

INSPECTION REPORT

MOIRA INFANT SCHOOL

Moira, Swadlincote, Derbyshire

LEA area: Leicestershire

Unique reference number: 119906

Headteacher: Mrs Daphne Hodkinson

Reporting inspector: Michael Allcock
19834

Dates of inspection: 8th – 10th May 2001

Inspection number: 196944

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Blackfordby Lane Moir Swadlincote Derbyshire
Postcode:	DE12 6EX
Telephone number:	01283 217450
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mark Lomas
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19834	Michael Allcock	Registered inspector	Mathematics; science; history; physical education; English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
13395	Joanna Illingworth	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20678	Maureen Lee	Team inspector	Art and design; music; religious education; Foundation Stage	How good are the curricular and other opportunities offered to pupils?
8722	Eric Wilson	Team inspector	English; information and communication technology; design and technology; geography; equal opportunities; special educational needs	How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moira Infants is a four-class school in the village of Moira in the Ashby Woulds, Leicestershire, at the heart of the National Forest regeneration area. There are 89 pupils on roll, so the school is much smaller than the average but has over 30 pupils more than when it was last inspected. It mainly serves the village. However, as the village is so dispersed and some pupils come from outside the area due to its reputation, a significant number of pupils travel to school by local education authority transport or by private car. There are a similar number of boys and girls in the school overall and in each class.

About 14 per cent of pupils are known to be eligible for free school meals, broadly average. Pupils come from a wide variety of backgrounds but socio-economic circumstances are rising. They are now average overall. Pupils' attainments on entry have also improved over recent years. They too are now average. Nine per cent have special educational needs, below the national average. Over two per cent have statements, above both the local authority and national averages. There are no pupils from ethnic minorities on roll. Only two per cent of pupils joined or left the school at other times than those usual for admission or transfer, which is a low mobility rate.

HOW GOOD THE SCHOOL IS

Moira Infants is an effective school with many good features. Pupils achieve well in English, with reading and writing standards above average. The school provides a good curriculum for its pupils delivered by good quality teaching. The headteacher, staff and governors offer strong leadership. They work together well and focus closely on raising standards. As with most small schools, costs are high but the school still manages to provide sound value for money spent.

What the school does well

- Standards in reading and writing are above average and pupils make good progress.
- Children get a positive start to their learning in the reception class.
- Teaching is effective producing good learning from the pupils.
- The headteacher provides strong leadership; overall the school is well managed.
- A well-planned curriculum, with effective assessment procedures, provides good learning opportunities for pupils.
- The school makes very good provision for pupils with special educational needs, who make good progress.

What could be improved

- Pupils are not provided with sufficient planned opportunities to work and learn independently.
- There are no extra-curricular activities.
- Some features of the accommodation are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in December 1996. The key issues then identified for the school's attention have been fully addressed. Planning for improvement is now a strong feature of the school's work, reflecting the school's aims and priorities closely. Assessment procedures are now good and the teachers use the outcomes of assessment to plan carefully the next stages of learning for groups of pupils and, increasingly, individuals. Monitoring of teaching and learning is now established, although it is limited in scope, so that not all subjects are yet included and are not monitored frequently enough, for instance in mathematics, where standards, though satisfactory, remain below those for other core subjects.

Standards in subjects, including in those tested nationally, have been broadly maintained. The quality of teaching is higher. There are more high quality lessons seen and unsatisfactory lessons have been eliminated, with commensurate gains in pupils' learning. The curriculum is better planned, with

comprehensive policies now in place for all subjects, to an agreed framework. However, there is insufficient detail on the schemes of work about the development of skills and no clear links to the National Curriculum attainment targets. Improvements have been made to provision for pupils' cultural development, for example in the visitors the school welcomes from different ethnic backgrounds. However, provision for moral education is not such a strong feature, as the high expectation and promotion of good behaviour previously reported are not consistently seen. This limits the progress some pupils make. Otherwise, good levels of care and attention to pupils' welfare have been maintained.

STANDARDS

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

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

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

Standards attained by pupils at the end of Key Stage 1 in 2000 were above the national average in reading and writing, and close to the national average in mathematics, when compared to all schools. When compared to schools with similar levels of free school meals, this rose to well above average in reading and writing and above average in mathematics. Over the last three years trends in standards have been upward, as seen nationally, with the usual fluctuations seen in all small schools. They have been consistently above national averages in reading and writing and marginally above in mathematics overall. Children in reception make sound or better progress and by the end of the year, the majority meet the nationally expected standards, the early learning goals, in all areas of learning but exceed them in knowledge and understanding of the world and physical development. At Key Stage 1, boys and girls of all levels of attainment build on this good start. They make good progress in English, achieving well in the key areas of reading and writing. Progress is also good in design and technology and history, where pupils attain above expected standards. Achievement is sound overall, with pupils reaching standards in all other subjects that at least match those expected. The school sets individual targets for pupils in English and mathematics, which are clearly aimed at raising standards still higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Sound overall. Pupils enjoy coming to school. Not all are keen to learn but most respond well to what the school provides for them.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well, though behaviour is uneven, with too much noise in the dining hall and some assemblies.
Personal development and relationships	Satisfactory overall. Relationships are constructive. Pupils have too few opportunities to take responsibility for independent learning and are too dependent on staff.
Attendance	Sound. The proportion of authorised absence is above average but

	unauthorised absence is limited to one exceptional case.
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Standards have declined since the last inspection, when both attitudes and behaviour were judged to be good. Limited opportunities for pupils to show initiative reported then are still the norm.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection, teaching was good or better in 61 per cent of lessons and excellent or very good in 19 per cent. No unsatisfactory teaching was seen. This shows good improvement since the last inspection. Teaching is very good in English, promoting very effective learning and high standards in the examined strands of reading and writing. Literacy skills are very well taught and reinforced effectively in subjects across the curriculum. Teaching is sound in mathematics, leading to average results for pupils. Some mathematical activities do not challenge pupils sufficiently, though numeracy skills are well taught overall and support pupils' work in other subjects, such as science and history. Teaching is also a positive feature of pupils work in art, design and technology and history.

All aspects of teaching are good overall, except the use of ongoing assessment and homework, which are satisfactory. This contributes strongly to pupils' good learning and to the sound progress they make. Most pupils acquire skills, understanding and knowledge readily and work hard in lessons across the curriculum. However, they are not given enough opportunities to take responsibility for their own learning by working with increasing independence, for instance by undertaking personal research or choosing their own ways of recording or the materials or media they use. Pupils with special educational needs are very well supported in lessons, so that they make good progress in relation to their prior attainment. Pupils with higher attainment are increasingly identified, so specific provision for them is becoming more the norm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad, balanced and made very relevant by the stimulating topic approach. Enriched by a good range of visits and visitors. No provision for extra-curricular activities. Some elements of personal, social and health education under-represented.
Provision for pupils with special educational needs	Very good. Needs accurately assessed and progress carefully monitored. Pupils very well supported in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Good provision for pupils' cultural development, including the multi-cultural dimension. Sound provision for spiritual, moral and social development.
How well the school cares for its pupils	Good. Effective procedures for child protection, assessment and the monitoring and improving of pupils' performance and attendance contribute to the good support and guidance pupils receive. Behaviour is not monitored well enough.

Parents have positive views of the school, which works closely in partnership with them. The school has sound links with parents and provides them with a good range of helpful information. Many would like to see the formation of an appropriately constituted parent teacher association. Parents, governors and other members of the community make a significant contribution to the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Strong leadership is provided by the headteacher. She is well supported by her closely-knit staff team. Not enough is done to improve the behaviour of a minority of pupils.
How well the governors fulfil their responsibilities	Good. Very strong support is provided by the experienced chair, leading a largely recently appointed but enthusiastic governing body.
The school's evaluation of its performance	Data are carefully analysed to set targets and plan strategically. Very clear understanding of the school's strengths and need shown by governors.
The strategic use of resources	Good. Available money, including specific grants, used well to support very clear priorities on the school development plan. Governors clearly aware of the principles of best value.

There is a good number of appropriately qualified staff to meet the needs of the infant curriculum. Management roles are mostly matched to experience and qualification, however there are no teachers with mathematics or science qualifications on the staff. The school's accommodation varies considerably from a brand new hall to a temporary classroom with no toilets or mains water. It is sound overall. Resources are broadly satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The amount and variety of homework children receive. • Teaching is good. • Staff are approachable. • The school expects their children to work hard and helps them to make good progress and behave well. • The school works closely with them. • Leadership and management are effective. • The school helps their children to become more mature and responsible. 	<ul style="list-style-type: none"> • There are no extra-curricular activities. • A formal parent teacher association. • They would like their children to stay until they are eleven and not have to leave at seven and travel to another primary school at this young age.

The judgements of the inspection team support most of the parents' very positive views of their community school. However, behaviour is only satisfactory and occasionally in lessons and around the school disruptive behaviour is seen. Some pupils are immature and attention seeking. The school could do more to improve these attitudes by providing regular opportunities for pupils to take responsibility for their own learning, exercise choices or work independently.

There are no extra-curricular activities. This is very rare in infant schools. Staff have concerns about the distance some pupils travel. They feel that the need to catch buses will mean not all pupils will be able

to take part. Parents' views contradict this. They feel that parents would come together to provide alternative forms of transport to ensure inclusion. Now that there is a suitable hall for open meetings, with large-scale gatherings already being held, it seems appropriate that a more structured link between home and school be considered. Parents feel strongly that the village is now large enough to justify a primary school. Many pupils already have to travel to Moira Infants by bus, because of the linear nature of the village. Inspectors' views are that this is a matter for the local education authority.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science, the core subjects assessed at the end of Key Stage 1, have been broadly maintained since the last inspection. In that time, there has been a revision to the way schools are compared. Previously, judgements about results in national tests were based on the proportion of pupils attaining the expected Level 2 or above. Now, points are allocated to the levels attained by pupils and schools' average points scores compared. By the end of Key Stage 1, when pupils leave the school, results in reading, writing and mathematics have been close to or above national averages year on year. Standards in writing have been consistently high, above or well above the national average for all schools and well above schools with similar levels of free school meals. Reading standards are not so regularly above the average but standards have risen steadily. Mathematics has trailed the other two tested subjects over time but standards are still close to the national average and above those for similar schools.
2. In the 2000 National Curriculum tests at the end of Key Stage 1 when compared to all schools, pupils' standards were above the national average in reading and writing and in line with the national average in mathematics. When compared to schools with similar intakes, based on a single criterion, the uptake of free school meals, reading and writing were well above average and mathematics above. Results of teacher assessments in science, when compared to all schools at both the expected Level 2 and above and the higher Level 3 and above, were above the national average. When compared to similar schools, pupils' results were well above average at both the expected and higher levels.
3. Results over the last four years show that boys did better than girls over the period contrasting with the national picture. This may have something to do with the relatively small number of pupils in each year group. However, the school feels that its curriculum and teaching is particularly boy-friendly and is helping to raise their standards. The pattern is likely to change this year with significant numbers of girls performing well in Year 2 and predicted to outperform boys this year. One other major change will be that in 2001 the school's results will be compared to a different group of schools from more advantaged areas, as the uptake of free school meals has gone down significantly.
4. The school analyses results and all other data carefully. Results in mathematics have been identified as a key target for improvement. A range of measures, including alternating literacy and numeracy as the first lesson of the day, when pupils are most receptive, additional in-service training, the provision of new curriculum material and improvements to homework, are being introduced. These have not yet had time to feed through tangibly in terms of higher pupil standards. Individual targets for mathematics have clearly focused pupils and their teachers at what they need to do next to ensure steady progress and, ultimately, improve results in tests. Pupils are set at least two new targets per term in both English and mathematics to help drive standards higher. The school also has detailed plans to improve standards in English, particularly in writing at Level 3 and above, showing it is not prepared to rest on its laurels despite high standards over a number of years.
5. Children entered the reception class during the present academic year with broadly average attainments, as measured by the local education authority's baseline assessment procedure. However, the full range of attainments is seen, including, promisingly, high attainment in mathematics. This intake group is the only one currently in school that entered with average attainment levels overall. The present Year 2 classes were marginally below average on entry and the Year 1 class below average overall. This trend corresponds to the socio-economic patterns of change seen in the village and wider area, due to the present regeneration process, following the decline of the local mining industry. Children in this year's reception class are reaching standards close to those expected nationally in all areas of learning. This shows satisfactory achievement

compared to previous attainment. The majority of children are on target to enter Year 1 having attained all the early learning goals. Standards in personal, social and emotional development, communication, language and literacy, mathematical development and creative development meet the national expectations. Progress is good in both children's knowledge and understanding of the world and their physical development, with higher than expected standards attained. At Key Stage 1, boys and girls of all abilities build on this secure start to formal education. They make satisfactory progress and achieve appropriately overall, though progress is good in English, so pupils achieve well in both reading and writing. This is a result of good teaching, very good support for those pupils with special educational needs and the positive ethos within which learning takes place. A drawback is the occasionally negative attitude some pupils display, which often results in unproductive noise and off-task behaviour.

6. Inspection evidence, based on lesson observation and pupils' completed and current work, shows that the present Year 2 class by the end of Key Stage 1 will attain above average standards in reading and writing, average standards in mathematics and standards close to those expected in science. The lack of urgency displayed in introducing a consistent joined-up handwriting style is inhibiting the number of pupils attaining the higher Level 3 in writing, as handwriting standards are only at the expected level. However, all English teaching seen during the inspection was good, very good or excellent, inspiring learning of a similarly high standard in most aspects of the subject. Pupils achieve well in English compared to their prior attainment. Standards in mathematics, in numeracy and all aspects of the subject, are at the expected level. Pupils make sound progress. Pupils attain standards in science at least in line with those expected, achieving appropriately.
7. Achievement overall is satisfactory. Pupils make steady progress in the key stage, following the secure foundation built in their reception year. Both year groups entered with below average levels of attainment and are achieving well in English and appropriately overall. Achievement is also good in design and technology and history. Pupils attain above expected standards in these two subjects. Pupils make satisfactory progress in all other subjects, mathematics, science, information and communication technology, religious education, art, geography, music and physical education, attaining standards in line with those expected nationally.
8. By the time they leave the school, pupils' standards in speaking and listening are at the expected level. Most pupils listen carefully to their teacher and classmates. However, some are distractible and do not listen consistently, for example in longer lessons or assemblies. Responses to teachers' questions are sometimes limited to single words and simple phrases. However, higher attaining pupils often answer using more complex sentences. Speaking standards are higher when pupils are engaged in conversation and discussion during class activities. Standards in reading are above the national average. Pupils read a good range of fiction and non-fiction texts. In discussion, they express preferences and show their understanding of stories by extracting main events to illustrate points they wish to make. They display helpful library skills, using contents page and index when accessing reference books. However, they are given too few opportunities to work independently to apply these skills. For example, during the inspection pupils were seldom seen in the library and then with an adult. Standards in writing are above average. Pupils write in sentences, using simple punctuation accurately, for a wide range of purposes. When writing stories, pupils order their ideas competently. Writing skills are well applied across the curriculum, for example in history and religious education. Spelling is at the expected level. However, pupils are too dependent on their teachers and do not use the skills they have acquired to attempt to spell new or complex words, or to apply their alphabetical skills to use dictionaries. Handwriting standards are satisfactory but too few have made the transition from printing to a cursive style.
9. By the end of Key Stage 1, pupils attain average standards in all aspects of mathematics, including the key area of numeracy. Numeracy skills are appropriately applied in areas across the curriculum, for instance when measuring plant growth in science. By the time they are seven, most pupils add and subtract small numbers, identify halves and quarters and have a sound knowledge of the place value of hundreds, tens and units. Good use is made of information and

communication technology to further develop pupils' mathematical skills. Pupils make steady progress and achieve appropriately.

10. Standards in science, in all aspects of the subject, are in line with those expected by the end of the key stage. Pupils make satisfactory progress. However, insufficient opportunities to predict possible outcomes to their investigations or to record in other ways than on prepared sheets is preventing pupils from achieving well and inhibiting higher standards. Pupils undertake an appropriate level of practical tasks in all aspects of the science curriculum. They understand the need for fair testing to ensure accurate results. Pupils use the well-established habitat area regularly to support their work on life and living processes. When constructing electrical circuits, pupils show that they are acquiring a sound understanding of physical processes and recognise both the benefits and dangers they can bestow.
11. The pupils attain standards in information and communication technology in line with those expected by the end of Key Stage 1. They make sound progress in acquiring key skills and using them widely to support their work in subjects across the curriculum. Word processing regularly supports pupils' writing in English. Data handling packages are well used to produce a range of graphs promoting mathematics skills and supporting work in other subjects. Pupils extend their skills in art by creating pictures on the computer in the style of Seurat, to illustrate their work in history on Victorian seaside holidays. Most Year 2 pupils open files, edit, save and print their own work confidently. They use a digital camera to record their work for school records or to be displayed on the web site.
12. In religious education, the majority of pupils meet the expectations of the locally agreed syllabus at the end of the key stage. They make satisfactory progress. Pupils describe and understand some of the practices in major world religions, especially Christianity and Judaism. They know key events in the life of Jesus and retell many of his parables accurately. They understand that the Bible and Torah are holy books and why such books have so much significance to members of faith groups. They show respect for the beliefs and values of others.
13. Pupils with special educational needs make good progress in relation to their prior attainment. Detailed individual education plans, good identification systems used by teachers and skilful intervention by learning support assistants help pupils to keep up during the instruction part of lessons, and to make good gains in their learning. They achieve well for their abilities. Pupils with a range of difficulties show good improvement including better behaviour and enhanced literacy and numeracy skills, measured against targets on their individual education plans.
14. Standards and results in the subjects studied in an infant school have been broadly maintained since the last inspection. High standards in English remain a strong feature of the school's work supporting oral, written and research work in other subjects. Standards also remain above those expected in design and technology and history. High standards in mathematics, compared to the national average, have not been maintained since the last inspection, though the school has continued to improve pupils' performance. Standards in science, based on 2000 teacher assessments and draft assessments for 2001, indicate that improvements have been made in the subject. Inspection evidence does not show the high number of Level 3 pupils the school anticipates but agrees that progress is now more consistent, due to better teaching. Standards in all other subjects have been at least maintained. Achievement is also similar to that reported in 1996.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, behaviour and personal development are all satisfactory. The quality of relationships within the school is good. Pupils' attendance is satisfactory. Pupils of all ages enjoy coming to school and feel secure and confident there. In the inspection's survey of parents' views, 98 per cent of those who replied said that their children liked school.

16. Overall, pupils have satisfactory attitudes to learning. Most are well motivated and take an interest in their work, but there are significant differences between classes and between individuals in the same class. Attitudes to learning vary across the school in line with quality of teaching. In lessons that are very well taught, pupils respond positively to their teachers' high expectations regarding effort and attainment. They pay attention, concentrate well and keep on task. When the content of lessons is stimulating they show enthusiasm for learning. For example, the youngest children in the school were fascinated when a visiting speaker from Thailand gave them a demonstration of how to make flower sculptures out of vegetables. On the other hand, when the pace of lessons and assemblies is slow and pedestrian, pupils' concentration flags. They become restless and very noisy, and their learning suffers as a result. A small number of pupils, usually boys, indulge in silly and attention seeking behaviour, as was the case in one science lesson observed during the inspection. These pupils are immature and thoughtless rather than disaffected or defiant. Their behaviour improves when members of staff intervene and keep them under control.
17. Behaviour is satisfactory. The majority of pupils abide by the school's code of conduct and they show respect for adults and each other. However, the quality of behaviour is uneven across the school, with standards varying according to the quality of teaching and the expectations of members of staff. Insufficient attention has been paid to this aspect of classroom practice during monitoring visits. Pupils are polite, orderly and very well behaved in lessons, which have good pace and challenge pupils' abilities, and where teachers are skilled in managing behaviour. Standards of behaviour are unsatisfactory where activities are poorly organised and members of staff do not clearly define the boundaries of acceptable behaviour. In these circumstances, pupils become unduly noisy and chatty. Out of class behaviour is satisfactory. Pupils move around the school in an orderly way and behave well in the playground. There is some horseplay and pushing and shoving, but this is generally good humoured. Aggressive behaviour is occasionally seen but no instances of bullying were observed during the inspection. Pupils are often very noisy, for example when they are having their lunch in the dining room. Most are polite and friendly, but a very small minority make inappropriate remarks and are disrespectful to visitors. Their behaviour is inconsiderate and thoughtless rather than malicious. No pupil was excluded during the last school year.
18. Overall, the inspection's findings are broadly in line with parent's views on behaviour as expressed in the questionnaire. Although parents say children behave well in school, many of them are cautious in their judgement, saying that they "tend to agree" that behaviour is good.
19. Relationships within the school are good. Pupils co-operate with one another in class and play well together in the playground. Older and younger children and boys and girls all mix well, and there is no evidence of hostility between different groups of pupils. Relationships with members of staff are based on openness and trust and enhance learning and standards of pastoral care.
20. The majority of parents believe that the school helps children to become more mature and responsible. In particular, a number of parents value the time that pupils in Year 2 have as "top of the school". The confidence that pupils show supports these views, but in other respects their personal development is unsatisfactory, as is shown by instances of silly behaviour and over-dependence on members of staff. As at the time of the last inspection, the school does not adequately encourage independent learning. Pupils receive too few opportunities to use their initiative and take on responsibility. For example, they are not expected to tidy up and put away resources at the end of lessons; adults normally carry out these tasks.
21. Attendance and punctuality are satisfactory. The actual attendance rate for the current year is 93.5 per cent, which is below the national average for primary schools. Two pupils have had a disproportionate affect on the school's performance. One has missed many sessions because of a serious illness. The other has had many unauthorised absences and his case has been referred to the education welfare office. The majority of pupils have good attendance records, which promote their attainment and progress.

22. The school has made insufficient progress since the last inspection when attitudes and behaviour were described as good. They are now only satisfactory. In addition the issue of limited opportunities for responsibility, which was raised in the last report, has not been addressed.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is good overall. It contributes significantly to the good standard of learning in the school. Teaching is good or better in 61 per cent of lessons and excellent or very good in 19 per cent. No unsatisfactory teaching was seen during the inspection. This shows that teaching standards have improved since the last inspection, when less high quality lessons were seen and some unsatisfactory lessons were reported. There have been several factors contributing to this improvement. The introduction of a detailed teaching and learning policy has given teachers a greater understanding of how pupils learn and what makes for effective teaching. Considerable improvements in the planning of the curriculum and in assessment procedures have helped teachers provide a clearer focus for lessons and raised their expectations of what pupils might achieve. All teachers have taken part in a wide range of carefully planned in-service training, including in the national strategies to improve standards in literacy and numeracy. This has resulted in a more consistent approach to classroom organisation and challenge to pupils. However, too few opportunities to work independently are presented to pupils, as was reported in the school's last inspection. The headteacher and subject managers monitor teaching regularly and the ensuing discussions lead to targets for further improvement. The range of subjects individual teachers have offered to co-ordinate and their close, collaborative approach to planning are part of a clear shared sense of direction and a whole school commitment to continuing improvement.
24. Teaching is good for children under five in the reception class, where the headteacher and a newly qualified colleague work productively together. They display sensitive understanding of the needs of these young learners and plan effectively for a stimulating and varied curriculum, so that children in this large class make a good start to their school career. Teaching standards remain high in Key Stage 1, particularly in Year 2 where the splitting of the year group into two classes has helped focus teaching very closely on a smaller number of pupils than elsewhere in the school. Almost all the excellent and very good teaching was seen in this year group, which is helping pupils whose attainment on entry was below average overall, achieve well in English and appropriately overall.
25. Teaching standards are never less than good in English and are very good overall, promoting high standards. In excellent and very good lessons, very clear planning and very well matched tasks promote productive learning for pupils. The teaching of key literacy skills is good. This has a major impact on the good progress pupils make. Teachers have worked hard to implement successfully the National Literacy Strategy. Teaching standards in the other assessed core subjects are less secure but are satisfactory overall. Low-level time filling activities reduce pace in some mathematics lessons. Too often there are no extension activities for pupils to work on when they have completed their allocated tasks. Ways of extending experience and making pupils, especially the higher attaining, take responsibility for their own learning by working independently, for example by designing tasks for themselves or other members of their group, are not routinely seen. The school has sound strategies for teaching numeracy skills. They are carefully introduced and regularly reinforced but the mental and oral mathematics introductions to lessons are often too long, lack pace and are too teacher directed, so that pupils do not always build rapidly on previous learning. In science, pupils are not always asked to predict the outcomes of experiments they do or to record results in ways they have devised themselves. Completed work is often on photocopied sheets, reducing the challenge to pupils and channelling their responses too narrowly. Teaching is very good in English and history. It is also a strong feature in art and design and design and technology (DT), though direct teaching of DT in lessons was not seen. Teaching is never less than satisfactory in all other subjects.
26. Parents expressed very positive views about the quality of the teaching their children receive, both in the pre-inspection meeting with inspectors and in the questionnaire that they returned in high

numbers. They were particularly impressed by the level and consistency of homework that teachers set and follow up. During the inspection only reading tasks were mentioned in lessons seen. However, it is clear that homework is normally a regular feature of pupils' learning and helps them reinforce key skills acquired in lessons, and develop good personal learning habits.

27. Overall, each aspect of teaching is good except homework and the quality and use of ongoing assessment, which are satisfactory. Planning is thorough and all teachers use the well-designed separate frameworks for literacy, numeracy and other lessons effectively. In almost all lessons seen there were strong features, which create the inclusive and relevant curriculum and positive ethos to which the school aspires. They contribute significantly to the sound achievement of pupils and their enthusiasm for learning. Most teachers expect pupils to work hard and behave well. Some pupils find this more difficult, especially in Year 1, but teachers' management skills are good overall. They create a calm and purposeful atmosphere in most lessons, organising their classes in a consistent way so that pupils soon become used to routines. Teachers make pupils aware of key learning intentions at the start of lessons and, in the better teaching, by referring to them during lessons or at least at the end. However, some review sessions are not appropriately used to sum up and reiterate important knowledge pupils have acquired or to reinforce key skills they have learnt. This was seen in a Year 2 mathematics lesson, where after a brief reinforcement of counting forward and backward, the rest of the time was devoted to literacy. When leaving the carpet following the introductory part of lessons, not all pupils settle quickly enough but the majority are swiftly on task, sustaining a high work rate and concentrating over increasing periods as they move through the school.
28. Teachers make appropriate use of national schemes of work in their planning and assessments for all subjects, which helps pupils to build systematically on previous learning. Detailed notes are made so that adjustments can be made in subsequent lesson planning to take account of the progress pupils have made. Teachers have good subject knowledge, especially in English and history where it is very good, science, religious education, design and technology and music. This enables them to use questioning and intervention effectively to extend pupils' understanding and to increase their vocabulary by insisting on the appropriate use of subject specific words, often identified for this purpose on lesson plans. Pupils' productivity can be inhibited by overlong introductions to lessons, particularly those devoted to literacy and numeracy. Occasionally, insufficient monitoring of groups working independently in these lessons, or left without clear instructions or extension tasks when they have finished the work set, diminishes pupils' pace of working and leads to unsatisfactory behaviour. Good use is made of classroom support staff. They are effective partners in the learning process, monitoring and recording behaviour in whole class sessions and sharing group leadership in follow-up activities. They make a significant contribution to the progress pupils, especially those with special educational needs (SEN), make.
29. Teaching of pupils with SEN is good and they have high quality support. Pupils have detailed individual education plans, which identify their requirements. Teachers refer to them carefully when planning lessons. Teachers know their pupils well. The needs and requirements of children in the reception class are quickly identified and acted on. Lesson planning is detailed for individuals or small groups of pupils, based on careful assessment. This means that pupils learn well, according to their ability. The work of learning support staff is very well planned and helps pupils, not only to grasp the point of what is being taught, but also to pay attention where this is difficult. The pupils respond well and retain enthusiasm. The quality of relationships between all staff and pupils creates a trust, which helps pupils to sustain hard work. Teachers provide opportunities for pupils to show their understanding so that they take pride in the contribution that they are able to make.

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

30. The school provides its pupils with a wide range of interesting learning opportunities. It has a suitably broad and balanced curriculum, which meets the interests, aptitude and special educational needs of all pupils and prepares them for the next stage of their education. At the time of the last inspection, there were no policies and schemes of work for design and technology, geography and history. This issue has been addressed and there are now recently revised policies

for all subjects. Nationally provided schemes of work have been adapted to meet the needs of the school and are used consistently by teachers across the school. All subjects are taught for appropriate periods of time. Curriculum co-ordinators monitor their subjects and maintain an overview of planning. Portfolios of pupils' work have been collected which provide a useful framework for teachers to evaluate how well the curriculum is being taught. However, in information and communication technology, art and design and design and technology, there is insufficient guidance for teachers on how to teach pupils to develop and improve their skills. Schemes of work are not clearly linked to the National Curriculum attainment targets. This means that pupils do not make as much or as rapid progress as they could.

31. The curriculum for children in the Foundation Stage is good and teachers base planning appropriately on the specified areas of learning for children of this age. The staff has worked hard to revise curriculum planning and teaching to meet the demands of the new national requirements for the Foundation Stage. They have established a good structure for their work, which meets the children's needs through varied and imaginative activities. Plans are effectively shared with classroom assistants and this leads to consistency in expectations. Children transfer easily into the Year 1 class due to the good continuity, which is planned from the Foundation Stage into the early stages of the National Curriculum. There is good communication about the curriculum between the staff in the Foundation Stage and the staff working with Key Stage 1 pupils.
32. Statutory requirements are met for all areas including collective worship and religious education. Opportunities for these aspects of the pupils' education are planned in to the curriculum as teachers consider appropriate but there is no written policy. The governors are currently reviewing the school's approach to personal, social and health education and sex education but have not yet fully resolved how the school will approach these aspects of the curriculum.
33. The school makes very good provision for pupils with special educational needs. Teachers assess pupils' needs accurately and monitor their progress carefully. Individual education plans are drawn up for each pupil and targets for improvement set. These targets are incorporated into lessons and teachers carefully assess pupils' progress towards achieving them. There is a high level of co-operation between teachers, for example when strategies for behaviour management are identified for particular pupils. Assessment and recording of progress is accurate and of a very high standard. The school keeps extensive information on pupils' progress. The written records are supplemented by video evidence where appropriate. The school makes very good use of the resources available and uses classroom support staff very effectively. As a result of high quality provision, pupils with special educational needs are making good progress. The school is now becoming increasingly aware of the needs of more able pupils and is beginning to make provision for them.
34. The school has effective strategies for teaching key literacy skills. The teaching of literacy is very good overall, resulting in high standards in both lessons and tests in reading and writing. Literacy skills are reinforced in all subjects of the curriculum. The link with the humanities, especially history, is particularly productive. The strategies for teaching numeracy skills are sound. Numeracy skills are well taught and applied widely in subjects like science and geography. Information and communication technology is well used to promote core literacy and numeracy skills.
35. There are currently no regular additional lunchtime or after school clubs or activities and so provision for extra-curricular activities is poor. The response from parents in the questionnaire and at the meeting with inspectors indicated that they would like to see improvements in this aspect of the school's provision. It is the judgement of the inspection team that parents' views are justified and that the school should consider how it could provide curriculum enrichment through extra-curricular provision.
36. Equality of access for all pupils is satisfactory. Tasks are appropriately matched to the needs of all pupils and they benefit equally from the school's provision. Resources, including books, games and information and communication technology equipment, are carefully selected to meet the

needs of all pupils. Pupils with special educational needs are included appropriately in all class and school activities. A good example of the school's commitment to ensuring equality of opportunity for its pupils can be seen in the way that teachers in the Year 2 classes plan their work together to make sure that pupils have a broadly similar curriculum.

37. The school has established strong links with the surrounding community and makes good use of these to enrich the curriculum. All classes make regular visits to places of local interest, for example Elvaston Castle Museum, Tamworth Castle and the school's annual visit to nearby Blackfordby to compare villages and visit the church. Visitors from the community are welcomed into the school to share their experiences and talents with the pupils. For example, during the inspection a visitor from Thailand demonstrated traditional Thai crafts and dancing. Teachers make good use of these experiences to extend pupils' knowledge and understanding of the world. Visiting theatre companies are a regular feature of the school's provision. The school supports local festivals and events, for example the re-opening of the Moira Furnace and the regeneration of the new National Forest. At Christmas, the community is invited to attend school productions and pupils also present concerts at the community centre and residences for older members of the community. The school has also established an electronic link with another Moira, in Northern Ireland.
38. Links with other schools are good. The school is an active member of the Ashby Development Group of Schools, which benefits all staff through well-planned and relevant training courses, conferences and support networks. Pupils benefit from these links through participation in joint concerts with other schools and when pupils from the secondary school undertake work placements in the school. Some links with pre-school settings have been established so that children's records and samples of work are passed on to the school for those children who have attended a nursery class. Arrangements for children to transfer to the junior school are sound. This is an improvement since the last inspection, which judged that better curriculum links should be established between the two schools. Joint curriculum events, for example, the recent crafts workshop now take place.
39. Provision for personal, social and health education is satisfactory overall. Teachers know the pupils very well and provide good informal support for their personal and social development. There is a caring, family atmosphere in the school and the curriculum provides for health and safety education through the units of work planned for each year group. For example, during the term of the inspection children in the Foundation Stage learn about healthy eating. Year 1 pupils think about how to make their local area safer and in Year 2 pupils study electricity and consider the safe use of electrical appliances. There are no written guidelines for personal, social and health education, drug education and sex education. This is an issue that the governors are currently considering to ensure that appropriate emphasis is placed on the benefits of a healthy lifestyle and on giving pupils the knowledge and skills to make informed life choices.
40. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall, a judgement broadly similar to that of the last inspection. Provision for cultural development is now good, which represents an improvement since the last inspection.
41. Provision for pupils' spiritual development is satisfactory overall. The daily act of collective worship meets requirements and is broadly Christian in content. Whole school assemblies are planned to provide opportunities for spiritual awareness. Music is played as the children enter the hall, but during the inspection this did not create a calm and quiet atmosphere. Children entered at different times and some were too noisy. Assemblies observed during the inspection did not provide sufficient opportunities for pupils to engage in quiet reflection and prayer. The theme of thankfulness to God was not fully developed, so that pupils did not have sufficient opportunities to reflect on their own reasons to be thankful. There are good links with the local church and harvest festival and other appeals are used effectively to help children think about how they can help others.

42. Through religious education lessons, pupils learn to appreciate and understand why beliefs and traditions are special. They develop respect for the traditions of Christianity, Judaism and Islam. During the inspection, a Sukkot shelter was built in the school so that children could identify with the Jewish festival of Succah. Art lessons provide opportunities for children to wonder at the talent of well-known artists such as Breughel and Seurat. In history, pupils are taught to respect the way people have improved things for others. For example, in Year 2 very good teaching supported pupils' spiritual development through discussion of the improvements Florence Nightingale had brought to wounded soldiers during the Crimean War. Displays in classes are used well to celebrate pupils' achievements and children are taught to respect and recognise everyone's talents.
43. The provision for moral and social development is satisfactory. Pupils develop an understanding of the wider community by raising money towards the Turkish Earthquake Appeal and the Poppy Appeal. All staff set a good example and take time to discuss what is right and wrong with pupils. Teachers throughout the school reinforce good behaviour by praising children for their actions. The school's "Golden Book" is used effectively to motivate and record good behaviour. However, instances of attention seeking and unsatisfactory behaviour are not always responded to sufficiently firmly. This can lead to lessons and assemblies and meal times in the dining hall becoming too noisy. Opportunities for pupils to develop independence are unsatisfactory. They have too few opportunities to take responsibility or show initiative and as a result their social development suffers.
44. Provision for cultural development is good. The planned curriculum includes good opportunities for pupils to develop their knowledge, understanding and respect for their own and others' cultural heritage. Local visitors to the school are frequent and teaching focuses on the recent history of the area and the regeneration of the National Forest. Strong connections with local churches play an important part in religious celebrations and musical productions.
45. The school is proactive in raising pupils' awareness of diversity in the local community and in the multi-cultural nature of Britain. Books, musical instruments and other resources reflect cultural diversity. For example, teachers promote pupils' respect for other cultures through their use of good quality articles of religious significance in Judaism and Islam and the range of multi-cultural dressing up clothes in the Foundation Stage. During the inspection, the visit of a local Thai resident was well used to develop an understanding of her culture. The children were taught to thank and greet her in traditional Thai style as they left the hall.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides pupils with a secure environment in which they are happy and can learn. It has effective procedures for ensuring their health and safety and for supporting their academic performance. The quality of care provided has a positive effect on the standards pupils attain and the progress they make. Parents value the support and guidance that their children receive from members of staff.
47. The standard of pastoral care is good and the school has established effective measures for ensuring pupils' well-being. New pupils are well supported during their induction to full time education. For example, they are able to attend the reception class for several half days in the weeks prior to their formal admission to the school. Older pupils are well prepared for their transfer to Donisthorpe Primary School through a programme of visits and joint activities. There are good arrangements for monitoring and supporting pupils' personal development. Much is done on an informal basis. Throughout the school, members of staff know pupils as individuals and have a good understanding of their strengths and weaknesses. They know whether they are thriving and making appropriate progress. If they are having difficulties with their work, behaviour or relationships, teachers intervene at an early stage and give them help and guidance that meets their particular needs. Formal procedures for supporting pupils' personal progress are satisfactory. Their personal development is recorded and closely monitored in the reception class. In other years, the school's "Golden Book" provides an adequate record of pupils' achievements. Hard work

and positive behaviour also receive due recognition in school assemblies and in annual reports to parents.

48. The school has comprehensive formal policies for promoting the health and safety of pupils, staff and visitors, and has carried out the requisite practical measures to safeguard their physical welfare, such as completion of risk assessments and checks of equipment. First aid cover is good and arrangements for child protection are thorough. The headteacher is the school's designated officer. She has up-to-date training in child protection issues and shares her expertise with other members of staff.
49. There are good procedures for encouraging pupils to attend school regularly and punctually. Registrations comply with legal requirements and class registers provide accurate records of attendance. Members of staff use the registers very effectively to account for all absences and to monitor the performance of individual pupils. The school will bring in outside agencies to assist with difficult cases. Currently it is working with the education welfare officer to improve the attendance of a pupil who has had many unauthorised absences.
50. Arrangements for promoting good behaviour and eliminating oppressive behaviour are satisfactory. The school seeks to encourage self-discipline and establish high standards of care, respect and tolerance. These aims are spelled out in its code of conduct and formal discipline policy. The latter also sets out good procedures for dealing with instances of poor behaviour, and recording and monitoring pupils who give cause for concern. The school co-operates closely with home in an effort to help these children to overcome their difficulties. It has achieved some notable successes and its work is greatly valued by parents, who are very appreciative of the support that they receive from members of staff. However, there are weaknesses as well as strengths in the overall management of pupils' behaviour. The boundaries of acceptable conduct are neither clearly defined in the discipline policy nor consistently applied in practice. Members of staff too often ignore excessive noise and fidgeting in the classroom. Sometimes, they seem to be unaware of such behaviour, even though it impairs the quality of lessons. Some pupils respond to this behaving in a silly, attention seeking fashion.
51. The school has made satisfactory progress overall since the last inspection. It continues to promote the health and safety of its pupils effectively. It is a caring school, which has successfully maintained the good standards of pastoral support that existed four and half years ago. However, pupils do not now have such a clear understanding of the school's expectations regarding behaviour and discipline.
52. Procedures for the assessment of pupils are good. This represents an enormous improvement on the last inspection, when assessment and record keeping was unsatisfactory and was a key issue. The procedures for assessing pupils are very comprehensive and the information gained is used well to plan future learning and to organise learning groups in the classroom. The school has made good use of local authority documentation to establish good systems for recording pupils' progress. Good use is made of both individual and class records and portfolios of work are kept as evidence to support teachers' decisions. The systems reflect the curriculum provided for the pupils and the content of the topics studied but, at the moment, do not pay sufficient attention to recording the development of skills in some areas. This is particularly apparent in information and communication technology, design and technology and geography. Some recording of skills in information and communication technology is being tried out in Year 2 at the moment and this should provide a good foundation on which to base future work. The record keeping does not yet make sufficient reference to the National Curriculum and examples of pupils' work are not referenced to the level descriptors in the National Curriculum in all but the core subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has a good relationship with parents, and its links with pupils' families make a positive contribution to standards of attainment. This maintains the high standards reported following the school's last inspection. The quality of the school's partnership with parents is reflected in the

latter's responses to the pre-inspection questionnaire and in the views that they expressed at the meeting with the registered inspector. Parents are very satisfied with almost all aspects of the school's work. The exception is extra-curricular activities, where only 53 per cent of respondents to the questionnaire say that they are content with what is on offer. Most parents are happy with their partnership with the school. They almost unanimously agree that they are kept well informed about their child's progress, and all but a handful are happy with the amount that their children have to do at home. They also say that the school works closely with them. The parents' meeting endorsed this view, while expressing strong support for the creation of a formally constituted parent teacher association.

54. Parents receive good information on pupils' work and progress. The school sends home notices and newsletters, which keep them abreast of events and in touch with what their children are learning. Parents are given a schedule of topics at the start of the academic year. They find this helpful but would prefer to receive one at the beginning of each term. They are also informed of pupils' learning through the reading diaries that children take home. These provide an effective means of regular written communication between home and school, and parents describe them as "very good". Written reporting on attainment and progress is satisfactory. The forecasts of Standard Attainment Tasks results that parents of pupils in Year 2 receive are a strength. The ordinary end-of-year reports are adequate. Their main weakness is a lack of guidance on how pupils can raise their attainment. However, the school's provision for parent/teacher consultations compensates for any shortcomings in written reporting. There is one parents' evening per term per class. Parents therefore get good formal opportunities to discuss progress, attainment and targets for improvement with their child's teacher. They are also able to consult members of staff informally at other times. The school operates an "open door" policy that encourages parents to discuss their concerns with teachers. This is greatly appreciated. Parents praise teachers for their accessibility and approachability and say that close co-operation between staff and families play a major part in the school's success in helping pupils to overcome problems. The prospectus and annual governors' report to parents fully meet statutory requirements.
55. Links with pupils' families are satisfactory. Parental involvement with the work of the school is adequate rather than extensive, but nevertheless has a positive impact on learning. Parents are interested in their children's learning and give the school their backing, as the inspection's survey of their views shows. They express their support in a number of practical ways. They hear their children read at home and sign their reading diaries. They attend consultation evenings and give very good support to school functions. They are quick to offer help with sports day and the annual fund raising event, for example. There are good informal links and co-operation between home and school. Parents work closely with members of staff if their child is experiencing difficulties at school. On the other hand, their involvement with learning in the classroom is limited. The school benefits from the work of some dedicated parent volunteers, but their number is relatively small for an infant school. Formal home/school links are adequate but not as well developed as some parents would like. A home/school agreement is in place, and parents were consulted on its contents. However, the school does not have any formal structure sounding out parental opinion on policies and major decisions, other than the governors' annual meeting.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The overall quality of leadership and management is good. The headteacher is a strong leader, who gives good thought to the deployment of staff for the management of the curriculum and benefit of the pupils in the school. This maintains the good levels of leadership seen in the last inspection. The headteacher has a good understanding of the strengths and areas for development of the school overall, although some elements of pastoral management, including the monitoring and promoting of good behaviour, are less effective. The school has responded well to the issues in the last inspection. This is evident in the quality of the development planning and the good provision made for assessment. Development planning reflects the school's stated aims and objectives well and the school is fully committed to the inclusion of all its pupils. Relationships within the school are very good and each member of the whole team is valued. Visitors to the school are particularly welcome and all make a valued contribution to the education of the pupils. Although the school is small and there are relatively few teachers, all areas of the curriculum are well managed. Sensitive

management by the co-ordinator for special educational needs promotes very good provision for these pupils, so they achieve well compared to their prior attainment.

57. The school has made very good progress in addressing the key issues identified in the last inspection. Particularly good improvement has been made in the area of assessment and recording pupils' progress.
58. The governing body fulfils its statutory duties and carries out its work well, meeting regularly and maintaining frequent contacts with the school. The chair of the governing body is particularly active and provides very good leadership. He has a clear view of the school's strengths and areas where further development is necessary and is very active in recruiting skilled and experienced people to the governing body. Governors are linked to subject areas and visit the school regularly to monitor standards in the subjects they cover. Several of them work regularly as volunteer helpers in school, promoting higher pupil standards and further developing their monitoring role.
59. The monitoring and evaluation of teaching is satisfactory. The processes to achieve this have appropriately involved the headteacher and other teachers. The monitoring is carried out formally each term and is supported by many other informal observations. Monitoring is, however, not yet rigorous enough, as it is neither sufficiently regular, nor clearly focused on aspects of classroom practice, for example the consistency of pupil management. Good arrangements for appraisal and performance management are further enhanced by the promotion of professional development and increase in teachers' expertise. This good support has also been extended to a newly qualified member of staff. As a result of these strategies and the good leadership of the headteacher, all staff are committed to improving the provision for pupils. A good example of this is seen in the way the assessment and recording procedures have been improved through the school.
60. The quality of financial control is good overall. The school makes good use of modern technologies, although the office does not yet have e-mail facilities. The school's clerical officer maintains excellent records of the school's finances. The senior managers and governors make good overall use of the principles of best value. However, there are too few methods by which they take account of parents' opinions at present. The school makes use of the services of a bursar, who visits once a month and maintains the major accounts. There is good liaison between the school, governing body and the bursar but the school does not yet understand fully all aspects of all accounts. All grants are effectively used for the specific purposes for which they are intended. The previously high budget surplus has been halved in the last financial year.
61. The school has a good blend of experienced and new staff with a good match between their expertise and most of the subjects they lead. However, no teacher has an initial or subsequent qualification in mathematics or in any of the sciences. The number of classroom assistants is good and they provide good support, particularly for pupils with special educational needs. The school has recently benefited from the provision of a new hall, which has greatly enhanced opportunities for physical education and for assemblies. There is an adequate number of classrooms for the delivery of the curriculum but the outside classroom does not have any toilet facilities and the children have to cross to the main school, even in the most inclement weather. There is also no mains water in this classroom, which means that water for art and for science lessons in particular has to be carried from the main block. There is also no designated room for the headteacher or the teaching staff, who all have to share the main school office. This is an unsatisfactory situation and does not provide accommodation suitable for professional and personal discussions. The level of resourcing is generally satisfactory although there is now a need to provide more resources for physical education in the new hall and outdoor play equipment for the younger children.
62. The school uses its allocated funding well and provides sound value for money. From a low base when they entered school, pupils currently in Year 2 make sound to good progress and attain standards in English, which are above the national average.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In their work to further raise standards and improve the quality of education at the school, the governing body, headteacher and staff should now:

- (1) Provide more opportunities for pupils to use initiative in their learning and work more independently by: (paras. 22, 23, 43, 133, 142)
 - providing specific subject related extension activities for pupils who finish initial activities; (paras, 25, 108)
 - encouraging pupils to develop and explain their own strategies for learning; (paras, 98, 100, 106)
 - allowing pupils the freedom to choose which methods they wish to use, for instance when writing reports; (paras. 10, 25, 103, 106, 127, 140)
 - providing a range of materials and media so pupils learn to self resource tasks as they see fits their purpose. (paras. 100, 109, 127)
 - encouraging them to use dictionaries or to 'have a go' when writing; (paras. 8, 94, 95)
 - using the library for independent research; (paras. 8, 93)
 - clearing up routinely after using resources or at the end of lessons; (paras. 20, 72, 114)
- (2) Devise and instigate a programme of extra-curricular activities to further support pupils' personal and social development and promote skills in key learning areas. (paras. 35, 39, 143)
- (3) Bring to the further attention of the local education authority the deficiencies in accommodation identified for improvement in the report.* (paras. 61, 69, 86, 110)

In addition to the above, the following points for development should be considered for inclusion in the action plan.

- Monitor activities offered to pupils in mathematics to eliminate those lacking sufficient challenge in order to help raise standards. (paras. 25, 102, 103)
- Raise standards in handwriting by ensuring that pupils quickly develop a neat cursive style. (paras. 6, 8, 90, 94, 96)
- Revise procedures to monitor and improve aspects of behaviour in specific parts of lessons and around the school. (paras. 5, 8, 16, 17, 20, 27, 28, 41, 43, 50, 51, 59, 67, 108, 137, 141)
- Review provision for personal, social and health education to ensure that all elements are taught in full. (paras. 32, 39)

*Items already identified for improvement by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6.5	12.9	41.9	38.7	-	-	-

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		89
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		8

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	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	10	10	10
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (92)	90 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	10	10	10
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (96)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	60
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	20.2:1
Average class size	22.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	104

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	163714
Total expenditure	165055
Expenditure per pupil	2293
Balance brought forward from previous year	15782
Balance carried forward to next year	14441

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	57
Proportion of questionnaires returned	64%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	0	0	2
My child is making good progress in school.	79	19	2	0	0
Behaviour in the school is good.	53	40	2	0	5
My child gets the right amount of work to do at home.	54	37	7	0	2
The teaching is good.	88	10	2	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	12	7	2	0
The school expects my child to work hard and achieve his or her best.	72	26	2	0	0
The school works closely with parents.	63	33	0	2	2
The school is well led and managed.	84	12	0	2	2
The school is helping my child become mature and responsible.	79	18	3	0	0
The school provides an interesting range of activities outside lessons.	30	23	12	5	30

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

64. Children are admitted to the reception class in September if their fifth birthday is before the end of February. Children whose birthdays fall between March and the end of August are admitted in the January before they are five years old. All children are invited for a series of six pre-school induction visits in the term before they start school.
65. Evidence from the baseline assessments and inspection evidence shows that children's attainments on entry are broadly average in all the areas of learning. Children achieve as they should throughout the Foundation Stage, so that they develop and consolidate their skills. Most children are on course to attain the early learning goals by the end of the year. Some of them will exceed these expected levels, while a few children are unlikely to meet them in communication, language and literacy and mathematical development because they have not yet developed sufficient skills to express themselves clearly. This is a similar picture to the findings of the last inspection, although standards of attainment in mathematics were judged to be good for that group of children.
66. Children make a positive start to school. The teachers and support staff have established a supportive, family atmosphere, which helps the children to settle into school quickly and confidently. There are formal links between the nursery classes and play groups which children have attended and records from these early years settings are used by the school to inform their planning for the new children. The headteacher provides good guidance for parents on supporting their children's learning at home and there are regular opportunities for formal and informal consultation between parents and staff. The home-school reading diary is a good support for effective on-going partnerships between home and school. Staff and parents often meet informally on a day-to-day basis at the beginning and end of the day and relationships between them are positive.
67. The quality of teaching in the Foundation Stage is good overall and leads to good learning. Children achieve appropriately. One lesson was judged to be very good, three were good and three satisfactory. The headteacher and newly qualified teacher share responsibility for the class and work effectively as a team to plan and prepare lessons. During the week of the inspection, both teachers were often in the classroom at the same time. This meant that sometimes the children were confused about which teacher they should be listening to and this caused noisy and inattentive behaviour in some lessons.
68. Both practitioners have a good understanding of the needs of young children. They are positive with the children and have high expectations of their learning. Management of the children is good during whole class sessions, when children are listening and joining in discussions. At other times, for example when they are working independently or when they are moving between lessons, management of the children is less effective with the result that they can waste time and become too noisy. Classroom assistants are very much part of the team and they are used well to support children's learning, for example when they are working on group or individual activities.
69. Curriculum planning is good and makes thorough and imaginative use of the early learning goals to provide a rich curriculum for the children. Assessment is very good. There is an effective observation system which involves all staff. They make detailed observations of the children while they are working and playing and record their notes on "post-its." The detailed assessments are later transferred to comprehensive records for each child. The school makes best use of the accommodation to provide for the needs of young children, and has recently provided an additional enclosed room to provide opportunities for imaginative and domestic play. There is currently no dedicated secure play area that is easily accessible from the classroom and this inhibits the use of the outdoor environment. This is a current priority in the school development plan. The school has

responded well to the challenge of the new curriculum structure for the Foundation Stage and there is evidence overall of good improvement from the last inspection.

Personal, social and emotional development

70. Most children are on course to reach the early learning goals by the time they move into Year 1. All children have well planned opportunities to develop their personal and social skills and they make sound progress overall. They enjoy coming to school because there are imaginative and varied activities prepared for them. All adults in the reception class team place high priority on developing personal and social skills, supporting and encouraging children to work alone and in small and larger groups. There are good opportunities for children to learn through domestic and inventive play, for example in the Rainbow Café and the Wardrobe where play equipment is well organised and attractively set out. Teachers also plan interesting drama and musical activities, which develop the children's social skills. They sit sensibly in a circle to listen to stories or take part in class activities and discussions.
71. Teaching is good overall. All adults encourage children to develop their social skills in a variety of ways. They are good role models themselves. For example, the children are expected to be polite to each other and to say "please" and "thank you" at snack time. When they arrive at school in the morning, children take responsibility for registering themselves on the fruit registration board. Teachers and support staff show tremendous personal interest in the children and give them a great deal of sensitive encouragement. For example, they thank them for saying kind things and encourage them to help and take care of each other. All adults who work in the reception class use praise well to motivate children and to recognise their efforts. Most children dress and undress independently and enjoy using games and resources sensibly. Children with special educational needs are well integrated and given good support.
72. During the inspection, the children showed less self control when moving around the classroom and the rest of the school. At times they were noisy and unaware of the impact of their voices on others around them. The last inspection found that there were limited opportunities for children to show initiative and take responsibility, for example by selecting and storing equipment themselves. Children are now more confident in selecting equipment themselves, but they do not tidy away equipment independently, especially if there is an adult nearby who will do it for them.

Communication, language and literacy

73. Most children are on course to attain the early learning goals in communication, language and literacy by the end of the reception year. A few children will exceed these levels while a small number may not meet them fully. The teachers and classroom assistants work very hard to develop the children's language skills, taking every opportunity during the day to help children listen, speak, read and write about the experiences they are having at school. As a result most children achieve appropriately and develop their skills steadily.
74. Children have good opportunities to develop their speaking skills through role play in the Rainbow Café, where they serve each other with their choices from the menu and talk animatedly to each other at meal times. In whole class sessions they listen well to the teachers when they read or tell stories, for example the story of "Six Dinner Sid" and "Handa's Surprise" and the dramatic telling of the story of Moses and the Israelites. Most children are confident to ask and answer questions in whole class sessions. A few children are hesitant when talking to adults but the staff work as a team to give support to these less confident children and sensitively try to draw them into discussions. A significant minority of children listen less well when receiving instructions for activities, often talking to each other and preventing others from paying attention.
75. During the inspection the quality of teaching in this area of learning was always satisfactory and often good. Activities were planned which developed language skills well and which captured the children's interests. For example, they enjoyed writing notices to hang on the door for Sid the Cat. Most children make letter shapes accurately and enjoy writing. Higher attaining children write

phrases and short sentences and know how to use their knowledge of sounds to form simple words. Good emphasis is placed on correct letter formation, for example through letter writing and tracing, painting letter patterns and playing in sand. The classroom is a very good environment for language learning with well written labels, a good stock of language games, carefully displayed books and a puppet collection which is used regularly and imaginatively to promote language learning.

76. The school places appropriate emphasis on the development of reading skills. Most children are well supported by their parents and carers, sharing the books that they take home regularly and practising the new words which they need to learn. The reading diaries are effective in tracking children's progress in reading and building working relationships between home and school. The school has recently introduced "Story Sacks" which parents will borrow to provide ideas for talking and playing about books with their children.
77. All children enjoy listening to stories in class, either as a whole class or when using tape-recorded stories. They enjoy reading to adults in school and join in enthusiastically with memory games, for example Kim's game. They play word matching puzzles and games accurately. Because their progress is so carefully tracked, most children achieve appropriately in reading.

Mathematical development

78. Most children are in line to meet the early learning goals in mathematical development at the end of the reception year. Those children who seem likely to attain just below this level are making sound progress. While this is a less favourable picture than at the last inspection, when attainment in mathematics for the under fives was judged to be good, those children currently attaining just below the expected level are being taught well and are achieving appropriately.
79. Teaching of mathematics is good. It is well planned and imaginative. Children are motivated to join in with class counting activities when they count together like pirates, mice and horse riders. Teachers use demonstrations effectively to involve children in their activities, for example estimating and counting how many beads can be threaded in a minute. The teacher's demonstration meant that when they were working independently on bead threading challenges, the children concentrated well and tried very hard to manipulate the beads quickly. They responded well to the one-minute challenge, counted their beads accurately and then compared their results.
80. Teachers introduce mathematical vocabulary effectively to the children and encourage them to use it themselves while they are working. For example, they are taught to use mirrors to check their multi-link shapes and to think and talk about how to make them symmetrical. Classroom assistants also support mathematical learning well, for example when playing number bingo with the children and helping them to think about numbers which were less or more than those they needed to win the game.
81. The classroom is full of number lines, puzzles, shape and measuring equipment and activities to help children learn mathematics. Over the year, there are opportunities for learning about money from class shops and from playing money games. Regular opportunities are planned to develop counting skills including songs and rhymes and a "counting walk" around the local area.

Knowledge and understanding of the world

82. Children's knowledge and understanding of the world is good. They are on course to meet and in some cases exceed expected levels by the end of the reception year. Teaching is good in this area of learning. The teachers develop children's knowledge and understanding of the world through a wide variety of activities. Children's achievement is good in this area of learning. When learning about food children were able to use their senses to explore and recognise the differences and similarities in fruits from around the world. Teaching appropriately emphasises aspects of healthy eating and living. The visitor from Thailand extended their knowledge of food and customs in another country. There are well-planned opportunities for children to learn about other cultures

through classroom activities, well focused religious education teaching and through opportunities for dressing up in costumes from a range of cultures and traditions.

83. Learning about religion provides very good opportunities for children to extend their knowledge of the world. In the lesson seen during the inspection, drama was used very effectively to capture the children's interest. The teacher drew symbols on large paper as she told the story of Moses, the Israelites and the Promised Land. This maintained the children's attention and reminded them of the story. Planning and preparation for the lesson was excellent. The teacher had built a sukkot in a small room elsewhere in the school and she used this very effectively for a sukkah party to show how Jewish religious customs today have come from the teachings of the Bible.
84. Teaching of information and communication technology is good. Children understand that they can use the mouse to make a mark on the screen and control a line or shape. They demonstrate good understanding that a feature of a computer is that it is easy to improve their drawings. They are beginning to identify letters on the keyboard and are learning what happens when they click the mouse. They use a programmable toy to make simple journeys across the floor and are confident in their operating of tape recorders when listening to stories.

Physical development

85. The children's physical development is on course to meet expected levels by the end of the reception year and children achieve well. They gain confidence in using space through carefully planned opportunities for physical education in the school hall. The quality of teaching seen during the inspection was good and children made good gains in their learning in this lesson. Good teaching with high expectations enabled children to move freely and confidently when travelling with a ball. They could bounce and catch accurately with the ball and throw and catch using a quoit. All children showed good awareness of space and sense of balance when holding a quoit on their heads. Some children showed particularly good co-ordination and could travel dribbling with a ball.
86. Children also develop their physical skills through opportunities to use the adventure playground and when skipping and playing games outside. However, although the teachers take every opportunity to enable children to develop their physical skills, there is no designated play area for these children and so opportunities for groups to develop their skills throughout the day are limited. The school is aware of the need to provide more outdoor play opportunities and plans have been approved to convert an area of the grounds for this purpose. They will then improve provision of outdoor play equipment before the next school year begins.
87. Teachers provide good opportunities for children to develop fine co-ordination skills while working with a range of construction kits, sand equipment and other materials such as dough, plasticine and clay. Children show good control when using pencils, paintbrushes and glue. They also show good co-ordination when using the computer mouse. Children handle small toys and scissors regularly to develop their manipulative skills. For example, they cut fabric and various papers to make collage pictures of animals for their jungle frieze.

Creative development

88. The children's creative development is on course to meet the early learning goals by the end of the reception year. They achieve appropriately. For example, they learn to use paint carefully to represent the journey of the hungry caterpillar and mix paints to produce observational paintings of fruit for a class fruit bowl frieze. They draw and paint pictures of a cat stimulated by the story they had shared and make imaginative sculptures in wet sand.
89. Children have frequent opportunities to develop their imaginative and creative skills, for example when they make creatures from vegetables, following a demonstration of flowers made from vegetables by a visitor from Thailand. The quality of teaching in this area of learning is good and children make appropriate gains in their learning. In the music lesson seen during the inspection, teaching was good. They enthusiastically practised the song "Shalom" and then two children

confidently sang a duet. Children learnt to follow sequences of symbols and to join in as an orchestra with triangles, tambourines and bells, playing louder and softer according to the teacher's conducting. Through good teaching, they learnt to be self-controlled when not playing their instruments. Most children know simple songs by heart and join in with enthusiasm. For example, they enjoy "Okki Tokki Unga" and "London's Burning."

ENGLISH

90. In 2000, at the end of Year 2, attainment recorded in National Curriculum tests was above the national average in both writing and reading. In reading and writing 90 per cent of pupils achieved the expected Level 2 or above, these results were above the national average of 83 per cent. The proportion of pupils achieving the higher Level 2B or above in reading and writing was 80 per cent which was well above the standards achieved nationally. In reading 30 per cent of pupils reached Level 3 and in writing 9 per cent reached Level 3, these results are similar to those achieved nationally. Compared with similar schools, results in reading and writing are well above the average. There has been a steady improvement in standards over the past three years and the performance of the boys has been consistently better than that of the girls in reading and writing. Inspection findings for the current Year 2 pupils show attainment in English to be above the national expectations in both reading and writing. Teacher assessments undertaken recently suggest that there is now no significant difference between the achievements of boys and girls. Standards in handwriting are in line with the national expectations for pupils at this stage but they are not as high as they could be. The school needs to consider how these could be raised in order to match the standards in other aspects of English.
91. The previous inspection found that standards in English were usually above expectations and that pupils made good progress. The school has maintained these levels of attainment and progress. The steady rise in standards to match the national trend has been achieved through a combination of high quality teaching and a positive response from the pupils in the school. Pupils with special educational needs make good progress because of good teaching and the effective use of support staff. This is shown by the fact that all pupils attain at least Level 1 in reading and writing by the end of Year 2. The National Literacy Strategy has been effectively implemented, with teachers in the best lessons making clear links between each part of the lesson. There is clear evidence to show that the best teachers also use other strategies, such as drama, to good effect and use English well in other parts of the curriculum.
92. Standards overall in speaking and listening are average. By the end of Year 2, pupils listen well to the teacher reading, asking questions or leading discussions. They speak confidently and clearly and listen carefully when others are speaking. In Year 1 pupils also listen well to their teacher, for example when sharing a "big book" story about a tiger. They respond appropriately to questions posed but often their responses are limited to phrases with occasional use of full sentences. Some skilful teaching encourages extended responses and some higher attaining pupils show that they are able to use quite complex structures, for example through the use of the conditional "if" at the beginning of a sentence.
93. By the end of Year 2 standards in reading are above the national average. Recent teacher assessments indicate that standards in reading are high and that two pupils are likely to attain very good results. Pupils, including those with special educational needs, achieve well in their reading. Pupils in Year 2 read both fiction and non-fiction books, can express preferences for types of reading materials and extract the main points from text. All pupils know about contents pages and how to use the index but there are limited opportunities to apply these skills in extended individual research in the library. There is a good selection of reading material in the school and books are taken home regularly. The school makes good use of the home-school reading diary and keeps very careful records of pupils' progress.
94. By the end of Year 2, standards in writing are good. However, weaknesses in handwriting are evident. Pupils write in sentences and use capital letters and full stops accurately. Their writing shows purpose, for example in descriptions of the cat, instructions for making toast and to express

opinions of what they like and dislike. Pupils identify the elements of a story and place them in order, for example in their telling of the Easter story. Opportunities are provided for extended writing and for the pupils to use their writing in other areas of the curriculum. Some good work was seen in history and in design and technology. Spelling is average but, although pupils know how to use a dictionary and have a good knowledge of alphabetical order, they rely too much on the teacher to spell new words for them. The pupils do not use the skills they have been taught and are insufficiently independent of their teachers in this respect. The standard of handwriting is average. Pupils form their letters clearly but they are not encouraged to join them to form a clear flowing style. Most notices and charts in the school are printed and so do not provide a model for joined writing for the pupils to copy. The school now needs to consider how the development of a clear and flowing joined script could be developed to further raise the standards in this aspect of English.

95. The teaching of English, including literacy lessons, is very good. The best lessons have a brisk pace and high expectations. Pupils know what they are doing and why. Teachers use a variety of strategies to promote the subject, including drama and story telling, and use English skills well throughout the curriculum. Teachers' subject knowledge is secure and lessons effectively build on previous work in order to promote continuity and enable pupils to develop their own knowledge effectively. There is a good level of class management with rare instances of inappropriate behaviour, for example by shouting out answers. Teachers use resources including support staff very effectively and make very good provision for pupils with special educational needs. Teaching staff use each part of the literacy hour very effectively, with group work being particularly well organised. On only one occasion the introduction to the lesson was too long and pupils became restless. Lessons are well planned but not all indicate how the learning will be assessed. In the best lessons, questions are used effectively to help pupils extend their knowledge and check understanding. The pupils respond positively and settle quickly to their work but there are occasions when they are not sufficiently independent and rely too much on their teachers, for example in the spelling of new words.
96. The headteacher co-ordinates the subject in the school. There is good monitoring of teaching, planning and pupils' work which is helping to identify strengths and areas for development. There are good assessment systems and the school analyses the data closely, using the information for planning in order to maintain the high standards in reading and writing. Provision for all pupils, including those with special educational needs, is good and the school makes very good use of support staff. There is a satisfactory level of resources and a reasonable range of books in the library. These are all in good condition, well organised and classified in a simplified Dewey system. The curriculum for English is good, stronger in writing and reading but in need of some improvement in handwriting.

MATHEMATICS

97. Results of the national tests for 2000 indicate that at the end of Key Stage 1 the proportion of pupils attaining Level 2, the level that seven year olds are expected to reach, or above, is close to the national average. The proportion reaching the higher Level 3 or above is also close to the average figure. When considering the average points analysis, the school's results are in line with those attained by all schools and above those with a similar intake. Results over the last four years, 1997 to 2000, have steadily improved, with the occasional fluctuation, which is seen in most small schools. Boys outperformed girls over this period. Teacher assessments accurately match test results. Inspection evidence shows that by the end of the key stage pupils are attaining standards broadly in line with national expectations in all aspects of the subject, including numeracy. Draft assessments for this year correspond closely to inspection findings.
98. By the end of Key Stage 1, the majority of pupils identify odd and even numbers and patterns of numbers. Almost all Year 1 pupils count in fives to 100 but only about 25 per cent are confident when counting back to zero. They add and subtract small numbers accurately but are becoming confident with place value up to 100. Most have a secure knowledge of the specific language of mathematics and apply it appropriately, for instance when drawing and naming halves and quarters.

When using money to shop, they are confident with sums up to 50 pence. However, pupils are not encouraged to develop personal strategies for mental calculations or encouraged sufficiently regularly to explain the way they reached an answer when adding, subtracting, doubling or halving for example. The use of numeracy to support work in other subjects and to improve pupils' skills is satisfactory. Teachers encourage pupils to apply their skills in subjects such as science, when measuring how much their plants have grown and in history when using time-lines. However, opportunities to reinforce numeracy are not always seen in planning. Information and communication technology (ICT) is well used to support work in various aspects of mathematics, including number and data handling. Progress is steady throughout the school, so that pupils achieve appropriate standards compared to their prior attainment.

99. Pupils tell the time to the hour and half-hour, the higher attainers confident to quarters. Most know the names and describe many of the properties of the common two-dimensional shapes. Higher attaining pupils name and describe three-dimensional solids and show their understanding of plane shapes by complex drawings, using coloured squares to show reflective symmetry. Pupils are beginning to measure accurately in centimetres. This skill is applied well in design and technology, for example when making Victorian bathing machines in their seaside topic. When handling data, pupils sort information and objects using a variety of reasons. They draw and interpret simple bar graphs. For example, Year 2 pupils draw graphs to show the ways in which their classmates get to school. The information is fed into the computer to get a range of different presentations of the data, promoting improved ICT skills.
100. The quality of teaching is sound overall with some good features. This has been helped by appropriate implementation of the National Numeracy Strategy and adoption of the planning format to support its three-part structure. It has also ensured that teachers' subject knowledge is sound. Teachers have identified individual targets for improvement for pupils. These are pasted on the inside cover of each new exercise book, so are constantly in the pupil's and teacher's mind. In the best examples, targets are analysed and achievement recorded. However, in some cases the date the target was set is stated but no recognition of achievement identified or dated, so the motivation for the learner is diminished. Lesson pace is normally brisk and learning support staff well deployed, both to promote standards and support behaviour. Their good quality work with pupils with special educational needs means that these pupils make good progress when compared to their prior attainment. However, when the teacher spends too much time on the mental and oral part of the lesson and the introduction to activities is laboured, pupils can become distracted and noisy. Then, too little time is spent actively learning, which does not help drive up standards. The key core skills of numeracy and those in the other aspects of mathematics are well taught. Teachers insist on the correct language being used, clearly identifying it on daily plans. Planning varies but it is good overall. The best examples indicate what opportunities for assessment the teacher intends and how to go about using them. In the most productive lessons, pupils are encouraged to show their way of working, for example by plotting on a hundred square in Year 2. Incorrect answers are well used as teaching points to develop pupils' understanding. This is clearly allied to the notion that having a go is important and errors often occur on the way to understanding and can be profitable. Pupils in Year 1 are not all able to concentrate and persevere when working independently. Pupils throughout the school are not sufficiently well trained to self-resource or to develop strategies other than that demonstrated by the teacher.
101. Pupils' learning is satisfactory overall. Teachers share learning objectives with pupils appropriately and reinforce these as the next part of the lesson begins. However, teachers do not always leave enough time to hold a thorough review session at the end of lessons. These are not always used effectively to discuss what pupils have learnt, as groups or individuals, and relate it back firmly to assess whether learning intentions have been met. Occasionally, the plenary is used like a circle time and the mathematics focus is lost.
102. The school has been analysing reasons why standards in mathematics have been lagging behind those in reading and writing and science. One outcome has been to alternate literacy and numeracy as the first lesson of the day, when young learners are at their most receptive. New curriculum material has been obtained to support teachers with ideas for lessons and to ensure

coverage of the National Curriculum. Mathematics homework, currently planned to take place twice a week, is to be supported by the same kind of home-school diary that is used in English. The co-ordinator samples teachers' planning and pupils' work regularly. However, though the direct monitoring of teaching has begun, it is limited to one visit per class each term. The school may wish to increase this level using an agreed format and with a clear focus, as it acknowledges that standards are not high enough. Significantly, the portfolio of annotated, assessed pupils' work does not contain any work assessed at Level 3. This is key to any improvement in raising standards, as expectations are not high enough. For example, in lessons seen in both Year 1 and Year 2 dealing with shopping sums, pupils had to draw and colour objects they bought and draw round and label the coins they expected to use. This fills time but does not move standards forward, after an initial introduction to familiarise pupils with the currency.

103. There has been unsatisfactory progress in the subject since the last inspection. Pupils' standards, albeit measured slightly differently, are lower. There is a smaller proportion of good teaching seen. Too much photocopied material is still used and then stuck into pupils' books. Some is justified as it presents pupils with a framework but it also inhibits pupils' options for recording and they could more readily work directly on the page.

SCIENCE

104. Sound improvement has been made in science since the last inspection. Pupils' progress and the quality of teaching are less variable. Documentation for the subject is more helpful, including annotation of the portfolio of pupils' work to enable teachers to assess outcomes more accurately.
105. National Curriculum teacher assessments for 2000 show that results at the end of Key Stage 1 were above the national average at both the expected Level 2 and the higher Level 3. Overall, the results were well above those attained by schools with similar levels of free school meals. Assessment details show that the aspects of experimental and investigative science, materials and their properties and physical processes were all above the national average at Level 2 or above, while life and living processes was in line. At Level 3 or above all aspects of science were above average except experimental and investigative science, which was well above.
106. Inspection evidence differs from the 2000 results, albeit from a different group of pupils. It also differs from draft teacher assessments for 2001. These indicate that 94 per cent of pupils will achieve the expected Level 2 or above and that 38 per cent of pupils will achieve the higher Level 3 or above. This would be a substantial rise on 2000 figures for the proportion of pupils attaining Level 3, which was 30 per cent, and well above this year's predictions for English, 26 per cent and mathematics, 15 per cent. Inspection evidence indicates that by the end of Key Stage 1, pupils attain standards that are broadly in line with national expectations. They achieve satisfactorily in relation to their prior attainment. Pupils in both year groups are involved in an appropriate range of practical activity. However, they are not always required to predict likely outcomes of investigations they are involved in or record their findings in a suitably scientific manner, commensurate with their attainment level to ensure good progress is made. Opportunities to discuss the discovery process are provided in the better lessons but are not routinely made available, particularly where the review session is not well organised.
107. Pupils are developing sound scientific knowledge, understanding and skills. By the end of the key stage, they can communicate their understanding and discuss their experiments with enthusiasm, when the opportunity is presented. They use equipment and materials carefully. They are developing an awareness of the need to devise fair tests, for example in their work on materials, testing freezing and melting times. When studying life and living processes, pupils in Year 1 measure and record how their plants grow. Year 2 pupils study habitats around the school, especially in their dedicated pond and wild life area. They study the rain cycle when considering the way animals and plants are dependent on water. Pupils in Year 2 compare natural and man-made materials they test. They sort for a range of properties, including durability and hardness. Pupils in Year 2 construct an electrical circuit, knowing that some materials are conductors, others

insulators. Teachers plan for, and insist on, correct use of appropriate scientific language throughout the key stage.

108. Only two science lessons took place during the inspection, so the quality of teaching and pupils' attitudes to the subject and their behaviour is judged on this small sample plus analysis of pupils' completed work and discussions with them and their teachers. Pupils' behaviour in science lessons ranges between good and unsatisfactory but is sound overall. Where teaching is effective, pupils are challenged by the tasks they do and work hard over an extended period. They show real interest in, and enthusiasm for, science. Relationships are constructive and class control secure. In a less well managed lesson, insufficient monitoring of pupils meant to be working independently, or those who had finished early and been given no specific extension tasks of a scientific nature, allowed attention seeking behaviour to get out of hand. In the review session, one boy teased his neighbour who eventually reacted violently.
109. Teaching standards are sound overall. In a good lesson in Year 2, one teacher took her partner's class for science while she was teaching swimming. Despite not having taught this class often, a good rapport was developed and pupils worked productively for one and a half hours. Good subject knowledge is seen in all classes. Very good expositions and modelling of activities give pupils a clear idea of what is required of them. However, hypothesis and prediction are not routinely required of pupils, inhibiting their acquisition of scientific skills. Planning is detailed but specific tasks are not always identified for pupils of differing abilities, reducing challenge for the higher attaining. The progress of pupils with special educational needs is well promoted by the attentive but sensitive support of the able learning support staff. Resources are well deployed, many of them provided by the teachers themselves: as in Year 1, where a vast range of fruit and vegetables and materials for collage supported pupils' work on plants that provide us with food. The very specific product Year 2 pupils were required to make following careful completion of their electrical circuit diminished challenge and independence. All pupils, working in pairs, used exactly the same materials to construct a working lighthouse, built upon the same egg box rocks. The only difference was the way the body of the lighthouse was decorated.
110. It was not possible to see the subject manager teach science during the inspection. However, she is well organised and has provided an interesting and relevant curriculum to support her colleagues, although it is not at present referenced to the National Curriculum but it is carefully planned to cover all learning objectives. The integration of other subjects alongside science into topics means that science is not always the key focus. For example, in the Year 2 topic on Growth and Change, the Great Fire of London is studied, illustrating the development of the city from one of wooden buildings to one of bricks and stone. The topic approach can dilute the subject specific knowledge and understanding needed in science. The way the curriculum is arranged may cause pupils to have gaps due to the amount of time between learning and revisiting various strands of the subject. Pupils' completed work includes a large proportion of photocopied material. This is presented to pupils whatever their levels of attainment. As much requires no more than colouring in and the provision of a caption, it does not help raise standards. Assessment and recording are strong features, with a very comprehensive portfolio of annotated, assessed pupils' work available to help teachers judge how well pupils are doing. Not all classes have access to water, nor a sink, which inhibits some work in science.

ART AND DESIGN

111. Judgements are based on lesson observations, examination of pupils' work on display and in the portfolio of pupils' work dating from earlier in the school year, photographs of displays and an examination of planning and assessment documents. These indicate that the majority of pupils reach satisfactory standards for their age by the end of Key Stage 1. They are achieving appropriately, which is a similar judgement to the last inspection, which said that standards were satisfactory and sometimes good.
112. Displays throughout the school show that teachers make good use of interesting contexts to extend pupils' experience of a wide range of art materials. In Years 1 and 2, teachers plan

effectively to use the local environment as a stimulus for art and design. They also use visits to places of interest further afield, for example to Tamworth Castle, to develop observational drawing and painting. Art is used well to help pupils develop their understanding of history, geography and religious education, for example by the work on holidays in Year 2 and the work on plants and flowers, using photographs and natural materials in Year 1. Speaking and listening skills are also developed well in art lessons through discussions of finished products and advice on work in progress.

113. Teachers provide well-planned and carefully organised opportunities for pupils to work in both two and three dimensions. Pupils in Year 1 experiment with natural and manufactured resources to assemble collage pictures of gardens and hiding places outside. They are beginning to learn how they could improve their own work. For example, when the teacher asks them what they would change if they did it again, some pupils can make suggestions although most need more practice in putting into words their thoughts and opinions on their own and others' work. In Year 2, geographical work on the seaside provides a very effective stimulus to art and design lessons. Pupils sketch and draw from observation, including outlines and some careful details in their sketches of fossils. They decorate flags and kites carefully and accurately. Year 2 pupils also use a drawing program on the computer to paint in the style of the artist Seurat and in another lesson to create a picture of a starfish. Pupils use the program confidently and effectively to generate ideas and produce good results.
114. During the inspection, teaching was good, with some very good lessons seen in Year 2. The pupils are helped by the good links which teachers make to previous learning, so that they are reminded of work they have done before and how to use materials. Poems and photographs are used imaginatively to help pupils to focus and develop their ideas, for example "The Grasshouse" poem in Year 1 and the photographs of 19th century Whitby in Year 2. Teachers and support staff organise materials well and pupils are expected to work sensibly and carefully, often with clear adult direction. Pupils show that they enjoy art and design lessons and work with enthusiasm and good concentration. When it comes to clearing away materials and equipment, expectations are less clear. Pupils too often rely on adults to tidy up for them and so are not developing independent and orderly work habits.
115. Examination of pupils' work completed over the year shows that teachers use artists' work, for example Breughel's winter scenes, to help pupils extend their knowledge of techniques and develop their own ideas. They are also taught to work together to produce large-scale wall paintings and banners, for example the "Selfish Giant" wall display in Year 1 and the banners for the National Forest project. Pupils' drawings are used to illustrate school booklets and programmes for productions. The school's web site features "Artist of the month", which motivates the pupils and encourages interest in the subject. While they have regular and imaginative opportunities to express themselves through art, pupils are not taught sufficiently to develop and refine their art and design skills. They have insufficient guidance in how to mix paint, how to add detail to drawings through shading and tone and how to add detail and clarity to their printing. Skills are not progressively developed because there is no guidance for teachers on how to teach pupils to develop and improve their skills in observing, recording, investigating and evaluating their work, which means that pupils do not make as much or as rapid progress as they could.
116. The co-ordinator maintains a good overview of resources available in the school for teaching art and design and has compiled a very helpful portfolio of samples of art from across the school. She has also matched selected pupils' work to extracts from the scheme of work, which is helpful to teachers in their planning and assessment. The portfolio is wide-ranging and includes samples of pupils' work stimulated by the work of other artists, which represents an improvement from the last inspection when this was identified as a gap in provision. This good practice is not yet supported by more formal monitoring of pupils' work, so that teachers can identify the skills the pupils have acquired and plan what they should be taught next.

DESIGN AND TECHNOLOGY

117. The standard of work for pupils at the end of Key Stage 1 is good and above national expectations. Pupils make good progress through the key stage and have maintained the levels of attainment seen in the last inspection.
118. Pupils at the end of Key Stage 1 use their design and make skills effectively to make a buggy with axles and wheels. They make simple drawings and make suggestions for improvement. Pupils in Year 1 make good progress using a range of materials including paper, card and paper fasteners to make scissor toys. They apply their knowledge of science and forces to use simple levers effectively in order to make parts move. They make moving pictures of rockets in the sky and cows in the fields and use simple weaving techniques to make baskets. A scrutiny of work in the school shows that although techniques are well taught, there is no clear identification of skill development in the subject.
119. During the inspection no lessons were seen and no comment can be made about the standard of teaching. Evidence is taken from a scrutiny of work, an examination of the planning documentation and discussion with teachers. The school has introduced a new scheme of work for the subject but this contains too little identification of skill development. Scrutiny of pupils' work in displays and in the school portfolios shows that they apply considerable effort and work hard at their tasks. They work confidently with a variety of materials and enjoy their work with other pupils and with visitors. The school made particular good use of a recent visitor and organised a successful day devoted to design and technology.
120. The subject is well co-ordinated. There is a satisfactory level of resources and sufficient time is devoted to the subject. The school makes very good use of visitors and uses every opportunity to link work in design and technology to other areas of the curriculum, for example making Victorian soldiers to support the history topic. The new scheme of work does not include a clear programme for skill development, nor a system for tracking and recording pupils' progress. The subject makes a sound contribution to pupils' social development through opportunities to work collaboratively and to their cultural development through history.

GEOGRAPHY

121. The standards of work at the end of Key Stage 1 are satisfactory and in line with national expectations. Pupils make sound progress and the standards found in the last inspection have been maintained. Pupils in Year 2 draw simple maps and use symbols effectively to indicate features and a key to explain those symbols. They know the make up of the United Kingdom and can identify the location of their village on the map. Their work on the seaside identifies places within England and the travels of Barnaby Bear help them to gain a knowledge of places further afield. In Year 1, pupils make simple maps showing routes to school and simple plans of the school garden. They use their knowledge of science and magnetism successfully in compiling a map with hidden treasure which can be found using magnets.
122. During the inspection no lessons were seen and no comment can be made about the standard of teaching. Evidence is taken from a scrutiny of work, an examination of the planning documentation and discussion with teachers. The school has introduced a new scheme of work for the subject but this contains too little identification of skill development. The school has successfully addressed the issues raised in the last inspection by the introduction of a scheme of work and a new policy for the subject.
123. It is evident though by the standard of their finished work that pupils enjoy the subject and work hard on their topics. There are clear links to other areas of the curriculum. This gives the pupils the added satisfaction of being able to see the relevance of what they are doing and to employ knowledge from other subjects. The school makes good use of visits within the local area and experiences from holidays to enhance the provision made for geography. It has also established

useful links with Moira in Northern Ireland and is planning to use information and communication technology to communicate with places around the world.

124. The subject co-ordinator is an experienced teacher, who has a clear view of how geography needs to be developed within the school. The new scheme of work provides a good basis for planning the topics to be studied but provides insufficient detail about the skills to be developed. The assessment systems employed by the school record the progress made by pupils in their knowledge but again pay insufficient attention to recording skills. The new scheme of work also is not sufficiently explicit in its links to the National Curriculum and the level descriptors. The subject makes sound contributions to the pupils' social and cultural development through opportunities to work together and to study places in other parts of the world.

HISTORY

125. Pupils' standards and achievements in history remain high, as reported at the time of the last inspection. One key improvement has been to develop a comprehensive policy, based on the standard school format but with more detail than for most other subjects. It helpfully outlines how the school is to use the nationally recommended scheme of work to make it fit the school's own requirements.
126. By the end of Key Stage 1, pupils' attainments are above those expected nationally. Pupils achieve well compared to their prior attainment because of the relevant curriculum taught, making effective links to other subjects including English, art and geography. Information and communication technology (ICT) is well used to support pupils' work in history. By the time they are seven, pupils show good understanding of how things have changed and what remains the same in topics they study. In work looking at seaside holidays both present day and in the Victorian period, pupils realise that people sport different beachwear and that bathing machines to change in and enter the water by are out of date. They recognise that some entertainments, including the Punch and Judy Show and the donkeys, are abiding features of a seaside holiday. In an excellent lesson using the evocative photographs of 19th century Whitby by Frank Sutcliffe, Year 2 pupils show empathy with their Victorian forebears, discussing their lives and jobs with keen interest. Their sense of chronology is developed by the use of time-lines not only to represent their own lives and that of their families but also those of major figures studied, including Florence Nightingale's 90 year life of service and inspiration. Pupils use ICT to draw their own seaside pictures in the style of Seurat, showing sound mouse and keyboard skills. Good design and technology skills are deployed to recreate the gaudy beach-huts, bathing machines and piers of the period. Literacy skills are well promoted by work in history, both in written reports and in speaking and listening tasks within lessons. For example, a group of higher attaining pupils extended both by writing and producing a Punch and Judy play, having first made their stick puppets of the main protagonists.
127. Work in history is successful because the subject is taught in such a meaningful way. This produces very good attitudes in the pupils, who clearly enjoy history. They concentrate during teachers' motivational whole class sessions and work hard, often for extended periods, on a very wide range of practical and written tasks following them up. Teachers occasionally narrow the range of pupils' responses to teaching by restricting their choice of written work or the media and materials they should use to produce art or artefacts but the quality is almost always good. Pupils try very hard because among learning objectives for the subject in the very best lessons are several that focus on pride and enjoyment in their work and willingness to communicate widely about it.
128. One lesson was seen where history was the main focus but it occurred incidentally in other lessons. These included in English in the story of Mary Anning, the celebrated fossil collector from Lyme Regis, and in role play during the literacy hour, following the story "Please help Miss Nightingale." From these, a scrutiny of pupils' work and teachers' planning and discussions with pupils and teachers, firm judgements on teaching can be made. Teaching is very good, promoting very good responses and very productive learning from the pupils. Teachers show very secure subject knowledge and plan in great detail, so that pupils are turned on to the excitement of history

and enjoy a wide range of very well matched and exciting activities that catch their interest and imagination and produces work of high standard in lessons of great pace. Resources are very well prepared. Learning support staff are active partners, both in the preparation of the activities but also in the leading of group tasks. In excellent work in Year 2, very good relationships facilitate a relaxed approach to discipline, in a lesson lasting over an hour and a quarter, of very brisk pace. Very good organisation in lessons features a mix of methods, including direct instruction, role-play and drama, a wide range of activities and productive end of lesson summary and analysis. Resources are readily accessible and stimulus material available to inspire pupils' ideas.

129. History has a high profile in the school. It is well managed. The co-ordinator ensures, through the monitoring of colleagues' planning, that sufficient attention is given to the development of historical skills and understanding. These are assessed and recorded systematically against the expectations for each year group. The links with other subjects, coupled with visits to Elvaston and Tamworth Castles to help pupils bring the past alive, including by re-enactment, enhance the breadth of pupils' learning. Resources are adequate and accessibly stored. Local history is strongly promoted, as the life of the area has figured prominently in the development of Britain. Oral history is encouraged, with members of the community visiting to share with the pupils their recollections of Moira, when it was a thriving mining village.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards in information and communication technology at the end of Key Stage 1 are satisfactory and in line with national expectations. Pupils achieve appropriately and standards found in the last inspection have been maintained. The introduction of more computers and a commitment to further develop teacher expertise is having a positive effect but a clear teaching programme of skill development should be identified in order to maintain this level of attainment. The school has its own web site and is equipped for electronic mailing but these facilities have yet to be fully exploited by all the pupils in the school.
131. Pupils in Year 2 use equipment with confidence. They use word processing techniques for stories and computer programs to produce number squares in mathematics. Pupils collect data on the different ways of coming to school and use the computers to generate block graphs, bar charts and ideograms to show their results. They use the digital camera effectively to record their work for the school portfolios and for the web site. Their awareness of the effectiveness of modern technologies was exemplified through their surprise that the school photograph wasn't instantly available. Pupils in Year 1 use graphics packages successfully to produce images of a garden but they were unable to save it correctly and their effort was lost.
132. During the inspection only one lesson was observed, so no overall judgement can be made about standards in teaching. There is, at the moment, insufficient direct teaching of information and communication technology skills. The school has recognised this and is taking steps, particularly in Year 2, to correct it but there will have to be a real investment in terms of time and training in order to maintain the standards expected. It is clear from the evidence in pupils' work and approach to the subject that they enjoy their work and take a pride in their efforts. Pupils, particularly in Year 2, work well together and are prepared to help one another. All pupils treat the equipment sensibly and carefully.
133. There are good resources for the subject including a digital camera, video and audio recorders in addition to the computers and programmable floor robots for use in control technology but insufficient use is made of these at the moment. Not all pupils are sufficiently confident or independent to use the technology available to support their work. The school is making good use of the new member of staff to help raise standards and has invested a substantial amount of time and money into the subject. The new scheme of work provides a good base from which to develop but does not clearly identify skill development, which also limits the school's ability to track pupil progress through the subject. Information and communication technology makes a useful contribution to a variety of other subjects including mathematics, history and English. It makes a

sound contribution to the pupils' social development through opportunities to work together and to help each other.

MUSIC

134. One lesson was seen in this subject during the inspection. Evidence was also provided from examination of the school's music curriculum plan and assessment records and the co-ordinator's subject evaluation. Taken altogether, inspection evidence indicates that most pupils attain a suitable level for their age by the end of the key stage and they achieve appropriately. This judgement is similar to that of the last inspection.
135. Pupils sing and accompany a good range of songs chosen within themes, such as the weather and religious festivals. Music is used effectively to evoke responses from the pupils, which they then express through art, for example in their pictures of Vivaldi's Four Seasons. Effective links are also made with the teaching of movement and dance. They perform for audiences of parents and friends at harvest festival and at Christmas performances, where singing is often accompanied with percussion instruments. The school also performs for other community groups within the Ashby Woulds locality.
136. As only one music lesson was observed during the inspection, it is not possible to come to a firm judgement on teaching quality. From scrutiny of documents, there is evidence that the teachers' planning is detailed and builds well on previous lessons. Pupils are taught to follow symbols on a chart and to play repeated sequences with percussion instruments. They also experience music from other parts of the world, for example when a visitor from Thailand performed a traditional dance as part of an assembly. Children are taught to play percussion instruments used in other cultures and to listen to and sing songs of significance in other religions, for example "Shalom" as part of their work on Judaism. This contributes well to their cultural development.
137. In the lesson and assemblies seen, pupils did not always listen attentively to music played and instructions given. For example, when music is played at the beginning of assemblies, pupils do not enter the hall quietly, which prevents everyone from enjoying and appreciating the music. In lessons, they are enthusiastic, enjoy exploring ways in which sounds can be made and begin to maintain the beat in simple rhythms. They are keen and want to join in with musical activities, but inappropriate behaviour from a minority of pupils can have a negative effect on learning.
138. The new part-time co-ordinator teaches music to each class in the school. She is keen to develop the music curriculum and has drawn up a curriculum structure for each year group, which shows how ongoing skills will be taught alongside units of work on each aspect of music. An assessment system has been set up which will track pupils' progress but because it is new, this system does not yet fully inform the school's monitoring of standards in music. The school is adequately resourced for the teaching of the subject but the use of information and communication technology in music teaching is not yet well established.

PHYSICAL EDUCATION

139. Standards have been maintained in physical education since the last inspection. One major improvement in provision is the recent completion of the spacious new hall. This means that previous problems due to the lack of space inhibiting standards in the subject are now resolved. The school has done well to maintain its programme for physical education during the time the building work was being undertaken, as the weather was not conducive to outside activities for younger learners earlier in the present academic year.
140. By the end of the key stage, standards are in line with those expected nationally in games and in the non-statutory guidance for Key Stage 1 swimming, relating to activities and water safety. No lessons in dance or gymnastics took place during the inspection due to the way the curriculum is organised. Most Year 2 pupils catch balls confidently but few accurately judge distances when throwing or bouncing a ball to their partners. Higher attaining pupils dribble the ball at speed,

controlling speed and direction carefully. Others cautiously tap the ball with one foot taking much longer to complete the set task. Limited opportunity is given for pupils to develop their own ideas, restricting independent learning through imaginative responses to activities. Year 2 pupils build on skills acquired previously. When throwing large balls, they send passes accurately under- or over-arm. Using a small quoit as target increases aim and control further. Both boys and girls trap a ball passed to them, retaining control before returning it accurately with the side of the foot. Pupils are agile and well balanced when moving. In team games, they show competitive edge but no rancour whatever the result. Beginner swimmers are confident in the pool when wearing appropriate aids. The pupils in the improver group display good head position and posture in the water. More confident swimmers retrieve a weight from a depth of about a metre and swim stylishly on front and back. All pupils, including those with special educational needs make satisfactory progress overall in physical education.

141. Pupils enjoy physical education. There are no couch potatoes! All change independently and wear the appropriate kit. Safety aspects are infringed when pupils neglect to remove watches and earrings and their teacher does not issue a reminder. Some pupils can become boisterous and noisy if not well enough managed but the majority are well behaved and keen on this aspect of their work.
142. Teaching is sound overall but is good in the better lessons and never less than satisfactory. Teachers do not change for energetic lesson leadership but most put on appropriate footwear. Planning is thorough and usually identifies opportunities for assessment. However, though teachers sometimes use pupil demonstration to illustrate and reward good practice, they do not always allow pupils to develop self- or peer-evaluative skills as a means to greater knowledge of their own learning. One teacher having used examples of effective skills did not elaborate on what pupils not secure with the skill should do to improve their performance. Other teachers actively model activities and skills, showing confident subject knowledge. Resources are well deployed, having been identified beforehand in lesson plans. Time is usually well managed and pace brisk but in a less successful Year 2 lesson the main element of the lesson was missed. This was doubly regrettable, as it offered the pupils an opportunity to work independently making up a game, including rules and scoring system. Appropriate warm-up and cooling down exercises promote pupils' learning about the health related aspects of the subject. Learning is sound overall. Pupils work productively and commit high levels of physical effort to lessons.
143. The co-ordinator has been allowed additional funds to buy new equipment to stock the new hall. It has gone some way towards doing so but more is needed. The provision of swimming is a real bonus for Year 2 pupils but does take quite a high proportion of one afternoon per fortnight out of the teaching day. Pupils are presented with certificates and badges they have earned in swimming lessons in the achievement assembly. Success in sporting and other fields outside school are also celebrated at this time. This underlines the absence of extra-curricular activities that parents reported to inspectors as one of the very few omissions in the school's provision. Parents state they would be prepared to help with transport, should activities be arranged after school, to ensure that no pupil was denied access to them.

RELIGIOUS EDUCATION

144. Only one religious education lesson was observed during the inspection week. Therefore, judgements are based on the lesson seen, scrutiny of pupils' work, discussion with pupils and staff and displays. By the end of Key Stage 1, pupils' attainment is in line with the requirements of the locally agreed Leicestershire syllabus. Standards have been maintained since the previous inspection. From evidence in pupils' books, they are beginning to describe and understand the beliefs and practices of a number of religious traditions, in particular within Christianity and Judaism. For example, Year 1 pupils learn about what it means to belong to a faith and visit the local church. They study the festivals of Christmas, Easter and Harvest and how people express their beliefs in the Jewish faith. By the end of Year 2, pupils know the key events in the life of Jesus and they can retell important stories from the Bible, for example the Prodigal Son and the Lost Sheep. They know about the Torah and why it is important to the Jewish people and can

explain features of the local church and why places of worship are a “special place” for members of a faith community. They make satisfactory progress overall.

145. As only one lesson was observed, it is not possible to make an overall judgement on the quality of teaching. However, in the Year 1 lesson observed the planning was good and so was the teacher's knowledge of Hannukah and its traditions. Some pupils found it difficult to remember previous religious education lessons and so were unable to build on previous learning.
146. The curriculum is well planned in broad areas of study following local education authority guidelines. There is good evidence of a breadth of teaching related to the teaching of Christianity, Judaism and Islam. Opportunities for religious education are also provided through assemblies and visits to the local church. Informative classroom displays, for example the display of the Tallit and Kippah in Year 2, remind pupils of their learning in religious education. Teaching in religious education contributes positively to pupils' personal, social and cultural development. For example, they are encouraged to empathise with others' feelings through their work on the 19th century and how young girls in service were only allowed to visit their mothers on Mothering Sunday.
147. The co-ordinator is very experienced and committed to maintaining and developing standards in religious education throughout the school. She has established strong links with the local churches and has built up a stock of good quality books and artefacts to support teaching and learning about Christianity, Judaism and Islam. She monitors standards effectively through lesson observations and analysis of pupils' work. The very useful local education authority assessment recording system is used consistently across the school to track pupils' progress. Improvement since the last inspection has been good. A better stock of resources has been built up and standards of teaching and attainment have been maintained.