

INSPECTION REPORT

TOWNLANDS C of E PRIMARY SCHOOL

Leicestershire

LEA area: Leicestershire

Unique reference number: 120191

Headteacher: Miss W Paskett

Reporting inspector: Andrew Clark
21596

Dates of inspection: 25th-28th February 2002

Inspection number: 197348

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Meadowcourt Road Earl Shilton Leicestershire
Postcode:	LE9 7FF
Telephone number:	01455 843859
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Orton
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Science Art and design Music Special educational needs	How high are standards? The school's results and pupils achievements. How well are pupils taught? How well is the school led and managed?
12682	Jim Griffin	Lay inspector		How high are standards? Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Suzi Metcalfe	Team inspector	History Religious education The foundation stage curriculum*	
21245	Bill Lowe	Team inspector	Mathematics Information and communication technology Design and technology Equal opportunities	How good are curricular and other opportunities?
31166	Philip Garner	Team Inspector	English Geography Physical education	

*The foundation stage refers to children in the reception classes.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled Church of England school in Earl Shilton, 10 miles from Leicester. There are 247 boys and girls on roll aged between 4 and 11. Almost all the pupils are of white United Kingdom origin and live locally. There is a mixture of privately owned and rented accommodation. Approximately 11 per cent of pupils are eligible to a free school meal which is below average. The children's attainment on entry to the school is below typical levels. Nineteen per cent of pupils are on the school's register of special educational needs, about the national average, and 2.3 per cent have a statement of special educational needs which is above average.

HOW GOOD THE SCHOOL IS

Townlands is a good school. The quality of teaching and learning is good. Pupils make good progress overall and standards are sound. The headteacher provides a very good direction for continued improvement and is supported by a very committed and organised governing body. The school gives good value for money.

What the school does well

- Standards in history, art, music, physical education and religious education are above average by the time pupils leave the school.
- The pupils' attitudes and relationships are very good and personal relationships are well developed.
- The quality of teaching and learning is good for pupils of all ages and abilities.
- The youngest pupils are given a good start to their education.
- The headteacher manages school improvement very well and is support well by the staff.
- The governing body monitor and promote the school's work very well.
- The quality and range of activities available for pupils out of school time is very good.

What could be improved

- Standards of writing.
- Opportunities for pupils to work collaboratively and to use their initiative to challenge the most able.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in September 1997. The quality of teaching and learning has improved. There has been very good improvement to standards and provision for information and communication technology. The headteacher and senior staff monitor teaching and learning regularly and this has a good impact on the professional development of staff and standards of teaching. Teachers' planning is very much better and assessment and reporting procedures are sound.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	E	E
mathematics	C	B	E	E
science	C	B	E	E

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

Since the last inspection standards had been improving well until 2001, when they were well below average in all three subjects. This was largely because 45 per cent of the pupils taking the tests had special educational needs. The attainment of the current Year 6 pupils is average for mathematics and science and below average for English. This is because although standards of reading are average, standards in writing are below. The standards for pupils in Year 2 follow a similar pattern as they are average for reading and mathematics but well below average for writing. Overall pupils make good progress from their attainment on entry to the school. Pupils with special needs also make good progress because of the planning and quality of support they receive. More able pupils make effective progress, but there are not always enough opportunities for pupils to apply initiative to their learning, for example by designing their own experiments in science or working collaboratively on written projects. Although there is evidence that boys have not always attained as high a standard as the girls have, this is not presently the case.

Standards of work seen in art, history, music, religious education and physical education are above average by Year 6. They are average for information and communication technology which is a significant improvement from the last inspection. In geography, design and technology and physical education standards are sound.

The children get a good start to their education in the reception classes. They achieve well, but children's speaking and listening and writing skills are below expected levels as is their knowledge of shape and measure. By the time they start Year 1 they are below expected levels for communication, language and literacy and mathematics. Their personal and social development is above average. Their knowledge and understanding of the world, physical and creative development are at least average.

The school is presently well placed to achieve the targets set for the current pupils in the national tests for 2002 and 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager and enthusiastic learners.
Behaviour, in and out of classrooms	Good. The pupils play and work well together and there is no evidence of unacceptable behaviour.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils take on more responsibility as they get older, but do not take initiative for their learning enough.

Attendance	Attendance is significantly below average. This relates mainly to holidays taken in school time which disrupts learning.
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The very good attitudes and relationships are a strength of the school. Pupils are polite and eager learners.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. In almost a third of lessons seen teaching was very good. No unsatisfactory teaching was observed. Teaching is at least good in all classes. Teaching of English and mathematics is good. Basic skills of literacy and numeracy are taught well, although some pupils need more practice in their tables and there are not enough opportunities for pupils to become reflective and independent learners to develop their writing skills. The pace of teaching is good and teachers have high expectations for pupils to work hard. As a result pupils are eager to learn and work well despite some of the distractions that the open-plan classrooms offer. Teachers' daily planning is good. The teaching of special needs is effective. For pupils with a statement of special educational needs it is often very good because of the quality of individual lesson planning and co-ordination between staff. More able pupils are suitably challenged in most lessons but sometimes the marking does not provide enough guidance on how to improve. The use of homework is satisfactory but is not consistent and parents are not always certain of what is expected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Learning opportunities in many subjects are rich. There are very good activities for pupils out of school time including sport, music and art.
Provision for pupils with special educational needs	This is good. Pupils are identified early and individual learning plans are effective, especially for those with a statement. Teaching assistants provide good support.
Provision for pupils with English as an additional language	Not applicable to this report.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are good opportunities for quiet reflection and school rules are clear and understood. Pupils mix well together and have many opportunities to work with adults. Cultural development is good.
How well the school cares for its pupils	This is good overall. Assessment procedures are much improved since the last inspection and care and support for personal development is good.

Overall the school works well with parents. The information provided for parents is often very good. However, a significant percentage of parents have some concerns.

The curriculum fulfils statutory requirements for the national curriculum and religious education well. Despite the low attendance figures the school monitors attendance well and takes many steps to address related issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides a very clear direction for educational development and there is strong commitment from all the staff. In a short time, the headteacher has created a strong system to manage school improvement in a balanced way.
How well the governors fulfil their responsibilities	They fulfil their statutory responsibilities very well. They have a strong commitment to the school and provide some excellent information for parents through their annual report.
The school's evaluation of its performance	This is improving and is now good. Governors actively monitor the school's work. National test results are analysed by subject coordinators and the evaluation of teaching is sound.
The strategic use of resources	Financial management is good. Most subjects are well resourced and teachers make good use of resources.

The adequacy of staffing and resources is good. The accommodation is satisfactory and teachers make good use of the open shared areas. The headteacher has established an effective management structure and staff feel valued and supported. The school takes strong steps to gather information from many sources in order to give best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress and teaching and learning is good. • Teachers are approachable and have high expectations. • Pupils are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Information about progress. • Activities outside lesson time. • The leadership and management and approachability. • Consistency of homework.

The inspection team fully concurs with the positive views of the parents. They agree that there are inconsistencies in the quality and use of homework, although it is satisfactory overall. However, they do not agree with the other concerns. The information provided about pupils' learning and attainment through regular reports, parents' meetings and curriculum letters is at least as good and sometimes better than that normally found. There is a very good range of extra-curricular activities and strong commitment from staff and other adults. The activities are available to pupils of most ages. The leadership provided by the new headteacher is proving to be effective in raising the quality of teaching and in managing the school. The school offers an 'open-door' policy and staff try to give support to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection standards have been on an upward trend by Year 6 and have been average or above and, generally, as good as those of similar schools. However, in 2001, the most recent test results were well below average for English, mathematics and science. This is largely related to a very large group of pupils with significant learning difficulties. Over 45 per cent of the group of Year 6 pupils were on the school's register of special educational needs. The school did not meet the targets that had been set by the previous administration. There is no evidence of such low attainment in the school now. The attainment of the current pupils seems to be back on course for further improvement and standards are generally satisfactory. The area that still remains too low is pupils' writing skills. The school has engaged in several initiatives to raise standards in writing and these are beginning to have an impact. In most cases the more able pupils are appropriately and there are additional lessons after school to challenge these pupils very well in Year 6. Overall the school has made at least satisfactory improvements to standards since the last inspection and the staff and leadership and management are well-placed for further success. The pupils' attainment on entry to the school is below average overall.
2. The school offers a broad curriculum and standards in several subjects are above average and this is a good improvement since the last inspection. For example, they are above average for art, music, history, physical education and religious education.
3. By Year 2 standards in reading, over the last three years are above those expected of similar aged pupils but are well below in writing. By Year 6 performance in English is below that expected of pupils of similar age but the percentage achieving the higher Level 5 at age eleven is close to the national average. Pupils, particularly the more able are eager readers and often read with feeling and good expression. They have satisfactory reference skills although they could make more use of the school library.
4. By Year 2 and Year 6 standards in writing are below average. Basic skills of spelling and punctuation are sound, but pupils do not often write with imagination or creativity. There are not enough opportunities in some subjects for pupils to work collaboratively and develop their ideas for writing through discussion with others and to plan their own work, reflect and redraft it. Some subjects such as history and religious education offer good opportunities for pupils to develop literacy skills, but in other subjects such as science and art and design and technology opportunities are missed for pupils to develop their writing skills.
5. In national assessment tests taken in 2001 for mathematics the pupils in Year 2 achieved results in line with national averages. Whereas the Year 6 pupils achieved results that were well below national averages. The significant fall in the attainment of the older pupils reversed the trend recorded for the years 1999 and 2000 in which standards had risen from average to above average nationally. For example, the attainment for eleven-year-olds in 2000 had been above national averages for all abilities. Over time there is no significant difference between the attainment of boys and girls. Pupils with special educational needs achieve well and attain in line with their abilities in mathematics. The current pupils in Year 2 and Year 6 are working at average standards and achieving well. At both stages pupils' knowledge and understanding of numeracy and shape and measure is sound. They tackle

mathematical problems systematically. A number of pupils in the juniors do not know their multiplication tables well enough.

6. The results of national tests for science follow a similar pattern to mathematics. That is until last year the trend was upwards and exceeded national averages over the last three years. Last year's results altered that pattern and were well below average. The school now appears back on line to improve those results. There could still be more challenge for the most able pupils by allowing them more opportunities for them to be involved in organising their own experiments and taking initiative for their learning. Pupils' knowledge and understanding of materials and life and living processes are good in the infants. Their knowledge of forces and space and the solar system are good in the juniors.
7. The pupils' attainment in information and communication technology is average by Year 2 and Year 6 and their progress is satisfactory. This is a significant improvement since the last inspection when progress was unsatisfactory and standards were too low. The pupils have good basic computer skills. They understand the value of information and communication technology to the wider world and know how to frame questions to identify the information they require.
8. Pupils with special educational needs make good progress towards the realistic and challenging targets set for them. By careful planning and good co-ordination between teachers and support staff pupils with a statement for special educational needs make very good progress. For example, teaching assistants working with pupils with behavioural difficulties in Year 5 have a good understanding of the science being covered as well as clear strategies for dealing with behavioural issues so the pupils make good progress. There is no significant difference in the progress pupils make in class and that made in withdrawal groups as there was at the time of the last inspection. This improvement relates to good planning and to the quality and number of teachers' assistants.
9. Most of the children have nursery or pre-school playgroup experience in preparation for entry into formal education. Attainment upon entry to the school as shown in tests undertaken by children in their first few weeks in reception show a wide range of abilities but is generally below average for communication, language and literacy and mathematical development. Other areas are generally in line with those in similar schools in the area. The children make good progress, achieving good levels in their learning. By the end of their time in the reception class most children make good progress. Speaking and listening and writing skills are still below average but have improved significantly. Numeracy skills are average but shape and measure are below. Personal and social development and physical development exceeds expectations overall. Knowledge and understanding of the world and creative development are average. Children are excited by their work and have positive attitudes and good relationships with adults and each other.
10. The more able pupils also generally make similar progress to their peers as most lessons are planned with work to match their attainment. There are also extra lessons in English and mathematics after school time for the most able Year 6 pupils, which are very challenging. However, there is a general lack of collaborative work and opportunities for pupils to use their initiative, for example to devise investigations in science either individually or collaboratively which could add to the level of challenge.
11. Standards in several subjects are above average. In art, pupils have a good knowledge of the work of different artists and use a wide range of media. In history they have a

good awareness of chronology and understanding of the reliability of different sources of information. In religious education, pupils have a higher depth of understanding of spiritual issues and concerns than is usually found. Pupils' physical education skills, particularly in dance are above average. Standards in all geography and design and technology are average.

12. Through the last year the headteacher and deputy headteacher have made improvements in the tracking of pupils' attainment. The targets set are based on reliable test data and teachers' assessments. They are likely to achieve the targets set for English and possibly exceed those for mathematics. The school is well-placed to ensure pupils continue to achieve well.

Pupils' attitudes, values and personal development

13. Pupils show very positive attitudes towards school and their work, behave well, form very good relationships and their personal development is good. The good partnership with parents together with their social and personal development at school make significant contributions to these positive attitudes and values. The good standards identified at the previous inspection are fully maintained.
14. Pupils' attitudes to school are very good overall. Based on questionnaire returns, nearly all pupils like school which plays an important part in their lives. For example, a group of Year 6 pupils ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. Most look forward to returning to school at the end of holidays. They consider that the certificates and other rewards they get and the very good relationships amongst nearly all pupils make significant contributions to their very positive views about school. They also like their headteacher and class teachers who make their learning interesting. In nearly all lessons most pupils listen and concentrate well and start work promptly. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art, music, experimental science and mental mathematics. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them. Pupils with special educational needs are positive about the extra support they get.
15. Behaviour in classrooms, during lunchtime and playtimes is good overall. The good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are well behaved. In a few lessons, teachers still need to address the behaviour and attentiveness of a few pupils. Pupils form orderly lines and move about in a calm and responsible way. Behaviour of nearly all pupils at lunchtime and playtimes is good. There is no sign of any bullying, racist or sexist behaviour. Whilst there was a permanent exclusion in the previous year, exclusion is rare. Parents' questionnaire responses fully support this good picture, with nearly all parents being positive about pupils' behaviour. Pupils take good care of property and resources and help to keep their school in attractive condition.
16. Relationships between adults and pupils and among pupils are very good overall. Adults act as good role models. Teachers value pupils' work and praise effort and good work. For example, pupils in Years 2 and 6, spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons pupils are comfortable expressing views and asking questions of their teachers, for which assists their learning. Very good relationships among pupils, including those with special educational needs, is a positive feature. As a result, pupils become increasingly

able to work well in pairs, small groups and when supporting each other's learning with explanations, for example.

17. Pupils' personal development is good overall. Most pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly and without prompting, hold doors open for each other and for adults. Even in reception classes, most pupils are comfortable taking turns, when for example working on the computer. Pupils becoming increasingly comfortable taking responsibility as they move through school. For example, Year 6 pupils help in the dining hall. They are keen to help others and also show initiative. For example, pupils organise the collection of money for charities. Pupils become more able to work well in groups as they move through school. When questioned, the majority of Year 2 pupils and all the Year 6 pupils are comfortable listening to different views expressed by others. However, evidence of initiative in relation to their learning is more limited.
18. Attendance is unsatisfactory. It is consistently well below the national average. Whilst absence is dominated by illness, a high level of holidays taken during term time is the prime reason why the attendance level falls below the national average. The root causes for the holiday absence are outside the school's control and to a lesser extent outside parents' control. The main causes are holiday patterns in local businesses and staggered half-terms between the county and adjacent city education authority. The unauthorised absence level is broadly in line with the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning is good overall. Almost a third of lessons seen were very good. No unsatisfactory teaching was observed and most lessons were good or better.
20. The pupils are eager to learn as a result of the good teaching and are able to concentrate well. This is very important because the open-plan nature of the school means that pupils could be easily distracted by activities in other areas of the school, but this does not happen.
21. The quality of teaching in the Foundation Stage is good overall and some very good teaching was seen. This good teaching gives children a very secure foundation on which to base future learning. Staff have had full training in the implementation of the Foundation Stage. The teachers, nursery nurses and supporting adults know the children very well and plan a curriculum that gives them the opportunity to develop fully. The teachers have very good knowledge and understanding of the curriculum for older pupils and this ensures that all the activities planned for reception children will support and give a good foundation for work in the future. Teaching is focused upon the children acquiring a full range of basic skills, especially language and social skills, to enhance their learning. Adults form a strong and supportive team. As a result learning is good and children enjoy their tasks, concentrate, persevere and are actively involved in their learning. The management of children is very good, particularly as the area is shared with several classes and there is the potential for disruption.
22. The teaching of English is good and basic skills of literacy are taught well. For example, there is a good concentration on the teaching of grammar and spelling. Teachers are addressing the weaknesses in writing through using structure for pupils

to organise and sort their ideas and this is beginning to have a positive impact on the learning of younger pupils. Work is accurately assessed and marked. However, the marking does not consistently identify the ways for pupils to improve their work. Pupils are well managed and in the best lessons this contributes to mature and analytical debate to develop both the pupils' speaking and writing skills.

23. Teaching in mathematics is good or better in most lessons. The pupils' numeracy skills are developed well through the fast pace of mental calculations at the start of lessons and the teaching of logical strategies for tackling new ideas. Teachers do not always expect enough care and accuracy in the pupils' presentation of their work and this can occasionally lead to careless errors. Sometimes teachers write helpful comments for the pupils to develop their work further, but this is not consistent and marking could be used more effectively to promote higher standards.
24. In the majority of lessons, but English and mathematics in particular, pupils with special educational needs are taught well. There are two main reasons for this:
 - pupils' needs are accurately assessed and there are carefully constructed individual learning plans which specify precise small steps for learning, and
 - teaching assistants and specialist teachers give very good support because work is well-planned for them and they are fully involved in the school and pupils' learning.This supports good learning in the classroom, which was not always the case at the last inspection. The quality of teaching for pupils in withdrawal groups especially those with a statement of special educational needs is very good. Specialist staff are knowledgeable and well prepared. They know just how far they can encourage individual pupils, when to be firm and when to be persuasive, which leads to very good progress in lessons.
25. All lessons are planned well and teachers identify a clear purpose for the lesson and this is effectively shared with the pupils. As a result even quite young pupils see the purpose of more complex learning. For example, in Year 2 pupils discussed with good understanding how communications affect the way we live and how it is constantly changing. As a result of the teachers' clear explanation of the purpose of this lesson in citizenship the pupils' learned a greater appreciation of the facilities available to them.
26. The management of pupils' behaviour is good overall and there are some examples of extremely effective systems. For example, the Year 1 pupils often share a base with the two reception classes. Pupils are involved in very active work such as sand and water play and role-play alongside those concentrating on writing a story onto the computer or concentrating on their reading books. They are very attentive to their teacher or support assistant and are not distracted by other adults calling the class together. The pupils concentrate well as a result of the very good relationships and clear instructions they receive.
27. Teachers use a wide range of methods to motivate and interest the pupils. In history, for example, the Year 3 and 4 pupils take on the role of Victorian school children in their lessons. In science the Year 1 pupils become detectives to search for materials a magnet will attract and sort objects into large sets on the carpets. However, teachers do not create enough opportunities for pupils to plan and organise how they will tackle and present their work. Teachers draw on a wide range of resources, for example in religious education, to make the lessons more meaningful to pupils.
28. Teachers often ask good, probing questions to make pupils think and understand better. They challenge them to be more accurate in their responses in mathematics,

for example. In religious education and history this helps pupils to achieve a deeper understanding.

29. The use of homework is satisfactory and is set regularly in most classes. There is some very good use of homework in Year 6 for extended projects on space involving designing and making space shuttles. However, although homework is satisfactory there are variations in the regularity and demands of homework, which concerns parents and sometimes confuses pupils.
30. There is good use of many initiatives to improve pupils' learning. For example, there are regular lessons for teaching basic literacy skills to pupils who are almost succeeding as well as their peers but not quite. These are taught well by trained classroom assistants and others. There is an additional member of staff who provides extra small group work to Year 2 pupils to sharpen their literacy and numeracy skills. There is also a very challenging weekly after school lesson for the most able Year 6 pupils which use teaching material for Year 7 pupils to develop their mathematical thinking. The grants available for teaching specific groups of pupils are used well.
31. The inspection of this school included a focused view on the contribution of teaching assistants to teaching and learning in literacy and mathematics. The quality of their work is good. The teaching assistants are well prepared for lessons and make an effective contribution. For example, in literacy in Year 1 the assistant leads sessions on guided reading when she questions pupils closely and monitors their reading well. In numeracy, the assistants work well with small groups in Year 2 to develop basic skills such as multiplication and addition.
32. The quality of teaching and learning is constantly improving through the monitoring of the headteacher and all staff and there is increasing respect for the skills of colleagues and a commitment to improvement. These strengths may be used to address the few weaknesses in presentation and marking, and allow more opportunities for pupils, especially the more able, to use their initiative in their work.

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

33. Both the quality and range of learning opportunities provided by the school are good overall with all statutory curricular requirements being met. The curriculum is broad and balanced with all pupils being given the opportunity to participate in the full range of the activities being offered. The school has a system of review that focuses on the curriculum to ensure that it matches statutory requirements and also the interests, aptitudes and special needs of its pupils.
34. Since the publication of the last report in September 1997 the school has improved its provision in a number of curriculum areas. For example, the provision made by the school for the development of the pupils' spiritual, moral, social and cultural development is now very good and fully reflects the ethos of care that permeates all of its work. In the last report information and communication technology was identified as being an area of the school's provision that needed development and the school has worked hard and successfully to strengthen this subject. It now provides a satisfactory level of equipment and a scheme of work that ensures continuity and progression. Teachers have undergone training and are now much more confident in their approach to both the personal use of computers and the teaching of the subject. This improvement in provision has resulted in an improvement of overall attainment, which

is now satisfactory with some good attainment; an improvement from the unsatisfactory attainment in 1997.

35. Provision for pupils with special educational needs is good with some very good features. The monitoring and early identification of pupils with special educational needs is well-established. There is good use of information and communication technology to support teachers in producing individual learning plans and they form the basis of good progress. The level of support given to pupils is good as the provision of support staff is a priority of the governing body and all are trained well. Liaison with outside agencies to support the pupils is good and they work closely with school staff. Records are very well maintained and this helps to track the pupils' progress.
36. The school has structures and procedures in place to support pupils from different ethnic backgrounds who speak English as an additional language and of may have refugee status, although there are no such pupils at present.
37. The needs of the most able pupils are largely planned for appropriately. There is often harder work provided for them but not enough opportunities for them to use their initiative. The school has begun to identify the gifted and talented pupils although some of the activities, such as the extra lessons in Year 6 are largely focused on the oldest pupils. Overall the provision made for these pupils is satisfactory.
38. The effectiveness of the strategies adopted by the school for teaching literacy and numeracy are satisfactory. However, in literacy, there is a need for it to further develop the writing skills of the pupils in order to raise their overall attainment to a satisfactory level. There are some good examples of pupils' writing skills being developed in different subjects. For example in history pupils take notes from different sources of information and write accounts of visits. In some subjects, however, this is not so well developed. For example, in science pupils in Year 5\6 copied work from the board about Isaac Newton rather than wrote their own account from information given.
39. Provision for extra-curricular activities is a strength of the school and contributes very effectively to the overall curriculum. There is a very good range of activities on offer covering many different areas and interests. For example, basketball, short tennis, football, athletics and cross-country running cater for the sporting interests of the pupils. There is a choir and pupils are taught to play the recorder. For the less sports-minded there are chess, first aid and French clubs. The school also provides for pupils with an interest in mathematics in the form of a problem-solving and investigations club.
40. Within the general heading of personal, social and health education the school provides opportunities for its pupils to develop good relationships, openness and a willingness to express their opinions and to respect those of others. It does this very successfully through the provision of a scheme of work that is an integral part of the curriculum. During their time at the school the pupils are introduced to various aspects of citizenship, relationships and their rights and responsibilities. Amongst the areas covered by separate policies are sex education and drug and solvent abuse. There are numerous opportunities for pupils to take responsibility and this contributes to their very good development.
41. The contribution made by the general community to pupils' learning is very good. There are regular visits by the local policeman during which current issues are discussed. The school has had visits from the Fire Brigade, a local magistrate and a poet. A particular strength of the help received from the local community is the contribution

made by parents, for example, the lending of artefacts for use in history lessons. Local industry helps with areas of the curriculum. The school makes good use of local facilities such as the Jewry Wall Museum in Leicester and the library in Earl Shilton. For the younger pupils there have been visits to the Stonehurst Farm Park.

42. Liaison with local playgroups, and institutions such as the William Bradford Community College, Hinckley and North Warwickshire College and Warwick University are well-maintained by the school.
43. Provision for pupils' spiritual, moral, social and cultural development is very good overall. It has improved since the previous inspection. The school now has very explicit aims to promote these features and in turn these have been discussed and developed with staff and governors. As a result, opportunities are systematically incorporated into schemes of work.
44. Provision for pupils' spiritual development is very good overall. Pupils are regularly given a short time to reflect on the theme of the well-planned assembly program. Pupils' personal and social education is directly linked with assembly themes. As a result, pupils' practical understanding of assembly themes and messages is deepened in a meaningful and coherent way. Acts of collective worship are well planned and comply with statutory requirements. Across a range of subjects, teachers' skilled questioning gives pupils very good opportunities to reflect on their experiences in a way which develops their self-knowledge, thinking and spiritual awareness.
45. Provision for pupils' moral development is very good. Adults act as good role models for pupils. The school very effectively fosters values such as honesty, fairness and respect for truth and justice. The use of stories in assemblies often addresses moral issues in a way that engages pupils' interest. A sense of right and wrong is interwoven into much of the daily life of the school and made very clear to pupils through regular referral to 'Our School Rules', which pupils clearly appreciate. Parents are very positive about the school's contribution to the development of a strong moral code in their children.
46. Provision for pupils' social development is very good. There is a very good range of measures to help pupils' share, praise, celebrate and relate to each other. For example, the positive, responsible way in which older pupils help and look after younger pupils is a very good feature. Pupils in all year groups benefit from a carefully planned, wide range of responsibilities. The elected juniors' School Council provides pupils with good opportunities to engage in the democratic process whilst providing the elected representatives with experience of community leadership and responsibility. Residential and other visits, school productions, sporting competitions, visitors, such as, the police and the parent teacher association's events provide pupils with a rich range of links with the world of work and the wider community.
47. Provision for pupils' cultural development is good overall. Opportunities for pupils to appreciate and develop their own cultural traditions are well-developed. Pupils' opportunities to appreciate the diversity and richness of other cultures are sufficient to effectively prepare them for life in a multicultural environment. Religious education lessons give pupils a good appreciation of the major world religions. Visits, literature, music and dance, art and literature provide a good balance between Western and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Similar to the previous inspection, the care arrangements for pupils are good overall, with very good features to promote its pupils' personal development and prevention of all forms of oppressive behaviour. Whilst assessment procedures are now effective they still need to be used more dynamically to promote good progress consistently.
49. Procedures to promote and ensure pupils' well-being are good. The school has good arrangements for induction to reception and other classes. Transfer arrangements to secondary school are well established and appropriate. However, the use of different forms by each secondary school and the DfES imposes an additional bureaucratic burden. Pupils confirm that they are well cared for when they are ill or otherwise distressed. There are good links and involvement with outside agencies, such as, the school nurse. Child protection procedures and those for looked after pupils are good. The procedures to follow and the designated staff member are known by adults in the school. Parents are informed of the school's responsibilities in the prospectus. Effective links exist with social services. Pupils are made aware of this issue as part of their personal and social education.
50. Procedures to ensure pupils' health and safety are satisfactory. The use of separate playing areas for younger and older pupils makes lunchtimes and playtimes safer. Teachers make pupils aware of health and safety issues in lessons, such as, in physical education and science. This effectively contributes to the development of a safety-conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First-aid arrangements are well established and appropriate.
51. Procedures to monitor and promote good behaviour and discipline are good overall. The positive behaviour policy and associated school rules provide a coherent basis for pupil behaviour, discipline and personal development. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. On-going praise, in lessons and assemblies are routine features. Measures to create and maintain discipline are appropriate and consistently applied by all the staff.
52. Procedures for monitoring and eliminating oppressive behaviour are very good. The few pupils, with significant behaviour difficulties, are clearly identified. Behaviour improvement plans are used well to support these pupils. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel well-supported by teaching staff and the headteacher in relation to playground incidents. Parents are effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting the rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective.
53. Procedures to monitor and improve attendance and punctuality are good. For example, there is normally first day contact in the event of absence, particularly for the few pupils whose attendance is a cause for concern. Weekly attendance data is generated and analysed for any patterns. The information given to parents regularly raises the importance of avoiding holidays during term time. The Educational Welfare Officer is effectively involved in helping to resolve the few cases where there are persistent attendance difficulties. Individual recognition and rewards are given for full termly and annual attendance. The practice, whereby pupils who are only a few minutes late have to enter the building through the main entrance and report to reception, is good. It encourages parents and pupils to ensure that they are on time.

54. Staff know individual pupils well and informal procedures for assessment are used effectively. Staff respond well to the pupils and are committed to supporting them in the classroom situation. Teaching assistants also are very knowledgeable about the pupils and are always monitoring and eliminating oppressive behaviour, including bullying, are very good able to support the teacher in assessing the pupils and supporting their academic progress and personal development. The school has appointed an assessment co-ordinator and she has focused on improving the quality of written reports to parents with the use of a computerised reporting system and ensuring that staff were confident when moderating assessed pieces of work. Promoting pupils' learning is at the heart of the assessment process. Parents are actively involved in the target setting process with all pupils having personal, short-term targets for mathematics and English and all classes have group targets. The staff meet regularly to moderate English, mathematics and science work and the school has established a portfolio of pupils' work in each of these subjects. Good use is made of both the national test results and the optional test results to track individual pupils' progress, set appropriate targets and to measure progress. The school makes full use of information from the Qualifications and Curriculum Authority detailing key aspects of previous test results and performances. As a further aid to the detailed tracking process each pupil has an individual portfolio which includes test results, samples of work, reports, individual education plans, parental comments, assessments and other relevant material. The school is developing more formal assessment procedures within the foundation subjects and in information communication technology. The introduction of a marking policy is a further improvement but the quality of marking is variable and inconsistently applied with too few indications of how well pupils are doing and what they need to do to improve further. Work is not always corrected and classes vary in their approach to these corrections. Marking is not always sufficiently related to the learning objectives of the lesson and opportunities for improving the quality of pupils' writing in a range of subjects are not always taken. Pupils with special educational needs are supported with individual education plans and their specific targets are based on what they can do and what they need to do to improve.
55. Procedures to monitor and support pupils' personal development are very good. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps to raise their self-esteem. The personal social and health education program, makes a very good contribution to pupils' personal development. In all classes, pupils are given a very good range of responsibilities, such as, returning registers to the office, delivering messages and acting as 'line leaders' on a rota basis. Parents are very positive about school's part in helping pupils become mature and responsible. They are impressed by the way pupils are encouraged to follow the rules and to be caring and positive about others.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The partnership, whilst subject to some growing pains following the change of headteacher, has continued to develop and improve, since the previous inspection.
57. Whilst there are important concerns among a significant minority of parents, overall parents are broadly satisfied with what the school provides and achieves. Nearly a third of parents replied to the questionnaire and 33 attended the pre-inspection meeting. Nearly all confirm that their pupils like school and make good progress. They consider that school has high expectations and helps pupils become more mature and

responsible. They are very positive about the teaching and nearly all pupils' attitudes and behaviour. Most feel comfortable approaching school with suggestions, questions or concerns. However, based on the questionnaire returns, a significant minority consider that school is not well led and managed and does not work closely with them. A significant minority do not feel well-informed about their pupils' progress and do not consider that school provides an interesting range of activities outside of lessons. There are also significant concerns about the variations between classes in the setting of homework. Inspection evidence fully supports parents' positive views and contradicts all of their concerns, apart from that related to variations in setting homework.

58. Links with parents make a good contribution to pupils' learning. Teachers are accessible. A number of consultations to gauge parental views on a wide variety of issues have taken place. Nearly half the parents responded to these consultations, which were largely based on the inspection questionnaire. Their responses were much more positive than to the inspection questionnaire. Recent concerns, by parents and governors, about a perceived growing inflexibility about the timing of meetings and appointments has put a strain on the inherently good partnership. This strain also largely accounts for the decline in the levels of positive response to the inspection questionnaire compared with those organised earlier by the school. Pupils have reading diaries, which enable good routine written communication between school and home. Parents are fully involved where there are concerns about pupils' progress, behaviour or attendance.
59. The quality of information to support the pupils' progress is good overall. On-going contacts, termly parents' evenings and curriculum information provided mean parents are given good opportunities for frequent updates on progress or concerns. The quality of pupils' written annual reports is satisfactory. Reports do convey a clear sense of what pupils are doing and give a clear indication of the progress they are making. Targets are systematically identified, in the core subjects, together with areas for improvement including attitudes. A simple indication of pupils' current performance by national standards, requested by some parents, would improve reports by providing a clearer overview and context for the identified targets. There is significant variation in the quality of identified targets which range from good to unsatisfactory. The good targets are characterised by being sufficiently specific and measurable so that all parties know when they are achieved. The school needs to build on good practice in informing parents of the need for good attendance.
60. Information about the school is of very good quality overall. The outstanding governors' annual report provides an exceptional insight into the main issues which the governing body is working on, as well as the issues they plan to address in the near future. As a result, parents are not only very well informed about decisions already taken but have a chance to influence governors' future work. Regular newsletters keep parents very well informed. The prospectus gives a clear outline of the school's expectations.
61. Parents' involvement with the work of the school makes a good contribution to pupils' learning and the life of the school. Parents are keen for their pupils to do well and most respond to individual requests to discuss issues, such as, pupil behaviour and attendance. Discussions with pupils, indicate that nearly all have somebody at home who checks that homework is completed. Nearly all pupils are represented at the parents' evenings. Parents of pupils with special educational needs attend the reviews. Many parents attend and enjoy class assemblies, Christmas and other performances and sports day. All parent governor positions are filled. However, there is a significant

amount of holidays taken during term time, leading to well below average overall attendance.

62. There is an active parent teacher association which works well with the school and receives good support from parents. They organise and run a successful range of fundraising and social events, typically raising over £2,000 annually. Funds are used well to provide outdoor play equipment, games for wet playtimes and to enhance the home corner in the reception class. The group's activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events also contribute to pupils' wider social and personal development. A small number of parents help regularly with reading, sewing, preparing materials and on trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The overall quality of leadership and management is good with very good features.
64. The new headteacher has quickly and effectively established a clear educational direction for the school since last year. She has organised and rationalised the pupils' test data within the school and established a strong sense of shared commitment to improvement from all staff. This has been managed through supportive and shared monitoring of teachers' work and providing space and skills for subject leaders to fulfil their roles. Several of the staff are new to their roles or to the school and have settled in well because of the support given. At the heart of this has been the work towards attaining the Investors in People award and performance management which provided a meaningful focus for teaching and non-teaching staff.
65. The governing body fulfils its statutory duties extremely well. It is well organised and systematic with its own action plan married to the whole school improvement planning. All required policies are in place and there is a regular programme for monitoring and improving them. The governing body has a very active role in monitoring aspects of the school's work. For example, there are regular visits to observe the work in certain subjects or to reflect the ethos of the school. These lead to well-written reports which are both supportive and recognise weaknesses. For example, they note how well teachers manage lessons in the open classrooms and cope with the activity in neighbouring learning spaces. They support the good progress made in the quality of teaching and learning. The governors translate the information into a very interesting annual report for parents which discusses issues such as the fall in standards in 2001 in a sensible and rational way.
66. The school also seeks the views of all of those who have an interest in the work of the school. For example, the headteacher polled the views of parents through a questionnaire on the work of the school. The findings were very positive. They also used a questionnaire to gather the views of some of the Year 3 and 4 pupils. Despite the earlier questionnaire, there were a small, but significant percentage of parents who expressed a concern about the leadership and management of the school. It is not clear what these concerns were about. The headteacher has had less of a direct teaching role than the last headteacher because she has been establishing and fulfilling the management role expected of her by the governing body.
67. The management role of subject leaders is good. They are very aware of the strengths and weaknesses in most subjects, for example writing in English, and have established appropriate action plans. Even those who are very new to their roles, such as the art co-ordinator, have made a good audit of resources and planning for the subject and

taken steps to fill any gaps. The monitoring of teaching has largely fallen to the senior staff but there are clear plans to develop this and all staff are eager to take their subjects forward.

68. The professional management of staff is good. The school is developing its improvement planning so that all staff are fully aware of their role in development. Teachers and support staff have targets for developments which are tightly linked to features of school improvement as well as personal development plans. This is supported well by the school's monitoring and the evaluations of lessons are becoming increasingly perceptive and focused.
69. The inspection of this school included a focused view of how effectively teaching assistants are managed and trained to contribute to the teaching of literacy and numeracy and how well they are managed in the school. All aspects of this work are good. The development of teaching assistants, particularly for literacy, has been a strong focus of the schools' work through the Investors in People award. The headteacher and governors value the work of the assistants and provide training opportunities within the school and through national and local initiatives. They also have good procedures to ensure the assistants are well prepared for individual lessons. They are well managed so that they can be deployed to support specific groups such as those pupils requiring additional literacy support. At present the greater impact is on literacy as this is where the need is greater. Teaching assistants feel valued and are aware of their role in raising standards.
70. The management of special educational needs is good. The special needs co-ordinator is well organised and highly motivated. She supports staff well and encourages good involvement in the management of pupils in their class. Support staff keep detailed records of pupils' achievements which form the basis of future teaching. There has not been any monitoring of teachers' working directly with pupils with special educational needs, but teachers share ideas and concerns with the co-ordinator.
71. The finances are well managed by the governing body and budget-setting is accurately based on the priorities for improvement. The school has worked hard to maintain staffing levels and seek high quality staff. Currently, there is a larger than recommended underspend from the previous year. This is partly because of staff changes and most of the money is committed to building work. The school has built up appropriate reserves to address weaknesses in the accommodation and uses them well. Resources are good for most subjects and in any areas of major expenditure the school consults widely and seeks competitive tenders. The day-to-day administration is in the hands of an extremely capable secretary who exercises very good financial control. She is highly respected by the parents and staff.
72. The targets set for the current pupils are based on sound assessment and are challenging yet realistic. The quality of education is consistently good or better. In the main, pupils' achievement, the quality of teaching and learning and leadership and management are good. Although costs are a little above average, the school gives good value for money and overall improvement since the last inspection is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to build on the schools many strengths the headteacher, staff and governors should:

1. Improve standards in writing by:
continuing to pursue the recently implemented initiatives and ensuring that progress is evaluated closely to ascertain what is and what is not working
providing more opportunities for collaborative work, drama and role –play to extend pupils' vocabulary and use of language
ensure all subjects make an effective contribution to the development of writing skills;
(paragraphs: 1, 3, 4, 22, 38, 85, 88)
2. Challenge the most able pupils more consistently by providing more opportunities for them to take initiatives and responsibility for aspects of their learning; (paragraphs: 4,10,17,88,100,102,104)
3. Take every opportunity to inform parents of the importance of good attendance. (paragraphs: 18, 53)

In addition to the above key issues, the governing body should consider the inclusion of the following, lesser issues, in the action plan:

Use marking/assessment more effectively to indicate to the pupils how they can improve. (paragraphs: 22, 23, 95)

Administer homework more consistently. (paragraphs: 29, 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	29	10	0	0	0
Percentage	2	28	52	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	247
Number of full-time pupils known to be eligible for free school meals	17
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	41
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	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	8.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	16	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	14	24
	Girls	16	14	15
	Total	35	28	39
Percentage of pupils at NC level 2 or above	School	85 (86)	68 (75)	95 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	24	24
	Girls	15	15	16
	Total	34	39	40
Percentage of pupils at NC level 2 or above	School	83 (86)	95 (93)	98 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	18	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	9	7	10
	Total	19	18	25
Percentage of pupils at NC level 4 or above	School	53 (81)	50 (86)	69 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	12
	Girls	8	9	8
	Total	15	21	20
Percentage of pupils at NC level 4 or above	School	42 (75)	58 (72)	56 (78)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	218
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28.4
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	230

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
	£
Total income	481,060
Total expenditure	473,082
Expenditure per pupil	1,799
Balance brought forward from previous year	43,559
Balance carried forward to next year	51,537

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	255
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	35	57	6	2	0
Behaviour in the school is good.	31	56	6	2	5
My child gets the right amount of work to do at home.	25	45	21	8	0
The teaching is good.	42	54	1	2	1
I am kept well informed about how my child is getting on.	20	44	29	6	1
I would feel comfortable about approaching the school with questions or a problem.	42	44	12	2	0
The school expects my child to work hard and achieve his or her best.	50	44	2	1	2
The school works closely with parents.	17	42	31	11	0
The school is well led and managed.	23	39	23	12	4
The school is helping my child become mature and responsible.	32	58	4	1	5
The school provides an interesting range of activities outside lessons.	15	43	24	12	6

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

74. The provision for children in the Foundation Stage is good. The children's learning is good in the reception classes because of the good quality of teaching.

Personal, social and emotional development

75. Staff focus most activities on developing children's personal, social and emotional development no matter which area of the curriculum is the specific target of the lesson. Teaching is good and the children make good progress. As a result, by the end of the Foundation Stage, children achieve and most surpass the levels expected for five-year-olds nationally. Staff create an environment where respect, understanding and the recognition and appreciation that we are all different but have something to contribute lies beneath all the work. As a result the children settle quickly into class routines and develop a sense of belonging to the school community. All staff relate to each other, the children and parents with care, consideration and politeness and are good role models. As a result children develop a positive self-image and recognise that everyone has something special to offer. Children are encouraged to observe, listen to the opinions of others and think things through for themselves. Children clearly enjoy their work and co-operate happily with each other and adults. Staff constantly reinforce good habits such as putting up hands to answer questions or make a comment, take turns and make sure that children tidy up after activities. Children are also encouraged to select activities thoughtfully and work with care and consideration for others. Independence is encouraged as children change themselves for physical education, put on paint aprons helping each other do up fastenings, hang up their coats, bags and books and collect them again at home time. Snack time is a valuable contribution to the development of the children's social and personal skills in the reception class. Children take it in turn to serve the snack with the child being served usually remembering to say "thank you" as they select their favourite fruit from the bowl.

Communication, language and literacy

76. The development of communication, language and literacy skills is good. Because of the quality of teaching most children make good progress. As a result, by the end of the Foundation Stage, although most will still be below expected levels in skills such as speaking and listening and writing but be ready to improve on this. Children follow the national literacy project in formal English lessons. They know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or that they give information. Children learn high frequency words matched to the school reading scheme and have a home reading record for parents to record progress in book bags. Although some children are better at identifying letters and words in print than others, all the children are readers, frequently telling the story from initial letter identification, the key vocabulary and the illustrations. The teachers use the literacy strategy well to meet the developing needs of these young readers and this effectively enhances their listening, speaking and reading skills. The formal teaching of phonics with the sounding of the phonemes, the identification of syllables, rhyme and the match of developing handwriting skills to their phonic work, encourages children to develop their early writing. All staff use precise and clear diction to assist children hear fully each part of a word in their speech and encourage them to reply in clear sentences. The skill is used in children's writing as just under half of the children

attempt to start writing a sentence with a capital and end with a full stop. Children write for a number of purposes, recording their news, stories, letters and for grammar and handwriting practice. Although the timetable has specific times when English is taught, language development is very important regardless of the topic. In dance for instance, reception class children listened carefully when playing the "Fruit Squash" game and remembered and obeyed the instruction in case they were 'out'. The vocabulary of mathematics is reinforced, especially when counting the numbers in class during morning registration and working out how many boys and girls there are and how many more or less girls there are than boys.

Mathematical development

77. Children's mathematical development is good. All but a few children are on line to at least meet the goals set at the end of the Foundation Stage and be proficient in number, although volume, measure and shape is weaker. Children are consolidating and developing their number skills through very effective teaching. The use of the national numeracy project is supported by number reinforcement across the curriculum. Children count the number of pupils in registration and into groups for activities. When moving round the school children use positional order for instance "*..is first to hold the door open...*", "*you come last to carry.....*". Not only were about a quarter of the children able to count on from the 22nd February to 25th February but also once the numbers had been identified on a number line they could identify 25 being made up of a 2 and a 5. Nearly all children are able to count back from 5, half can do so from 10 with ease. Over half of the children can identify a number position in a number line by the shape of the number up to 10 while over three quarters can find a missing number by counting up to that position. Children are aware of number operations such as adding one more and most subtract by taking one off. Children name 2D shapes such as squares and circles as well as 3D dice and cones. They are able to look at shapes and work out if they fit together in such as jigsaws. Children are becoming aware of capacity and measure in areas such as personal and social education when preparing and serving each other at snack time and in the water and sand trays.

Knowledge and understanding of the world

78. The school provides appropriately for children's knowledge and understanding of the world. Most children are on line to meet or exceed the goals set for the end of the Foundation Stage. Teaching is good and adults provide many exciting activities to promote this area of development. The children have many opportunities to explore the natural and man-made world in the development of their scientific skills. Children investigate materials, cutting and sticking a range of papers to make a collage, looking for softness, strength and stretching ability. Older reception children investigate old and new toys looking at such as materials – "*are old toys made of plastic?*", "*teddies fur is worn and grubby – is he old or new?*". They develop their design and making skills well through building with interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school through their use of the hall for physical education and lunch as well as the studio for music and assemblies. Children know about relationships within families, knowing that their parents also have parents who are older and that they are younger than their parents. They know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet and before meals, change their clothes regularly and brush their hair.

Physical development

79. Children's physical development is good and most will reach, or exceed the goals set for this area of learning. Teaching is good. All adults ensure that children have access to and use skilfully and accurately a wide range of tools such as pencils, crayons, scissors and glue to write, make picture and models. Children develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They are able to use a range of construction equipment, fitting blocks together to make buildings, car and furniture. Children move round the classroom carefully and without bumping into each other or knocking things over. In physical education they are developing the eye/hand co-ordination necessary for teams games work further up the school through playing games such as the Fruit Squash game. They listen carefully to music and perform a range of movements, following instructions and copying the teachers' movements with accuracy. In the outside area they climb and balance on equipment safely and are aware of the space they need to be safe. Children manipulate the mouse and keyboard of a computer carefully to control programmes, clicking the cursor on icons to produce a range of effects and carrying items from one part of the screen to another, dropping them into place. Children manipulate brushes, printing materials and work in 2D and 3D, using a range of papers and other materials creatively.

Creative development

80. Children's creative development is effective because the quality of teaching is good. Children have a good range of materials and develop well the physical skills to enable them to use them to produce pictures and models. Children sing; play percussion instruments; draw, paint and crayon; cut, stick and make models and collage both big and small. They use small world and construction toys imaginatively, with small figures, dolls and puppets to act out their stories. Most children are likely to achieve or exceed the expectations for this area by the time they begin Year 1. Children hold brushes correctly and apply paint to paper with confidence, accuracy and a good awareness of shape, pattern and colour. They are able to mix a range of colours and use these to make print pictures. Collages are made using a range of papers, cards and plastics and different joins using such as glues and tapes. In role-play they imagine that they are in a house or perform a puppet show, while in carpet sessions and in literacy they appreciate rhymes, poems and imaginative stories from books such as "Ketchup on your Cornflakes?".

ENGLISH

81. Standards are below average by Year 2 and 6 but they are above those of the previous year. Achievement of the majority of pupils is good.
82. Pupils throughout the school listen attentively to adults and show good levels of concentration. In the few opportunities the pupils were given to speak they lack confidence, do not always speak clearly and lack imaginative vocabulary. Pupils do not have enough opportunities to develop their speaking skills through collaborative group work, discussion, debate and structured argument. During the inspection all the pupils had the opportunity to listen to a visiting poet who encouraged both active participation and, in the workshop sessions, reading poems aloud. No use of drama or role-play activities was seen and this aspect of the subject could be developed further. Pupils are enthusiastic about their work and have developed good relationships with the staff. Higher attaining pupils answered questions coherently, read aloud fluently and expressively and present their work orally with confidence. In the better lessons pupils

have the opportunity to question each other, explore ideas together in open debate and develop analytical, interpretative thinking and reasoning skills.

83. Pupils in Year 6 listened to each other's ideas about creating limericks and develop the suggestions offered to improve the quality of the final pieces of work. They explain their thinking and articulate their ideas. Pupils in Year 2 were looking at ladder poems as a style of poetry writing and were initially encouraged to 'brainstorm' ideas for compound words to incorporate into a class poem. Although they found the lesson challenging good ideas were emerging as a result of the discussions.
84. After listening to pupils read as part of lessons, in small groups and as individuals, attainment in reading was found to be at least in line with national expectations with most pupils making good progress. The teaching assistants work effectively with pupils who find reading difficult and the guided reading sessions within lessons have been used to good effect. Good use of a range of resources and schemes successfully support the development of reading skills, tastes and attitudes across the school. Pupils read confidently and are able to talk about plot and character with older pupils able to make predictions about possible outcomes. Pupils were not able to refer to a wide range of favourite authors and few of the older pupils were able to discuss the work of some well-known children's authors including the children's laureate, Anne Fine. Few pupils were observed using the library on a regular and systematic basis but pupils knew where to find books, both fiction and non-fiction, and all knew how and when they could borrow books for personal use. The arrangement of the library makes attractive display of books difficult and does not encourage whole class library skills lessons. The co-ordinator is aware of the limitations and is determined to improve the use of the library and the quality and range of resources. By the time they enter Year 6 pupils can read in different ways for different purposes and show a good understanding of books, how they are organised and how best they can be used. Most can use dictionaries and encyclopaedias with confidence and know how to find information from a range of book sources.
85. Strategies to improve pupils' writing have been put into place but a scrutiny of pupils' work during the inspection revealed a number of areas for further development. Pupils in the infants generally write with a clear attempt at structure and they are beginning to develop a wider range of vocabulary. However, they are not given sufficient opportunities to plan and draft their writing. Their written work is not reviewed fully after the teacher has marked it, which would give pupils an opportunity to improve the quality of completed written tasks. Teachers use a wide range of writing frames to assist pupils in the composition of their work but few opportunities are provided for pupils to write for a wider range of audiences. Pupils in the juniors are using a broader range of vocabulary and are beginning to develop their use of layout and presentation skills to improve the quality of their written work. The further use of drafting and editing pieces of extended writing together with time given for proof-reading and correcting final drafts would enhance the quality of completed work. More consistent application of the school's marking policy would help in this process. The visiting poet stimulated the imagination of Year 6 pupils and they were able to produce good quality poetry using a simple poetic structure to assist their writing. The pupils are able to write simple stories legibly and with good use of paragraphs and appropriate spellings but the work often lacks imagination with plots that are confused and characters who have not been well thought out. Further development of imaginative writing with creative use of language in a variety of writing tasks would engage the pupils in their writing tasks and provide them with an increased range of strategies to help improve the quality of their work.

86. Pupils who have special educational needs make good progress as a result of good provision. The individual learning plans for these pupils are written well and staff use them to inform their planning and to support pupil's learning. Teaching assistants give consistently effective support. They work closely with the class teachers; have a clear understanding of their role and they are skilful, focused and sensitive in their work with the pupils. Good planning and teamwork ensure that teaching assistants give active and targeted support to the literacy strategy.
87. The quality of teaching and learning is good overall. No teaching was unsatisfactory. Effective features across the school are:
- teachers' knowledge and understanding of the work to be covered and the national literacy strategy;
 - the teaching of basic skills with emphasis on spelling and grammar;
 - management of pupils which ensures that all pupils are actively involved in the lessons and that they proceed at a brisk pace;
 - assessment procedures which ensure that pupils' work and progress is monitored and that planning can be modified to take account of pupils' needs.
88. Consistently good practice in these areas is derived from agreed whole school policies and monitoring of planning. The areas for improvement across the school include:
- providing more opportunities for pupil discussion and collaborative group work;
 - pupils being given more opportunities to be reflective, independent learners.
89. The good teaching of basic skills was exemplified in a lesson involving Year 5/6 pupils who were developing their language skills and vocabulary in a lesson which encouraged extensive use of adjectives and developed their spelling skills. The sensitive reading of a poem by the class teacher captivated pupils in Reception and Year 1 and developed into a calm, supportive and focused lesson giving the pupils opportunity for reflection and discussion.
90. The management of English is effective. The committed and knowledgeable co-ordinator is aware of the need to improve standards and she has implemented a number of strategies to achieve this objective. She has identified areas for further development including the development of writing, the integrated use of drama, the use of the library and the need to monitor. The staff have worked hard to address the issues of writing, presentation, achievement of more able pupils and assessment of pupils' progress that were identified as areas for improvement in the previous inspection. Satisfactory improvement has been made since the previous inspection despite the decline in standards of writing. There is a willingness to embrace new ideas and a desire to further raise standards within the subject and ensure that all pupils benefit from English teaching throughout the school.

MATHEMATICS

91. Standards for the current pupils are average overall for pupils in Year 2 and Year 6. This is a good improvement on last year's unusual results for older pupils. Pupils of all abilities are making good progress during their time in school.
92. Pupils in Year 2 understand the concept of inverse operations and are able to recognise simple proportions such as halves and quarters. They recognise odd and even numbers and perform simple calculation in all four rules of number. They recognise two and three-dimensional shapes and describe many of them, for example,

how many faces and edges they have. They understand well that information can be recorded in graphical form.

93. By the time they reach Year 6 pupils measure, draw and calculate the size of angles by knowing that there are 180 degrees in a straight line. They have a reasonable knowledge of the properties of shapes and use it to identify their lines of symmetry. They are able to extract information from tables and read scales, for example, their work on reading temperature in which they also produced line graphs of their findings. In their number work they recognise the relationship between different proportions, for example, $\frac{1}{2} = 0.5 = 50\%$. They work in all four quadrants when working with co-ordinates. However, for some pupils throughout the school, there is a need to further develop their knowledge of their multiplication tables.
94. The school has worked hard to improve the overall attainment of its pupils and has done so with some success when results over time are considered despite the low results achieved in 2001 by the older pupils. The school has made very good improvements in its overall provision for the subject. For example, there has been a significant improvement in the standard of teaching and it is now good with some very good and it is never less than satisfactory. Assessment procedures that were judged to be inconsistent in the last report are now very good and the information obtained is used effectively to inform future planning and to set targets for the pupils. Much has been done to improve the resources available for teaching the subject and these are now good.
95. The school has improved the overall progress made by pupils between the ages of five and seven and seven and eleven from satisfactory to good since the last report. This includes those pupils with special educational needs. This increase in the rate of progress achieved by the pupils is due in the main to the good and often very good teaching that they experience. Where teaching is good lessons have a brisk pace that maintains the interest of the pupils. For example, in a lesson on angles using the points of the compass, the teacher maintained pupil interest by ensuring that the objectives of the lesson were introduced in a logical sequence and at a brisk pace but was careful to ensure understanding thus providing them with a good learning experience. Questioning is used well to probe for understanding and teachers recognise when their pupils are having problems and deal with them immediately. Teachers have a good knowledge of the subject and ensure that there is a good mix of direct teaching and pupil participation. During lessons teachers ensure that the tasks given to the pupils are well focussed on the objectives and matched to their abilities. Teachers use the revision of previous lessons well to ensure that pupils are aware of what has been already covered before moving on to new knowledge. A good feature of many of the lessons is the effective use that teachers make of adult support within their classrooms. However, there is not enough emphasis being placed upon good presentation by the pupils, some of the work seen was untidy. This untidiness was not helped by the use of lined, by some pupils, rather than squared paper, which makes the setting out of work neatly more difficult. Although satisfactory overall the marking of the pupils work is inconsistent with some confined to ticks and crosses and some containing a good level of teacher comment.
96. Pupils are enthusiastic about their work in the subject and try hard to please their teachers. For example, pupils in a lesson on the use of standard measures worked hard and with obvious enjoyment. They are able to work co-operatively and are always well behaved. The majority take an active part in lessons and are willing to discuss their work. The speaking and listening skills of the pupils are developed well during class discussions and pupils are encouraged to express their ideas.

97. The subject is used satisfactorily in other areas of the curriculum, for example, in geography when reading and recording temperatures and in information and communication technology when pupils produce spreadsheets and graphs. Across the school work was seen that related to number, shape and space, measuring and the handling of data. The subject makes a good contribution to the social development of pupils in providing them with the opportunity to work co-operatively with others.
98. The subject is well managed by the co-ordinator who has a good understanding of its strengths and weaknesses. The co-ordinator has carried out classroom observations and analysed the results in terms of strengths and weaknesses. These have been fed back to the school senior management team and used to formulate plans for training. Teachers are provided with good opportunities to participate in further training, for example, their attendance at five-day courses provided by the Leicestershire Numeracy Team. Members of the governing body carry out monitoring and produce written reports of their findings.

SCIENCE

99. Attainment is average by the end of Year 2 and Year 6. Pupils make good progress in lessons. The trend of improvement in standards in both the infants and juniors has been upwards since the last inspection with the exception of last year when standards for the oldest pupils were much lower than usual. This was largely because of a higher than average percentage of pupils with learning difficulties. The quality of teaching and learning throughout the school is good and lessons are challenging for all abilities.
100. By Year 2 pupils have a sound knowledge and understanding of most aspects of science. They have a good understanding of how different materials react to heat and understand that some changes are permanent and irreversible and others are temporary. They know how to make an electric circuit and describe how different forces act on a toy vehicle. In Year 1 pupils are making good progress in understanding how magnets attract some metals but not all. This is because of good quality practical activities and the teachers' high expectations. Pupils of all abilities are regularly engage in investigations and simple experiments. They generally record the results of their experiments appropriately in graphs, charts or more formal processes. However, they often record their results in pictures spending too much time in colouring and do not often write about their experiments.
101. By Year 6 pupils have a good knowledge of the earth and sun. In particular, the more able pupils are building a good concept of the earth's orbit and how the angle of the earth is linked to seasonal changes. This is because of the high level of discussion the encouraged by the teacher. In Year 5 pupils have a sound understanding of the effect of different forces on an object. They know that forces can be measure in 'newtons' and that this is different from measuring mass. They read a Newton metre accurately and make sound use of it in a simple forces experiment. The pupils continue to build on the knowledge and understanding of material from the infants. There is a sound knowledge of live and living processes.
102. Throughout the school pupils are involved in a good range of practical experiments to further their understanding and they have a reasonable understanding of how to conduct a fair test. However, these experiments are largely strongly directed by the teacher, or knowledgeable teaching assistant. They are not significantly involved in generating their own hypotheses and devising tests to investigate them. They do not often work collaboratively to tackle an experiment.

103. The pupils experience a suitable range of recording the outcome of experiments. They use graphs and charts and written methods. There are some examples of pupils choosing how to record their own work but this is not common. In several cases, for example in the work on Newton, the pupils copy text from the whiteboard rather than interpret the research themselves.
104. Overall the quality of teaching is good and most lessons have a strong practical element that pupils enjoy and which motivates them. For example, in Year 2, pupils learned a lot by handling and discussing objects which had been chilled or frozen. They were eager to record their work which they did well. The pace of lessons is good and there is work to challenge different abilities. Sometimes the pupils have to complete work that is not as challenging before progressing onto more complex activities. Very good support was given in Year 5/6 by a well-informed teaching assistant, who worked with pupils to conduct an experiment on forces. As a result pupils made good predictions regarding the outcome of their experiments. Although work is regularly marked, there is not enough emphasis placed on the scientific aspect of the pupils' work. For example, teachers do not make comments such as 'How do you know this?' or 'How could you investigate this?'.
105. The science co-ordinator ensures that curricular planning builds effectively on previous learning and that the mixed aged classes do not repeat work unnecessarily. The subject is generally well-resourced although, overall use of information and communication technology is in its infancy. Pupils' knowledge and understanding is assessed well and used effectively for setting subsequent targets. There has been satisfactory improvement since the last inspection.

ART AND DESIGN

106. Standards in art are above average overall by Year 2 and Year 6. They have improved well since the last inspection. There was insufficient evidence to judge the quality of teaching and learning. Evidence for the judgement was gained from a scrutiny of pupils' work and discussions with pupils and staff.
107. Pupils cover a good range of work. By Year 2 they paint and draw using a good range of media including chalks, pastels, paints and collage materials. Generally, they make good progress in developing drawing skills. They make a flying start in Year 1 with their very sensitive drawings of teddy bears and other toys. They produce good portraits in paints and pastels through Year 2 and reflect the styles of different artists. They express their ideas in different textures. Pupils make 3 D models in clay and attractive plaques using dough. They produce attractive mobiles of the moon and stars in card. The pupils use computers well to produce interesting patterns and develop this through use of felt tip pens.
108. Throughout the juniors pupils continue to develop their skills in drawing and painting. In their sketchbooks they show a good awareness of perspective and apply that to larger art projects. Pupils have a good knowledge of the work of different artists and by Year 6 discuss knowledgeably the differences in style in the work of Paul Klee and Picasso or different impressionists. They can explain how they used different techniques to shade effectively. There are often good links to other subjects such as light and shadows in science. The older pupils develop their designing skills through observing the work of William Morris and producing their own wall paper designs with intricate detail. Although standards are generally good by the end of the juniors, pupils do not develop their skills in fine detailed work consistently and could make more closely

observed drawings and paintings using delicate watercolours for example. Pupils are increasingly evaluative of their own and each other's work making regular comments in sketchbooks on how they tackled a task and how they could improve it. There are strong links with design and technology.

109. Pupils are making good use of sketchbooks to support their learning by practising techniques and building up designs. Although there are sound examples of 3- D work throughout the school, there is very little large-scale work.
110. The new subject co-ordinator has a good understanding of the subject and has effectively monitored standards throughout the school and reviewed planning procedures. Her own work provides a good example. Resources are satisfactory, but there is a limited range of good quality paints and paintbrushes. Good use is made of computers. There is a very good art club that many pupils attend after school and this has a positive impact on standards.

DESIGN AND TECHNOLOGY

111. Standards achieved in design and technology by Year 2 and Year 6 are in line with those expected nationally. Pupils work hard and make satisfactory progress. Pupils with special educational needs make progress in line with that of their peers. The school has successfully addressed the issues raised in the last report by adopting a new scheme of work that allows for continuity, skills progression and assessment. The judgements made in this report are based on a scrutiny of work, discussions with pupils and the subject co-ordinator and limited observations in classrooms.
112. A significant feature of the discussions held with pupils is their willingness to talk about their work and the enthusiasm that they have for the subject. In Year 1 pupils, in work linked to literacy, had produced some very good models that illustrated the story of Incy Wincy Spider. Some pupils had adapted their designs to show the sun and rain by making them mobile. All the models produced showed care and the good use of simple tools. Pupils in Year 2 can outline the planning process and talk about the materials and tools they need to complete their work. They know the names of many of the materials they use and are able to discuss how what they have done could be improved. The majority are able to assemble components in a number of different ways.
113. In response to a question about chair design pupils in Year 6 demonstrated a good knowledge of the process. They know that it is important to find out as much as possible about the end use of what they have been asked to design and that materials are chosen according to the function and expected quality of finish. They understand that there is a need to test and adapt designs in the light of the results.
114. Pupils are very confident in their approach to the subject and demonstrate a very good grasp of the design process. A scrutiny of the work done by older pupils indicates that they have developed satisfactory skills in the combination of materials to produce models, for example, the Egyptian mummies and jewellery produced by pupils in Year 5 and 6. Pupils in the same age group have used their knowledge of the function of levers and return springs to produce some well-made dragon heads.
115. Because of the very small number of classroom observations possible during the inspection no valid judgement can be made about the standards of teaching. However, evidence from planning indicates that the scheme of work is taught well in a two-year rolling programme that covers all aspects of design and technology outlined in the National Curriculum. What can be said about teaching, from limited evidence, is that

teachers have a good subject knowledge and encourage their pupils to assess their own work carefully. Adult assistance in the classrooms is used effectively to support both individual pupils and groups. Teachers review the work covered in previous lessons before moving on to new experiences.

116. Pupils have a very positive attitude towards their work in this area and are keen to show what they have produced. They are able to discuss their work sensibly and co-operate well with each other.
117. The subject is used well to link with other areas of the curriculum. For example, work on the Egyptians in a link to history, models in mathematics, clay lamps in religious education and the making of musical instruments.
118. The well qualified co-ordinator is aware of the need to further develop the subject particularly the use of the kiln. She has produced a very clear teachers' guide for its use. The scheme of work has been adapted in the light of experience to ensure that pupils completing a full course at the school will cover all the areas of the subject. A portfolio of pupils' achievement is being compiled and teachers keep attainment records for individual pupils. There has not as yet been any opportunity to monitor teaching in the subject but the co-ordinator monitors planning to ensure compliance with the scheme of work and that what is being done is of good quality. The subject is well-resourced.

GEOGRAPHY

119. Standards are broadly average by Years 2 and 6. Too few lessons were observed to judge the quality of teaching overall, but evidence was gathered by talking to pupils and staff, looking at samples of work and studying planning. Pupils need to develop their fieldwork skills and make better use of secondary sources of information including atlases, informational texts, internet facilities and CD ROMs. Pupils with special educational needs are appropriately supported and make progress in line with that of other pupils in the school. The work is not always challenging enough for the most able pupils. There has been satisfactory improvement since the last inspection.
120. By Year 2 pupils have had the opportunity to make virtual visits to a number of places using the 'Barnaby Bear' videos and pupils in Year 2 were observed during a lesson on examining the environmental impact of a bypass around Winchester. Pupils were able to look at the argument from the point of view of the environmentalists and the value of a sympathetically built road. Pupils had looked at local facilities and debated what was good and what needed further improvement many being critical of the litter and mess in the park. By Year 6, pupils have a good knowledge of Earl Shilton and its location in relation to the wider world. They study the local economy and can contrast what it is like to live in Leicestershire to what it is like to live in an area such as the Caribbean. Pupils are not good at identifying how places change over a period of time and how they may change in the future. Pupils are very aware of environmental issues and held strong views on pollution and how modern life impacts upon the quality of the area in which they live.
121. The newly appointed co-ordinator has undertaken an audit of resources and monitors planning on a regular basis. Pupils' work is being collected on a regular basis and a portfolio containing samples of work is being collated. She is developing the range and quality of the resources but is focusing on increasing the materials available for infant pupils. Assessment of pupils' work is developing with some work being moderated. The library contains a number of volumes related to geography but this resource needs

to be both extended and better used better by pupils completing independent work and by those working on group tasks.

HISTORY

122. The opportunity to observe lessons for older pupils during the inspection was limited as history and geography alternate on the timetable, however an examination of pupils previous work, discussions and review of the school policy and scheme of work enable judgements about standards to be made. All lessons seen during the inspection were taught to the younger pupils.
123. Standards are above average for pupils in Year 2 and Year 6, an improvement on those found at the time of the previous inspection. Pupils are making good progress. Pupils are enthusiastic about history and enjoy learning about people and events in the past because of the quality of teaching, the enthusiasm of teachers for the subject and the resources they use to promote the subject.
124. Younger pupils acquire knowledge about people, artefacts and events as well as a sense of chronology. Pupils learn how to find out information and the different ways in which they can present their findings. They compose questionnaires for their parents and grandparents to find out what type of toys they played with when young and the materials from which the toys were made. They treat with care a range of toys borrowed from parents, teachers and others to build up a toy museum within their classrooms and use books, pictures, posters and the Internet to find out more about the history of toys. Displaying the toys in a "time line" on the shelves, pupils considered how to group items together – do we put all the *'mechanical and moving toys together or do we just put toys in age order?'* They think about how to display information about each toy, write labels and make sketches of the artefacts. This enables pupils to 'become' curators and archaeologists.
125. Older pupils are developing their chronological, investigative and enquiring skills further, recognising patterns and relationships by studying such periods of history as the Egyptians, Ancient Greeks, Invaders and Settlers in Britain. Thus the life of ordinary people, their houses and homes, food, clothes, sports and other leisure activities, employment and government are systematically investigated and common features between different peoples around the world and thousands of years apart are identified. Older pupils in their work on the Victorians look at the difference in lifestyle between rich and poor children – schooling, employment, houses, food and clothing. Important changes in travel and transport; hospitals and nursing; inventions such as sewing machines, telephones, cameras; leisure activities such as the growth of the seaside for holidays and other areas of sociological change are investigated. Pupils use a range of research methods from given information on worksheets to their own investigations using the library and the Internet. The skills learned through the national literacy strategy of asking questions and presenting information in different forms are well used with pupils building up folios of work including a contents page, pages numbered, clear titles, paragraphs of information and some pupils putting together a glossary of technical terms.
126. Boys and girls have positive attitudes towards history; they enjoy learning about the subject and are confident when discussing their learning. In written work they take care with presentation skills with neat handwriting and careful illustrations. When looking at and using the toys of others they take care to ensure that their hands are clean and handle fragile items with care. Relationships are very good, they listen to each others opinions with respect, taking turns to contribute to discussions in general although

sometimes enthusiasm, especially from the youngest gets the better of class discipline and they cannot wait to contribute their opinions! Many pupils bring in extra information from talking to members of their families, found on the Internet or in books and posters to share with teachers; this was especially seen in work on toys at Year 2.

127. The quality of teaching and learning is good overall. Lessons are carefully planned to meet the needs of the range of age within each class. Teachers have good subject knowledge and match this to high quality resources to support learning. There is the development of chronological skills and the use of a range of research materials to investigate different historical periods, particularly for older pupils. All teachers are focused upon learning how to investigate rather than just learning information about different people and places. Discussions are clearly focused and the majority of pupils take turns, listen carefully to each other and their teachers. Teachers' behaviour management strategies are positive and learning is encouraged with pupils being supported well in their work. Evaluations of pupil's progress are made using the planning sheets and progress statements from the national curriculum attainment targets at the end of each block of work. No formal written tests are used. Written work is marked conscientiously and the best examples, as well as being supportive and encouraging, include specific comments drawing attention to future learning.
128. The subject co-ordinator took over management of history about three months ago. The previous co-ordinator had reviewed the curriculum in accordance with national initiatives. Units of a nationally produced scheme of work are matched to the schools requirements to provide a curriculum that is suitably broad and balanced. Because of mixed-age classes pupils younger pupils follow a two-year rolling programme while the scheme of work for older students follows a four-year pattern. Skills of historical research are progressively developed across the school through the study of different peoples and historical periods of time. Resources for the subject are good. The school has a good range of artefacts which are stored centrally and are accessible by teachers. The school makes good use of the Internet to support learning. Parents and the community also lend resources. The co-ordinator is developing a 'living resources list' of parents and community members willing to come into the school to talk to and share their memories with pupils. Pupils also make visits to local museums such as the Coventry Toy museum, the Jewry Wall and Lunt Fort, Stratford and during work on the Victorians to Beaumanor. While history gives good support to pupils' moral and social development and Britain's cultural background fewer links are made to the different peoples who make up multicultural Britain today, especially those from the British Commonwealth.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards of attainment in information and communication technology for Years 2 and 6 are average and pupils make satisfactory progress. Given that the pupils' performance was below national expectations during the last inspection and their progress was judged to be unsatisfactory, the current judgement represents a considerable improvement in the school's provision for the subject. The school has worked hard to remedy the factors identified as the causes of its poor general performance in the subject in the last report. There is now a scheme of work that allows for continuity, progression and assessment. The teaching staff have received training in the effective use of the equipment available, thus increasing their confidence. The computers in classrooms, that are as up-to-date as the school can afford, are used effectively to support various aspects of the curriculum and many are networked allowing access to the Internet and e-mail. The equipment, when linked to the school's good selection of software, allows pupils to develop their information and

communication technology skills. The school has a bank of laptop computers that can be used during class lessons.

130. Year 2 pupils give good examples of how information and communication technology is used in the wider world. For example they are able to say that it is used in business, shops and for credit cards. They know how to open and close programs, highlight text and change font size. When using computers they can correct text by using the backspace for deleting. They are able to save and retrieve their work. Pupils in Year 3 know how to copy and paste and how to drag using the mouse to repeat designs. Most of them have worked with a variety of programs and they have very positive attitudes towards the subject.
131. Year 6 pupils are aware of the need to frame the correct questions when seeking information from a computer. They are confident in their use of computers and are able to discuss their benefits. For example, shopping for people who are house bound and storing large amounts of information. They are able to produce work that includes different elements such as pictures and text, for example, the production of an illustrated poster. When using e-mail or the Internet they do so with confidence and access both easily. Pupils use information and communication technology to aid their learning in a number of different curriculum areas, for example, geography, literacy and numeracy.
132. There is not sufficient evidence to give an overall judgement on the quality of teaching. However, in the two lessons that were seen teachers demonstrated a subject knowledge that was at least good. To an extent the progress of pupils is limited by the shortage of machines in the classrooms although the lessons observed were well organised and the best use was made of the equipment available. A strong feature of both lessons was the provision of back-up material in the form of work-sheets for those pupils who were unable to access the class computer. Less able pupils are given the support they need and make progress in line with that of their peers. The attitudes adopted by the pupils towards the subject are good and their work shows care and effort. They work well in co-operation with each other when on computers and are always well behaved.
133. The overall management of the subject is good. The co-ordinator has a clear vision of how it can be developed further. There is a good system of recording achievement with class lists and individual records. There has been some monitoring of teaching and the co-ordinator has attended local training initiatives and meetings to strengthen her knowledge of how to teach and manage the subject effectively. The resources for the subject are generally satisfactory with some good elements such as the bank of laptops and the broad range of computer programs. The school is still building up its resources, for example, the recent purchase of a digital camera and dedicated printer by the parent teachers association.

MUSIC

134. Standards are above average by Year 6. Although there was not enough evidence to judge overall standards by Year 2, they are good for singing. Pupils of all abilities make good progress. The subject co-ordinator makes a significant contribution to standards through some specialist teaching in singing and demonstration lessons. There is a good structure to the planning to guide the teaching and good resources.
135. Pupils sing with enthusiasm and tunefulness. Their diction is crisp and clear. The teacher sets a good role model. The pupils are very good at singing softly when

required and sing loud but with good control, especially in the chorus of many hymns and songs. In Years 3 to 6 the pupils sing in two and three parts well. They follow the teacher's lead and maintain the rhythm and the pitch even through increasingly complex arrangements. In these singing lessons and hymn practice the pupils' attitudes are very good and they listen and follow instructions extremely well. Pupils make good progress throughout the school. In Years 3 and 4, for example, the pupils are quick to learn new songs because the teacher gives them time and opportunity to practise. They accompany their singing well with percussion.

136. By Year 6, pupils perform and compose a wide range of music using tuned and untuned instruments, making sound use of recording equipment to listen to listen to and improve their ideas. The pupils show a good ability to maintain a beat and handle their instruments. They build up their composition through layers of different rhythms, following a score well. They respond very well to the conductor's lead. Pupils listen and evaluate the work of different composers and various styles of music such as Caribbean music.
137. The quality of teaching and learning is very good. The teachers' musical knowledge is good so they model work well for the pupils. The teachers are very enthusiastic and this enthuses the pupils. The scheme of work ensures that skills are systematically developed. Pupils know the name of a wide range of instruments because of a very good display in the music room. New vocabulary is introduced during the lessons, but does not always make enough incidental use of a technical vocabulary during the lesson.
138. Teaching and learning in music is enhanced by extra-curricular activities including a very popular and able choir. Resources are good. Some use is made of information and communication technology to record performances and the subject co-ordinator is currently developing this. The subject is led well and there has been good improvement since the last inspection.

PHYSICAL EDUCATION

139. Standards in physical education are above average by year 6 and average by Year 2. This represents good progress during the period of time a pupil spends at the school. Dance was observed on a number of occasions and standards in this particular aspect of the subject are above national expectations at both key stages. The school provides a wide range of curricular and extra-curricular experiences for the pupils and these have a positive impact upon standards particularly in athletics and gymnastics where standards at age eleven are particularly good. There is no significant difference in the attainment of pupils of different gender and pupils with special educational needs make good progress through the school.
140. This is an improvement since the last inspection where standards were found to be broadly satisfactory. Improvements since the last inspection include class management, pupils' behaviour is better and teaching which is always at least satisfactory. Further improvements are still needed in the areas of pupils controlling their movements more effectively and responding to open-ended tasks in a more original and imaginative way.
141. Pupils throughout the school listen attentively to the teacher and show interest, enthusiasm and a determination to improve. In the better lessons pupils were given opportunities to both observe good demonstrations and work in small groups observing each other and suggesting ways performance could be improved. This was seen in a

Years 3 and 4 dance lesson where pupils were asked to watch dance routines and pick out what they thought were the best features of the dance and think about how they could include some of the ideas into their routine. In the less successful lessons this aspect of the work was restricted. Pupils knew the importance of warming up and a good example of an aerobic warm-up was seen in the hall and Year 6 pupils undertook a vigorous warm-up on a bitterly cold afternoon before a rugby session. Pupils found responding imaginatively to music stimulation difficult and teachers had to work hard to ensure that pupils moved in different directions and explored different levels. As a result of this teacher intervention most pupils made good progress throughout the lessons observed. In the infant lessons pupils were working from a music tape with a story about a toymaker and his toys and they responded well to the request to be robotic toys and reproduced very robot-like movements. In all the lessons seen the pupils were engaged in high levels of activity. Year 6 pupils were observed playing tag-rugby and they showed a good understanding of defensive tactics being able to stifle their opponents attacking strategies.

142. The quality of teaching and learning is good. Lessons are well-planned and good use is made of two published schemes to produce work more appropriate to the needs of the pupils at the school. Teaching assistants work closely with the teacher supporting pupils of all abilities but focusing on those who needed particular attention in order that they should be able to participate fully and improve their skills in response to the demands of the lesson. In the better lessons the teaching proceeds at a brisk pace with a variety of linked activities which provides challenges of increasing difficulty as the lesson progresses. There are opportunities for pupils to look at examples of good performance and to reflect upon their own levels of performance. In most lessons there are too few opportunities for pupils to work together in collaborative groups devising their own responses to the demands of the lesson, making up their own games and setting their own rules.
143. The curriculum co-ordinator has identified areas for further development and these include applying for a nationally recognised sporting award, increasing the opportunities for soccer and netball and having the opportunity to monitor teaching on a regular basis. There are not enough opportunities for pupils to design their own games and assessment procedures are still to be developed. Resources for the subject are good with a good-sized playground, on site field, hall, changing rooms and access to a local swimming pool. The school has had a number of notable successes in local sports tournaments and competitions particularly in cross-country and swimming. There is a willingness to embrace new ideas and desire to further raise standards within the school to ensure that all pupils benefit from a challenging physical education programme.

RELIGIOUS EDUCATION

144. Standards are above the expectations of the locally agreed syllabus for pupils in Year 2 and Year 6, maintaining those found at the time of the previous inspection. Pupils are making good progress. Pupils enjoy their work, especially listening to stories about Jesus. They think carefully about people from different faiths and how religious beliefs affect lives because of good teaching and a curriculum that progressively develops knowledge and understanding. Religious education contributes strongly to pupils' spiritual, moral and social education.
145. Younger pupils are building a good base of pupils' knowledge and understanding of the stories that form the foundations of the teaching of the world's major faiths. They listen to stories about Moses, King Solomon, Rama and Sita. Stories about Jesus such as

the raising of Jairus' daughter and the feeding of the 5000 are also learned. Pupils develop understanding of the need for rules for life, including those in the school and classroom and link this to the Ten Commandments. Signs and symbols connected to topics such as light and pilgrimage common to the world major faiths are studied. From each of the topics studied, pupils learn of life being a journey with faith as a guide. Pupils have knowledge of key festivals such as Chinese New Year, Diwali, Ramadan, Passover, the Nativity and Christmas, Lent and Easter. Older pupils continue to make good progress. From creation stories round the world, including from the Bible; a visit to the local Church and the celebration of the festivals of harvest, advent, Christmas, lent and Easter pupils consolidate knowledge of Christianity as well as Judaism, Hinduism and Islam. Through Bible study of the friendship between Jesus and his disciples and the impact of conversion on the lives of people such as Nicky Cruz, pupils follow a curriculum that ensures a clear understanding.

146. The quality of teaching and learning is good, with that for the oldest pupils being very good. Teachers plan work which goes beyond factual knowledge. They encourage pupils to be actively involved in their own learning, to ask questions, listen to each other, consider, debate and think. They have high expectations that pupils will be able to make the connection between themselves and their experiences and new information to reinforce learning. The key to the very good teaching is the pace given to the lessons, with teachers having an acute awareness and positive behaviour management strategies, giving pupils confidence to voice their own opinions without the risk of ridicule.
147. The school has adapted well the locally agreed syllabus as the scheme of work combined with a nationally published scheme to extend and develop the curriculum further. This gives teachers a good breadth of knowledge to aid planning a wide and appropriate curriculum. Management of religious education is good. The new subject manager has a good subject knowledge, which she uses well to help colleagues. She supports them in planning the curriculum. She is building up a portfolio of pupils work linked to the descriptors in the agreed syllabus and the scheme of work and is updating policies, schemes and managing the budget to ensure they have the resources to support effective teaching and learning.