familiar objects and describe colours. They know the days of the week and the months of the year. They are developing satisfactory fluency within a limited range of vocabulary. For example, pupils in Year 3 held a simple role-play conversation with 'the doctor', describing their ailments and seeking a remedy. At this early stage, pupils with special educational needs are doing as well as others in the class. The teaching of French enriches the curriculum by effectively adding to their social and cultural development. It builds pupils' self-esteem and prepares them well for the next phase of their education.

## MUSIC

130. Pupils throughout the school attain the standards that are expected for their age and many of the pupils in Year 3 to 6 who learn an additional instrument attain higher than average standards. The school has made good improvement in all aspects of music since the last inspection when standards were below average. All pupils, including those with special educational needs, show good achievement because they are fully included in the enjoyable, practical approach to music making. The school now provides very good opportunities for older pupils to learn to play the recorder, flute, clarinet and violin and to play in instrumental groups. The tuition provided by visiting specialist teachers is a strength of the school. This enables more able pupils in Years 3 to 6 to show very good achievement. The pupils in Years 5 and 6 who play musical instruments attain good standards in their ability to read and play music. Pupils volunteer to play their instruments in assembly to accompany singing. They perform confidently and ably, skilfully led by the headteacher on her guitar, but none of these players are boys.
131. Teachers have improved standards of singing since the previous inspection and they are now average throughout the school. Pupils know a wide range of songs from memory, including songs from different cultures. Older pupils sing in two parts and rounds. They sing with increasing tunefulness, clear diction and musical expression as they move up the school. They add simple rhythmic accompaniments, such as whistling and finger clicking, and confidently put in appropriate actions. Pupils accurately copy rhythm patterns. They are starting to represent sounds with symbols to record their compositions, such as Year 2 pupils' 'African Music'. The standards of notation show good progression as pupils get older. Pupils throughout the school know that they have to practise to improve before their performance is presented to an audience. They perform confidently and have good, improved opportunities to do this, such as in the Christmas concert. Their teachers encourage them to listen carefully, for example, when others are singing and playing. Pupils appreciate and enjoy playing the new instruments that have extended the range and quality available.
132. The quality of teaching and learning has improved and is satisfactory overall. This is because teachers have received improved guidance. They plan and teach more confidently and so pupils' learning has improved. Pupils are now taught the complete breadth of study as required by the National Curriculum. In an example of good teaching seen, the teacher had confident music knowledge. She set a challenging task - to sing a gospel song expressively- that interested the Year 5 pupils. They enjoyed listening to music from a different culture and identified the key characteristics using musical vocabulary. They worked effectively in groups to improvise rhythmic and melodic ideas. The task effectively enhanced their social and cultural development. The teacher set high expectations that were met by the pupils. She gradually increased the level of challenge so that the standards of the final performance were good. Teachers are exploring how to use computers to compose in music, but this is at an early stage of development. Although there is a clearly identified 'Composer of the Week' on a board in the hall, opportunities are missed in assembly to increase pupils' knowledge by drawing their attention to the music being played or to its composer.
133. The leadership for music has ensured good improvement in the opportunities provided by the school. Teachers' planning is now based soundly on the national guidance. Additionally, a published scheme provides better progression in pupils' learning. It gives the non-specialist teachers more confidence to teach aspects of the curriculum, such as composition, that were previously missed. Arrangements for assessing pupils' standards and for monitoring lessons are planned in order to raise standards further.



## PHYSICAL EDUCATION

134. By Year 2 and Year 6, the majority of pupils achieve the expected standards for their age. However, in all classes a minority of pupils achieve standards that are above average and, occasionally, well above average. For example, in Years 3 to 6, a significant number of pupils achieve good standards in dance and swimming. All pupils are included in all class activities. Those with special educational needs are very well supported and this enables them to make good progress. These findings reflect a slightly lower standard in some areas of the curriculum than reported at the time of the previous inspection. On that occasion, standards were reported as being above average in both key stages.
135. In Year 1, pupils are developing hand and eye co-ordination by improving their ability to bounce and catch a ball. They work enthusiastically and try hard to follow the teacher's instructions fully. Behaviour is very good and they strive to reach the standard of performance expected by their teacher. They give very good support to one another when working with a partner and were delighted when asked to demonstrate to the class. All pupils are making good progress in controlling the body movements required to bounce a ball to a greater height and catch it with one hand.
136. Dance featured in the lessons observed in Years 2 and 3. In both lessons, pupils had to use their imagination to devise a series of movements that would display meaning. In Year 2, pupils responded to an African story and in Year 3 to a passage from The Bible. Both lessons made a good contribution to pupils' spiritual, moral, social and cultural education. Pupils use space effectively and take care to avoid other pupils when moving position. They link their physical movements very effectively to music and are confident in demonstrating to other members of the class. All pupils perform at least at a level appropriate for their age and the majority of Year 3 achieve a higher standard. For example, those pupils pretending to be alligators, giraffes and lions following their creation by God achieved good standards. They made very effective use of facial expressions and performed with good control and poise. When asked, pupils commented sensibly on their own and other pupils' performances and, in doing so, they showed considerable thought for others' feelings.
137. Pupils in Years 4 to 6 are improving their ability to strike a ball with a racquet or bat. The activities seen were matched to pupils' differing abilities by using different sizes of bat. During the warm-up sessions, these pupils are expected to maintain periods of intense vigorous physical exercise. They have good attitudes and join enthusiastically in all activities. They give good support to one another when working in pairs, groups and small teams. During the cricket games, they observed the rules, played fairly and encouraged the members of their team to try hard. Throwing, catching and fielding skills are mainly of a satisfactory standard, but in each class there are pupils who have good natural ability and perform at a higher level.
138. In the lessons seen during the inspection, the quality of teaching was good. Lessons are well planned with clear learning objectives. This ensures that pupils are building upon previous experiences and being faced by appropriate challenges. Teachers have very good relationships with their pupils. They are aware of their individual needs and they give constant praise and encouragement. Lessons are fun and enjoyed by both teachers and pupils.
139. Swimming is now included in the programme of activities for physical education, an improvement since the previous inspection. However, the school has had trouble in obtaining a regular time slot at a swimming pool. Previously, Year 2 and Year 5 pupils had the opportunity to swim for a term and a half. This resulted in all the pupils who transferred to secondary education last year being able to swim at least 25 metres, the National Curriculum standard for 11-year olds. During this academic year, swimming is included in

the timetable for Year 3 pupils only. At the end of their period of tuition, approximately two thirds of them could swim at least 25 metres. All of them have become more confident in the water and there are no pupils who are classed as non-swimmers. However, the current allocation of time does not ensure that any older pupils joining the school as non-swimmers will have access to lessons. The school offers a very good number of extra-curricular sporting activities that includes football, netball, rounders, 'kwik cricket', dance, athletics, games and cross-country running. These activities give older pupils opportunities to develop those skills that are necessary to be an effective member of a team and to participate in competitive inter-school events. In responding to the pre-inspection questionnaire, some parents expressed concerns about the range of extra-curricular activities. The inspection team does not support these concerns. These activities rely heavily upon the goodwill of members of staff and some parent helpers. The school is making the best possible use of the resources it has available and is extending the statutory curriculum very effectively.

140. The co-ordinator has led the revision of the programme of work and monitors teachers' medium-term plans effectively to ensure curriculum coverage. He provides good leadership and direction for the subject.

## RELIGIOUS EDUCATION

141. Standards are above average by the end of both Year 2 and Year 6. These findings are similar to those of the previous inspection for Year 6 and an improvement in Year 2. Pupils achieve well, including those with special educational needs. They are knowledgeable about the range of religions specified in the locally agreed syllabus and appreciate the importance that religion plays in the lives of many people.
142. Several strengths of the school contribute to the higher than average standards:
- teachers frequently plan activities across the entire curriculum that promote pupils' spiritual development and enable them to reflect on experiences in ways that lead to insights into aspects of faith;
  - assemblies and acts of collective worship often reinforce the content of religious education lessons and contribute to the depth of pupils' learning;
  - close links with the local church and the diocese mean that pupils have frequent experiences of relevant visits and visitors that add to their religious knowledge and understanding;
  - the ethos of the school promotes pupils' listening skills and their ability to discuss their opinions in a climate of respect for others.
143. Pupils in Years 1 and 2 learn stories from The Bible, such as the Christmas and Easter stories, and about how Christians and Jews worship. The older pupils are knowledgeable about their local church and how it is used for rituals such as baptism. They have a good recall of work on both Christianity and Judaism and comment on the similarities and differences between the followers of each religion. In a lesson seen, they considered the concept of prayer at a mature level for their age and drew on their knowledge of how prayer is used by Christians, Jews and Muslims. By the end of the lesson they understood how prayers are used for different purposes – to say 'please', 'sorry' or 'thank you' – and had written their own prayer sensitively. One pupil commented that a sincere prayer of apology should lead to action, saying 'You say sorry and must not do the thing again'.
144. Pupils in Year 3 build well on their previous understanding. They compare, for example, a range of creation myths from different traditions and draw out the similarities between them. Their work on this topic has been reinforced well in lessons in other subjects, such as a dance lesson in which they recreated parts of the Genesis story of creation. Pupils in Year 4 show a secure grasp of their work on Hinduism. As well as a good understanding of

its beliefs and customs, they have studied the Hindu community in Leicester and appreciate this aspect of modern British society. By Year 5, pupils have included a more intensive study of Islam in their work. They draw well on their understanding of themes across the various faiths, for instance, in their work about moral dilemmas and religious signs and symbols. By Year 6, pupils' depth of knowledge and their ability to compare and contrast religions is better than is seen in most schools. Pupils talk about their work on church architecture using correct vocabulary. They remember many significant facts about major world faiths such as the main religious leaders, the holy books, major festivals and worship practices. They comment sensibly on how religion can bring people together or divide them. They show sensitivity to the values and beliefs of others, commenting that people should be tolerant of others' opinions and the ways they lead their lives.

145. Teaching and learning are good. The main features that contribute to effective learning are:
- the teachers' secure subject knowledge;
  - well-planned lessons that ensure good coverage of the syllabus;
  - effective management of pupils' behaviour that establishes a pleasant atmosphere for learning;
  - good use of resources including artefacts, pictures, video, books, visits and visitors to add interest to lessons;
  - the effective practice and application of pupils' literacy skills in this subject.
146. A few features of lessons are not as strong:
- lessons often include tasks that are suitable for the better English ability of the higher attainers, but rarely plan specifically to challenge these pupils in their knowledge or understanding of the specific skills of religious education;
  - assessment procedures are not consistently implemented for teachers to check that their lessons are pitched at the right level for their classes. (It is acknowledged that the school has plans to improve this.)
147. The subject is soundly managed. The curriculum is planned well and now encompasses a better range of multi-faith work than at the time of the previous inspection. The school benefits considerably from the support it receives from the local clergy and the Bishop's Visitor.