

INSPECTION REPORT

**VISCOUNT BEAUMONT'S CE
(VA) PRIMARY SCHOOL**

LEA area: Leicestershire

Unique reference number: 1201294

Headteacher: Mrs E A Couling

Reporting inspector: Helen Johnson
20957

Dates of inspection: 9-12 October 2001

Inspection number: 197349

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	C of E Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ashby Road Coleorton Coalville, Leicester
Postcode:	LE67 8FD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E A Gooding
Date of previous inspection:	8 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs H Johnson	Registered inspector	Mathematics, Science, Information and communication Technology, Geography, Physical Education, Equal Opportunities	Equal Opportunities What sort of school is it? How high are standards? How well is the school led and managed?
Ms C Hinds	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Ms P Baldry	Team inspector	English, Art, Design and Technology, History, Music, Foundation Stage, Special Educational Needs, English as an additional language	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This church school draws its pupils from a large area beyond and including the village of Coleorton. There are seventy pupils on roll comprising 42 boys and 28 girls. The vast majority of pupils are of UK heritage with a small minority from the Traveller's community. The percentage of pupils with special educational needs is above the national average at 34.1% whilst the number of pupils eligible for free school meals is below the national average at 4.9%. There are currently no pupils with English as an additional language. The attainment of children when they enter the Reception class is in line with expectations for their ages.

HOW GOOD THE SCHOOL IS

Viscount Beaumont's school has a strong Christian ethos, a good team spirit and is at the heart of the local community. Individual pupils are known to all adults and are valued. There is good leadership and management from the headteacher, subject co-ordinators and governing body. It is an improving school that is effective. Many pupils achieve well by the end of Year 6 in English and science and reach standards which are well above and above the national average respectively. Standards at the end of Year 2 are well above average in writing and mathematics and good in reading. The very good range of extra-curricular activities provided enhances the curriculum. The high quality support for learning from all ancillary staff ensures pupils make good progress. Relationships between adults and pupils are very good and this provides a secure and caring learning environment. The quality of teaching is often good or better. Parents value the school's commitment to their children's learning and achievements. The school provides good value for money.

What the school does well

- By the end Year 6 pupils achieve above average standards in English and Science
- There is a significant proportion of good or better teaching so that pupils make good progress
- Relationships between adults and pupils are very good which help pupils learn well
- The school provides a very good range of extra-curricular activities which enhance the curriculum
- Provision for pupils with special educational needs is very good these pupils achieve well and make good progress.
- The school works very well in partnership with parents
- Leadership and management from the headteacher, subject co-ordinators and governors is good

What could be improved

- A consistent approach to the management of pupils' behaviour involving all adults and pupils in the school
- The quality of teaching so that it is at least good in all lessons
- The broader curriculum to prepare all pupils for living in a multi-cultural world
- Books for guided reading in Years 1 and 2 and library stock; resources to promote multi-cultural awareness across the broader curriculum

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection has been good. The school planned effectively to address its areas for development and tackled them as a staff team and with the governing body. The quality of education for children in the Foundation Stage shows very good improvement. The nursery nurse and ancillary staff are effectively deployed to deliver a well planned curriculum which covers all aspects of the early learning goals. Assessment of the learning needs of young children is now a strength. Standards achieved by pupils age seven have improved in reading, writing and mathematics. The school has developed several good ways to assess what pupils learn, clearly linked to what pupils should be learning at their ages, so that teachers know the next steps in learning for all pupils. Pupils' targets are shared with them and their parents. The quality of teaching is improving through a team approach as teachers monitor each other in lessons and scrutinise pupils' work but the effectiveness of lesson observations is not sufficient to raise satisfactory teaching to good, and good to very good. The school has improved its relationships with parents which are now very good and it provides good information about their children's progress.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	B	well above A average above B average average C below average D well below E average
mathematics	C	B	D	E	
science	B	A	B	C	

Year 6 results in 2001 for mathematics show a decline in attainment because this was a small cohort with a high percentage of pupils with special educational needs. Standards seen in mathematics lessons are at least average and some are above. Standards at the end of Year 2 are well above national averages in writing and mathematics and above in science. This shows improvement since the previous inspection. Compared to similar schools results in writing and mathematics are above average, and in reading they are average. The trend in Year 6 results over 1997-2000 is above the national trend. The school has reached and mostly exceeded its targets in English and mathematics, and targets do not reflect the potential attainment of pupils. Standards of work in science are average in Year 2 and above average good in Year 6. Pupils achieve average standards in ICT in both key stages with those pupils involved in the local technology challenge achieving above average standards. Standards in music and physical education are in line with expectations at both key stages and in art in Year 2. In design and technology, history and geography standards in Year 2 are broadly in line with expectations based on discussions with pupils and analysis of work. In Year 6 standards in geography are average, in history they are above average. There is insufficient evidence to judge standards in design and technology and art at the end of Year 6. The school makes good use of ICT to

support and extend learning across the curriculum, particularly for the higher attaining pupils. Higher attaining pupils achieve well because of the good quality of teaching and planned experiences to extend learning. A well-planned curriculum, especially in the Foundation/Year 1/2 class, ensures that the early learning goals are achieved. Pupils with special educational needs make good progress as do pupils from the Traveller's community.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school, they are loyal and committed.
Behaviour, in and out of classrooms	Satisfactory. There is generally good behaviour around the school but unsettled, exuberant behaviour in some lessons where teaching is just satisfactory or unsatisfactory
Personal development and relationships	Personal development is good. There are very good relations between adults and pupils. Relationships between pupils are generally good .
Attendance	Satisfactory. A small minority of pupils do not arrive punctually for the start of the school day

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 has improved and is now generally good throughout the school. This has a positive impact on pupils' learning and achievement by the time they are eleven. Good shared planning in the Foundation Stage/Year 1/2 class means that there are clear expectations for pupils learning. All adults know the pupils well and help them to learn effectively and make good progress. In the very best lessons in both key stages teaching stimulates interest and excites pupils so that they want to learn. Teachers give clear explanations and correct misunderstandings so that pupils extend their knowledge and understanding. Ancillary staff share planning and make a positive contribution to pupils' learning. In those lessons that are satisfactory overall, and the one unsatisfactory lesson, the weaknesses relate to poor management of pupils' behaviour and lesson plans that lack detail about what pupils are to learn, resulting in pupils not making as much progress as they should. The skills of literacy are taught well and there is evidence that the teaching of numeracy skills is improving as the strategy becomes embedded in the work of the school. The good quality of teaching in booster classes for some Year 6 pupils in literacy and numeracy is having a positive impact on their achievements. The quality of teaching for pupils with special educational needs is good. Their individual educational plans are incorporated well into class lessons and when working with the support teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Very good planning now supports learning in the Foundation Stage/Year 1/2 class. There is a very good range of extra curricular activities. Opportunities to develop multi-cultural awareness are not planned into the broader curriculum
Provision for pupils with special educational needs	Very good provision throughout the school. Teachers plan well with ancillary staff to provide appropriate work that meets pupils' special needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual, moral and social development. Provision for cultural development is satisfactory as the pupils are not being prepared for life in a multi-cultural world in sufficient depth and breadth
How well the school cares for its pupils	Good support is provided for pupils. Where teachers set targets for pupils' learning these aid monitoring of pupils' academic progress.

The school works very well in partnership with parents and this is an improvement from the previous inspection. Reports to parents have been improved and now provide detailed information about their children's progress. The support parents give to learning at home is good. This very strong partnership has a positive impact on pupils well-being and their progress. The health and social development of pupils are enhanced by the weekly swimming lessons. Very good extra-curricular provision extends learning, as well as providing opportunities for pupils to compete in sporting events. The care the school provides for its pupils is good. Guidance about pupils' academic and personal development is based on a clear understanding of the needs of individuals. Ancillary staff make a positive contribution, giving good support and encouragement to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership is provided by the headteacher. Staff work well as a team and there is a shared commitment and enthusiasm for pupils' learning and school improvement. The aims of the school are clearly reflected in its work.
How well the governors fulfil their responsibilities	Governors are committed to supporting school improvement and are developing their roles and responsibilities well.
The school's evaluation of its performance	Good. Effective use is made of information to identify priorities for improvement. Monitoring of teaching and learning is developing but does not identify how the quality of teaching can be improved further.
The strategic use of resources	Good. Effective action is taken to meet school development priorities supported by careful financial planning. Resources are used effectively, particularly the deployment of ancillary staff.

The headteacher has built good links with the community so that the school is at the heart of it. There is a good team spirit amongst staff who share a commitment to high standards and school improvement. Leadership and management of special educational needs provision is good. The small number of hardworking staff manages their curriculum responsibilities well. The teachers' shared monitoring of the quality of teaching is not currently rigorous enough to raise the quality of all teaching to good. Governors develop their roles well, they work corporately and they regularly monitor the work of the school. They judge best value by comparing the breadth of curriculum provided and results achieved against how well the budget is spent on pupils' education and use their findings well to set priorities for improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards their children achieve • The school is caring and encourages a good community attitude • The range of extra-curricular activities • Their children behave well as high expectations are implicit • Information about what will be learnt throughout the year • Reports give information about achievements and targets for the coming year • Staff are approachable and concerns are addressed 	<ul style="list-style-type: none"> • The way the school works with parents

Those parents that attended the meeting with the inspection team had very positive views about the school. These were reflected in the parents' questionnaire except for a small percentage of parents who did not agree that the school works closely with parents. There is a strong PTFA which is very supportive of the school. The inspection team endorses the views of parents except those about behaviour. The inspection team found that the school does work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment of children when they first start school in the reception class is average. The quality of provision is good and the children make good progress in all aspects of the early learning goals. Their attainment on entry to Year 1 is average with pupils having achieved the Early Learning Goals.
2. Children are on course to achieve the early learning goals in all areas of learning by the end of the reception year. Children have good relationships with adults and they show independence in their personal, social and emotional development. Children take great enjoyment from stories and role play as their speaking and listening, reading and writing skills develop. They are developing mathematical language to help them sort and match objects, for example when planning a party. Their physical and creative development is seen in the way they develop control over their bodies, for example when walking in big steps like a clown. They do bold paintings of a scarecrow who visited their class.
3. Results of national tests at the end of Year 2 in reading, writing and mathematics over the four years to 2000 show a trend that fluctuates but is never above national average when compared to all schools nationally and when compared to similar schools. Results for 2001 show that standards have improved and are well above average in writing and mathematics and above in reading. When these results are compared to those of similar schools they are above average in writing and mathematics and average in reading.
4. Attainment in 2001 national tests at the end of Year 6 is well above the national average in English, above in science and below average in mathematics when compared to all schools nationally. When compared to similar schools, results for 2001 show attainment above average in English, average in science and well below in mathematics. Over the four years to 2000 the trend shows that standards in English, mathematics and science have been average above or well above average and this has been sustained in English and science. The change in standards in mathematics is attributable to the small cohort size with a high percentage of pupils with special educational needs. Standards seen in mathematics lessons are average overall, and are above average in Years 5 and 6.
5. There is no difference in the performance of boys and girls in lessons but there is a significant imbalance in numbers with 42 boys to 28 girls affecting two of the three classes. The result is that poor behaviour of some pupils, mainly boys, slows the progress of all pupils in the class. There is no significant variation in the performance of the very small number of children from the Traveller community and they make good progress. The school's provision for higher attaining pupils is good and these pupils make good progress. Higher attaining pupils' needs are identified through the school's effective assessment procedures and they make good progress.
6. The development of the literacy strategy has had a positive impact on standards in Years 3 to 6. This is largely because of the structure brought to lessons which staff recognise as supporting their teaching. A similar effect is helping raise standards in mathematics throughout the school. This is already evident in the improvement in the Year 2 results in

2001. Pupils in Years 3 and 4 use their knowledge of poetry to good effect to write their own poems as part of a class assembly to the whole school. These pupils extend their understanding of how to calculate change using continuous addition after visiting the museum shop on an educational visit

7. Teachers are setting individual targets which help raise pupils' expectations of what they can achieve in English and mathematics. School targets for the past two years have been reached and mostly exceeded. Targets do not reflect the potential attainment of all of the pupils and are not challenging enough.
8. Standards in the vast majority of lessons are average or above average. In a quarter of lessons they are above average which is the result of good teaching and good pupil attitudes to learning. Standards in lessons are good in English throughout the school. They are average in science in Years 1 and 2 and above average in Years 3 to 6. Pupils in Years 3 and 4 use their speaking and listening skills when working well together to carry out firsthand science investigations, hypothesising effectively about results and the use of fair testing. Standards are average in mathematics in all classes. Pupils in Years 1 and 2 have a good grasp of numbers to 20 and can count in tens to 100.
9. Standards are average, and in some aspects above average, in information and communication technology (ICT) at both in all classes, especially for those Year 6 pupils involved in the local technology challenge. ICT is used very well to support learning across the curriculum, for example in Years 1 and 2 history when observational drawing is also carried out using the 'draw' function to record old farming implements. Standards in music and physical education are average throughout the school. Good swimming provision for pupils in Years 3 to 6 makes a positive contribution to pupils' physical and social development. Whole school singing extends pupils' ability to sing a three part song in unison. Standards in art are average in Years 1 and 2., but insufficient evidence was available to judge standards elsewhere. Art is used to develop historical understanding gained from a visit to a local museum for Year 3 and 4 pupils. From discussion with pupils and analysis of their work standards in geography are average. In Years 5 and 6 pupils are in the early stages of evaluating the impact of tourism on a mountainous environment as part of their study. There was insufficient evidence to judge standards in design and technology in Years 3 to 6. In Years 1 and 2 standards in design and technology are average. Pupils have designed and constructed play equipment following their visit to a local farm and successfully incorporated history, geography and science into the study. Standards in history are average in Years 1 and 2 and above average elsewhere because pupils build on their previous knowledge, for example using secondary sources when studying the Second World War.
10. Pupils make good progress from Year 2 to Year 6 in English, mathematics, science, ICT, history and music. Overall, pupils make good progress in their learning because of effective support from ancillary staff and the high percentage of good teaching. This is especially true in the Foundation Stage and Year 1 and 2 class where all four adults work in close co-operation to deliver all aspects of the early learning goals. The well-planned two-year learning programme in Years 3 to 6 ensures pupils cover the national curriculum, which has been planned well to meet the needs of all pupils. Relationships between adults and pupils are very good and staff have a commitment to high achievement for all pupils. The support provided for pupils with special educational needs ensures these pupils make good progress. Individual educational plans (IEPs) are used when planning lessons so that work is matched well to pupils' needs, and the support from adults ensures targets in IEPs are met. The school provides well for the small number of pupils from the Traveller's community and they make good progress.

Pupils' attitudes, values and personal development

11. Pupils enjoy coming to school, showing positive anticipation of the day ahead. They subsequently settle themselves willingly at their tables or on their mats ready to begin their work.
12. They have positive attitudes to their lessons, generally listening carefully to teachers' instructions and questions. Occasionally, pupils are genuinely enthusiastic and excited by their activities in class. Many of the youngest class, including those who have recently joined the school on a part time basis, delighted in being farmers and were energetically and gleefully driving tractors, feeding the animals and cutting the crops during a drama lesson in the hall. This level of enjoyment and involvement is not a feature of most lessons. Whilst pupils' attitudes to work, including those with special educational needs, are usually positive, they are sometimes biddable rather than proactive and eager.
13. As at the time of the previous inspection occasionally pupils become inattentive and are reluctant to listen. They call out and distract others. This happens when teachers fail to explain, or to re-enforce, clearly and consistently exactly how they expect and require pupils to behave and respond.
14. Pupils are enthusiastic about the good range of other activities available to them, a strength of the school recognised by parents. Volunteer recorder players thoroughly enjoyed their lunchtime session, trying hard to practise their individual pieces amid the sounds of other recorders. The Year 6 mathematicians attending booster classes at the local secondary school relished mastering the challenges presented to them on computers. The pupils really enjoyed and appreciated this after school session. They were totally absorbed in the mathematics problem solving tasks and only asked for help from the teacher when completely stuck.
15. In many lessons pupils behave well. However there are still too many occasions, particularly in some Years 1 and 2 lessons when pupils, particularly boys, are restless, noisy and unfocused. This was a feature of the previous inspection report, which has not improved. In Years 3 to 6, some pupils become over-exuberant and do not listen well to the contribution of their peers.
16. Pupils behave well as they move around the school. Even the youngest children walk calmly and with composure from their classroom to the hall. Break times and lunchtimes are occasions where most youngsters play energetically and happily. Whilst their games are often boisterous, the vast majority of pupils are usually sensible and sensitive to the needs of others as they run around the playgrounds.
17. Only a few pupils, often boys, regularly experience difficulty managing their behaviour. The unsatisfactory behaviour of this small group can occasionally upset the learning of others or spoil the genuinely harmonious atmosphere in the school. The school has never excluded any pupils. Incidents of bullying or harassment are rare and pupils and parents are rightly confident that any situations will be well handled, if and when, they occur.
18. The majority of pupils like being with each other, a feature recognised and applauded by parents. Pupils relate well in class, in the playground and around the school. They are interested in the feelings of others, showing good concern for those less able than themselves. There is a genuine family feel in the school as pupils of all ages mix well together.

19. Relationships between pupils and their teachers are very pleasant and friendly. Pupils willingly place their trust in the adults who are caring for them. Viscount Beaumont School is a civilised community where all members make time for each other. Pupils have some knowledge of individual and community beliefs and talk willingly about their different experiences. Their own particular experiences are certainly reflected in their learning. A very young child's immediate consideration of the impact of foot and mouth disease on the life of a farmer was confidently expressed to all her classmates and teacher.
20. The pupils involve themselves in the daily routines of the school and are willing to take responsibility. Lots of younger pupils volunteer to return their class register to the office. Some pupils show good levels of initiative, volunteering for example to clear up the hall after leaves were deliberately scattered during the assembly about autumn. However, there are still insufficient opportunities for pupils to demonstrate greater initiative and take greater responsibility as they progress through school. The lack of absolute consistency in establishing clear expectations for behaviour inhibits the pupils' opportunity to develop good levels of self-discipline and responsibility.
21. There are no unexplained absences. The significant number of parents who, contrary to the wishes of the school, continue to remove their children for day trips and holidays during the school term still adversely affects figures for authorised absence. This results in gaps in learning and can detract from what pupils achieve in national tests.
22. Pupils do not all arrive at school in time. The arrival of a few late comers each morning in most classes disturbs the registration session.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching and learning are good throughout the school. During the inspection, 28 lessons or parts of lessons were seen. The quality of teaching was satisfactory or better in almost all lessons, good or better in two thirds and very good in four out of every ten. It was unsatisfactory in just one lesson. This is an improvement on the findings of the previous inspection where teaching overall was found to be satisfactory.
24. The quality of teaching and of learning for children in the foundation stage are good in the six areas of learning. This represents very good improvement since the school's last inspection when the quality of teaching for the youngest children was judged as unsatisfactory. All the weaknesses identified in the previous report have been addressed. Planning is now good and organised into the six areas of the curriculum so that clear expectations for children's learning are established. In the previous inspection, the use of support staff was judged as ineffective. There is now good team work between the class teachers, nursery nurse and ancillary staff who, almost seamlessly, work with children on 'follow on' activities arising from the whole class teaching sessions. These well-trained adults know the children well and their warmth, enthusiasm and encouragement have a very positive effect on children's self esteem and confidence. At the time of the last inspection, the use of assessment was identified as a weakness. It is now a strength. Parents fill in a questionnaire so that the school can take into account children's experiences in other early years settings. Children's attainment on entry is assessed and matched to the stepping stones from the foundation stage. This information is used to plan the next steps in children's learning. Careful observations of children engaged in activities are kept by the nursery nurse and are used to help children learn and to plan activities in the six areas of learning so that children make good progress. The quality of teaching for

pupils in the foundation stage lacks a common approach as the two 'job-share' teachers do not have the opportunity to share good practice.

25. The quality of teaching and of learning are good in both the infant and junior classes. Findings from the previous inspection, judged the quality of teaching as better in Years 3 to 6 than in Years 1 and 2. The weaknesses identified in teaching in the youngest class have been addressed and there is now a good proportion of good and very good teaching in both key stages.
26. In the very best lessons throughout the school teaching approaches, which sometimes include the use of information and communication technology, interest and excite the pupils so that they want to learn. Teachers in these classes have very clear plans for what pupils are to learn, which they share with pupils so that know what they are expected to learn. Planning has been shared with ancillary staff and they can therefore give good support to pupils. Teachers good subject knowledge is seen in their use of questions. These are linked to what pupils are to learn and are referred to throughout the lesson so a good pace of learning is maintained and pupils do not lose concentration. Teachers give clear explanations which enable pupils to participate fully. They listen carefully to pupils' responses and correct misunderstandings sensitively so pupils increase their knowledge and understanding of new concepts. This was evident in a Year 5 and 6 English lesson on biographical writing where a pupil gave a confused response to a question on the difference between an opinion and an interpretation. The teacher sensitively corrected the pupil and gave a clear definition of the differences between the two categories.
27. The few weaknesses related to the quality of learning are linked to shortcomings in two aspects of teaching. The first relates to lesson plans that describe activities to be done rather than what the pupils are to learn. In these lessons, there are no clearly identified expectations to share with pupils. This leads to a lack of focus so pupils do not make as much progress as they could. The second aspect is related to the management of the behaviour of over-exuberant boys who outnumber girls in two out of three classes. A minority of boys have a tendency to call out and have not fully established 'turn taking'. Learning is taking place as seen in pupils' responses but as some pupils do not listen well to each other, they do not build on each others' responses. Opportunities for further learning are therefore missed. In independent group work, on occasions, some pupils do not listen well to each other and therefore pupils do not achieve as well as they could. On a single occasion, when the pupils in the foundation stage and Years 1 and 2 were taught together, boys, who considerably outnumber the girls in this class, (20 boys and eight girls) became over-exuberant. The needs of the youngest pupils were not fully met and the quality of work for all the pupils was not as high as it could have been.
28. The national literacy and numeracy strategies are well established in the school and teachers are confident and successful in teaching them. Good progress occurs in literacy lessons and, at least, satisfactory progress in numeracy lessons as all teachers understand the requirements of the national strategies.
29. A key issue from the previous inspection was to develop further the school's assessment procedures. Effective assessment procedures are now in place. In Years 1 and 2, the use of assessment to plan for further learning is very good. This was evident when the teacher discussed with a group of pupils the instructions they had given on the previous day to the visiting scarecrow 'Tattybogle'. She gave each child two target words to learn to spell, provided interesting resources for them to practise. By the end of the session, the majority of pupils could confidently spell the two 'target' words out to the rest of the class. Notes are

also written on the back of lesson plans and the information is used to plan further work matched to the individual needs of pupils.

30. In Years 3 to 6, the use of assessment is good. Standards are tracked through end of year tests. Pupils have individual learning targets in English and mathematics which are assessed each half term so pupils are more involved in their own learning which has a positive impact on their attitudes. Pupils' work is marked regularly with some comments to tell pupils what they have achieved and what they need to learn next. In other subjects, teacher assessments are carried out after pupils have completed end-of-topic assignments and give information about what has been taught. Now that the national curriculum is in place, these records can be developed further to assess the standards pupils attain and to plan for future work. On the few occasions when what is to be learnt is not have clear, on-going notes made after the lesson are ineffective. They do not evaluate where there have been difficulties in learning as teachers have not identified at the planning stage what is it pupils are to learn.
31. Homework in all classes is used effectively to extend and reinforce what is learned in school. The work set is matched to the needs of individual pupils. Work is marked and kept up-to-date and there are comments to praise and encourage pupils.
32. The quality of teaching and of learning for pupils with special educational needs are good. Testing on entry to Year R is used to assess the individual needs of pupils and strategies to help pupils make progress are put in at an early stage. Individual education plans are of good quality. They are reviewed regularly and match pupils' needs. The special educational needs co-ordinator (SENCo) monitors the implementation of targets in teachers' lesson plans, scrutinises work to monitor pupils' progress and works alongside pupils and teachers in all classes. Ancillary staff provide very good support and pupils make good progress in their learning. The impact of teaching on learning can be seen in the Year 6 results, with many of those pupils targeted for booster classes reaching average standards. The two pupils with statements of special education needs are taught well. The SENCo, teachers and ancillary staff plan well for these pupils and tasks are matched to their needs and abilities. They are given very good support during lessons so that these pupils sustain their interest and concentration which raises their self-esteem and boosts confidence.
33. Because of the good quality teaching throughout the school, the achievements of higher attaining pupils are good. Teachers know all the pupils very well and plan tasks to suit their interests and abilities so that they do not mark time. In the past two years, two different pupils have attained level 6 in their Year 6 tests for mathematics and science.

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

34. The school provides a well planned curriculum. At the last inspection, curriculum provision for the youngest pupils was unsatisfactory. Provision for pupils in the foundation stage is now good. It is planned around the recommended areas of learning and provides a good range and quality of experiences. In Years 3 to 6, the length of the school day is one hour short of recommended time but this does not impact on standards. The stimulating experiences provided by after school clubs contribute to pupils' social and personal development and academic standards. Pupils enjoy the opportunities to pursue personal interests or learn new skills and it adds to their enjoyment of coming to school.
35. The pupils receive a good range of worthwhile learning opportunities. Teaching of the National Literacy and Numeracy Strategies is effective although the impact of timetabling

mathematics lessons at the end of the day in Years 5 and 6 sometimes has a negative impact on pupils' attitudes. The school is aware that current arrangements result in a minority of pupils finding it hard to concentrate on difficult concepts at this time and these pupils do not achieve as much as they could. There is a two year curriculum plan in place in Years 3 to 6 and detailed planning ensures that pupils in mixed year classes are not repeating work that they have already covered. This curriculum plan is supported with detailed information about what pupils are to learn in each subject each year. These plans identify links to national guidance for learning in each subject. The curriculum in these classes is taught as distinct subjects and a strength in planning is the cross-curricular links made between some subjects. Speaking and listening, including the use of drama techniques, such as role play and 'talk pairs', are used well to develop work in English and history which excites and interests pupils. Information and communication technology is used to support learning in other subjects, particularly English and history, which has a very positive impact on pupils' 'time on task' and motivation to learn. Using the evidence from displays, discussions with pupils, photographs, analysis of pupils' records and teachers' plans, in art and design, design and technology, there is sound coverage of what is to be learnt in these subjects. However, there is limited evidence of a well developed sequence of work that builds on the knowledge, skills and understanding acquired from previous units of work across Years 3 to 6 as planning for progression in these subjects is not yet fully developed.

36. In the Foundation Stage and Years 1 and 2, a three year planning cycle is in place which is taught through integrated topics linked to the requirements of the National Curriculum and the six areas of learning in the curriculum for the Foundation Stage. Planning is matched to the learning needs of each year group. Role play and the use of 'talk partners' enhance pupils' experiences as it motivates them to become fully involved in their learning.
37. The school draws on its community to enrich the curriculum. This has a positive impact on pupils' attitudes and motivation to learn. Local visits to places of educational interest support work in history and geography. Pupils in Years 3 and 4 have 'email pals' and pupils swim each week at a local private school. The school participates in the Coalville Music Festival. There are good links with secondary schools. Pupils attend a mathematics club at a local secondary school and have also contributed models to their design department. The links made with the small schools cluster group are effective and help to raise standards. This is evidenced in the publication on planning for mixed year classes which has provided the school with a good planning framework. The school is involved in a manufacturing based project and takes part in the Machine Tools Technology Challenge which enhances pupils' learning. Provision for extra-curricular activities is very good.
38. The school is educationally inclusive and follows its equal opportunities policy. The small number of pupils from the Traveller's community are fully integrated into the life of the school. Higher attaining pupils are moved into the next year group where this is appropriate. A few pupils have participated in the summer school for gifted and talented pupils held at a local secondary school. Links with subject specialists in local secondary schools add to the provision for higher attaining pupils. The curriculum for pupils with special educational needs is good. The provision outlined for the two pupils with statements for special educational needs is regularly checked and there are good links with the specialist teachers unit who enlarge work and resources so that the pupils have access to all aspects of the taught curriculum. When appropriate, the curriculum is modified to meet the specific needs of pupils with statements, and their progress is closely monitored.
39. There is good provision for pupils' personal, social and health education. Staff know the pupils well and provide good levels of care. Sex education and attention to drugs misuse

are taught as part of the health education programme. Parents are given the opportunity to view the relevant video materials and are kept fully informed. The school nurse and a designated school governor, who is also a midwife, contribute to this programme. Staff have recently attended training to raise their own awareness of drug abuse.

40. Overall, the school makes good provision for the spiritual, moral and social development of its pupils, including those with special educational needs. It makes satisfactory provision for pupils' cultural development. The school has a strong Christian ethos and promotes the view that everyone is valued in the school and in the community. This judgement reflects the findings of the previous inspection.
41. The provision for pupils' spiritual development is good. This is explicitly represented in the acts of collective worship which have a Christian emphasis and meet the statutory requirements. Pupils join in singing and prayers with respect. The class prayer at the end of the school day also provides for a moment of recollection. Throughout the week of the inspection, the spiritual dimension of the curriculum was present in the feelings and emotions seen in pupils' responses to their educational experiences. Younger pupils felt great excitement as they saw the changes made when they toasted and buttered bread. After carrying out work on the 'story of milk' a pupil reflected that 'cows' milk was not only for humans but also for calves'. Whilst engaged in making a clay pot as part of art and design work linked to a history topic on the Romans, a pupil in Years 3 and 4 quietly wondered to himself if 'my clay pot would one day become older than me'.
42. The school's provision for moral and social development is good. Pupils know the difference between right and wrong and understand that there are consequences that follow actions that are wrong. The school aims for children to develop their own moral code and the positive role models of staff, on how to act and behave, help to promote these values. Pupils in the Foundation Stage and Years 1 and 2 are encouraged to behave well through a recently introduced reward system of putting a 'cube in a jar' which is effective in promoting good behaviour and publicly acknowledging effort. The relationships between teachers and pupils are very good. Pupils have a real appreciation of their teachers and the support they get from them. They appreciate the time that staff give to after school clubs as is seen in the comment from a pupil, 'teachers spend time with us.' Staff show great respect for pupils and show warmth and enthusiasm for their contributions. Pupils' relationships with each other are good. Opportunities are provided for pupils to participate in assemblies, concerts, school productions and community events. In many lessons, pupil collaboration through 'talk pairs' and group work, encourages pupils to work well together on a common task.
43. The school makes satisfactory provision for pupils' cultural development. They listen to music in assembly and participate in local music festivals, celebrations and events. Pupils develop an awareness of their own culture through their history, music, literacy and religious education lessons. Visitors invited into school and visits to historical and local places of interest give an added cultural dimension to the curriculum. An awareness of other cultures is an underdeveloped dimension of the broader curriculum. This is a similar judgement made in the previous inspection which the school has tried to address through participation in such events as the 'Taste of Africa' event. However, the school is not doing enough to prepare its pupils for living in a multi-cultural world through embedding this aspect into the broader curriculum. There are insufficient resources to raise an awareness of multi-culturalism and to support the teaching programme for this dimension. In the library and in class book collections, there is a very limited range of literature from around the world and few examples of up-to-date non fiction books on other countries. The range of non-European music and examples of art from other cultures is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to take good care of its pupils, a strength of the school similarly recognised in the previous inspection report. Suitable arrangements exist for ensuring that pupils are safe and secure in school. Effective child protection procedures are in place and the school recognises the need to ensure that all staff have some appropriate training on a regular basis. Pupils who are sick or injured are looked after carefully, despite the absence of a medical room.
45. Registration sessions are effectively used to settle the pupils in the morning and check that all is well with the pupils in the class. Teachers know their pupils well and take care to note any changes in their demeanour and to provide the necessary help and support.
46. Support staff make positive contributions to both pupils' welfare and their learning in school. Ancillary assistants work well with the pupils, gently encouraging and cajoling when pupils are reluctant or reticent. The general office runs very smoothly and this efficient administration ensures that information about pupils' needs is distributed quickly and effectively. The school is kept clean and in good condition. This both ensures a safe and healthy environment for the pupils and successfully stimulates all pupils to care for their surroundings. Staff who care for the pupils at lunchtime are cheerful and capable whilst tending the pupils' needs.
47. Those pupils who have special educational needs are looked after well in the school. Needs are quickly identified and good arrangements are established. The school creates good individual education plans and regularly reviews these to ensure that progress is made. The few Traveller's children who attend the school have good help and support. They are included in all school activities and identify completely with the school. Support is currently supplied by the school itself but suitable arrangements exist to bring in outside help when required.
48. Arrangements to promote regular attendance are good. Staff complete registers carefully and the secretary collates the figures accurately. All reasons for absence are explained. Regular monitoring of registers ensures that the school identifies and arrests any deterioration in attendance.
49. Arrangements to promote good behaviour are unsatisfactory. Staff make it clear to pupils how they are expected to behave as they move around the school and in the playground. However, they are not always clear enough about behaviour expectations in lessons and assemblies. Too often some staff have to resort to shouting to gain both full control and the pupils' complete attention. Some staff make good use of rewards, such as stickers, cubes and certificates to motivate pupils to work hard and behave well. The school does not regularly monitor the use of rewards and the good practice of some teachers does not feature significantly in whole school assemblies. A very few pupils sometimes misbehave. The school carefully encourages these pupils to conform but lacks a distinct system to reinforce the consequences of misbehaviour.
50. Since the last inspection the school has improved its arrangements for assessing the work of pupils. Arrangements are now good. When their children enter the school, parents complete a questionnaire about their child's' attainment so far. Testing carried out in Year R by the school is accurate and careful. Teachers test the pupils at the end of each section of work, recording and collating the results referring to national criteria. The school

sets national tests as required and shares results with pupils and parents. Staff regularly share the results of their own assessments with each other and use these to plan future activities for groups of pupils and for individual pupils. Pupils are now familiar with their regular half termly targets in English and mathematics. The marking of pupils' work is inconsistent. Teachers do not always give pupils sufficient feedback about their work.

51. Despite these limitations of some of the marking, the school gives pupils good guidance about their work and their personal development. Staff carefully encourage the pupils to try harder. They do this because they know their pupils well and have clear understanding, through the good assessment procedures, of the pupils' individual strengths and weaknesses. Teachers transfer this information into targets which are shared with the pupils and referred to in lessons. The teacher, whilst directing questions to the Year 1 and 2 class, often referred to individual pupils' targets in a mental mathematics session. The knowledge which teachers have about their pupil's personal development is good. This is because of the very good relationships, constant contact and high levels of mutual interest and trust. Teachers help pupils to complete their own self-evaluation sheet for their annual report and this is done well. The teachers complete careful descriptions of each student's academic progress on the annual report and usually include some areas for personal development. Good guidance is therefore offered to pupils about their development as individual people.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents are very supportive of the school. The school lives out its aim to have a close relationship between parents and staff. The school welcomes its parents and members of staff are open in their approach to parents. Staff commit significant time and energy to communicating with parents, listening carefully to their queries and diligently following up concerns. The welcome extended to parents by the office staff is friendly and efficient. Lively and invigorating displays in the school and hall tempt parents and visitors to explore the school further.
53. The school has worked hard and successfully to improve the information which it provides for parents. Information is now good although governors have been alerted to, and are addressing, the omissions in their annual report to parents and in the prospectus. Class teachers outline the planned curriculum and indicate homework arrangements in useful termly letters to parents. Annual reports are now good, providing all parents with a clear picture of their child's individual strengths and weaknesses. One line targets for English and mathematics give parents an idea of the individual areas for improvement. Staff make good use of parent report recording forms during consultation evenings. These are notes of the meeting and include any comments which parents make about their child's progress, happiness or behaviour. They also record the strategies to be employed at school and at home. The school provides equally good information for parents of pupils with special educational needs. It encourages parents to participate in annual reviews and takes account of their views in planning for future improvement.
54. The school actively encourages parents to involve themselves in the life of the school. Parents help with extra-curricular activities such as the PE club. They willingly share interests and hobbies. Pupils were fascinated recently by a parent's display and explanation of an assortment of Victorian clothes collected by her grandparent. A few parents currently help on a weekly basis in school and there are many offers of help or responses to requests when the school requires help. Many parents volunteer to

accompany school trips and parents queue up to help decorate the school for the Christingle service. There is a thriving and energetic Parent, Teacher and Friends Association. It organises a wide range of events and the money raised has been used to fund a variety of projects.

55. The school helps parents involve themselves in their children's learning at home by the careful and regular use of homework. Parents are very supportive of the school's approach to and use of homework. Staff make good use of the reading record cards and the pupils' notebooks. They encourage the pupils to record any messages pupils need to take home. Staff also use the notebooks and cards for communicating with individual parents.
56. This very strong partnership which the school has developed has a positive impact on the pupils well-being and their progress. It helps pupils feel safe and secure and ensures that there is a harmony between home learning and school learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides good leadership and has a clear sense of direction for school developments. She has built good links with the local community so that the school is at the heart of it. The headteacher and the small staff work very effectively as a team. Morale is good and all adults share a commitment to high achievement and effective school improvement. Teachers share subject management between them well so that all subjects are managed effectively and reviewed to a planned cycle. Access to appropriate training linked to the school development plan ensures that all teachers develop the skills to raise standards in their subjects and this has sustained the good standards achieved by Year 6. The school's good approach to performance management supports individual teacher's development, with appropriate targets identified and regularly reviewed. The special educational needs support teacher and ancillary staff share the teachers' commitment to supporting pupils' learning, skilfully supporting all pupils, in particular those with special educational needs so that all have equality of access to the curriculum. The school's commitment to equal opportunities is evident in its work.
58. Leadership and management of special educational needs provision are very good. The headteacher, who is also the SENCo, works hard to ensure good procedures are in place and that early identification helps match teaching and resources to need effectively. The school's systems for assessment ably support monitoring of the progress these pupils make. Good use is made of Early Literacy Support, Additional Literacy Support and booster classes. The impact of these is seen in results in Year 6. Additionally the headteacher co-ordinates provision for higher attaining pupils well so that those pupils achieve higher standards than average. The governor with responsibility for SEN visits the school regularly to work in classes on a voluntary basis. The governing body fulfils its responsibility for SEN effectively and is currently addressing how this is reported to parents in its annual report.
59. Governors give loyal and effective support to the school. They develop their roles well, they work corporately and their monitoring is planned in advance. They have been effective in organising their own training for induction, monitoring and the foundation stage in conjunction with other local small schools to achieve economy of scale. Governors' understanding of the strengths and weaknesses of the school is greatly enhanced by the detailed analysis of performance and assessment data undertaken by one of their members. They visit the school regularly to discuss progress in their linked subject area and then report knowledgeably to fellow governors. Governors take an active role in development planning and ensure that educational priorities are well supported through

good financial planning. They recognise the impact of a possible reduction in pupil numbers and are planning accordingly. The principles of 'good value for money' are applied to all financial decision making. Governors ensure the school uses its budget wisely when improving learning resources or refurbishment of classrooms. The school is financially supported by funds from the Beaumont Foundation which are to be used for the village children's education only. These are currently being allocated to remodelling accommodation to provide a quiet learning area. They judge the effectiveness of their financial management by comparing the breadth of the curriculum provided and results achieved against how well the budget is spent on pupils' education, for example, provision of booster classes. There are omissions in the school's prospectus and the governors' annual report to parents which are currently being addressed.

60. New members of staff are quickly integrated into the school team by its positive ethos. The personal skills of teachers and other adults are utilised fully to support learning, for example the lively lunchtime book club run by a member of the ancillary staff.
61. The accommodation is utilised well in view of its small size, with all areas put to good use. The small hall is just adequate for PE and good use is made of the outdoor environment and local swimming pool to teach the curriculum. The school makes good use of loans from a local museum and neighbouring schools to compensate for lack of specialist resources due to inadequate storage facilities. This ensures coverage of the national curriculum so that pupils receive their entitlement and can make progress. There is good provision of educational visits and the annual residential visit to extend learning. The school has provided a specific play area for children in the Reception Year and this is an improvement since the last inspection.
62. The school makes best use of ancillary staff who are well deployed. Resources for ICT are good and the school has tackled development of this new technology with determination and enthusiasm. Other resources are adequate in number, though some are well worn. There is a lack of resources to develop pupils' multi-cultural awareness across the curriculum. The range of books in the library was reported to be 'barely satisfactory' in the last inspection report and improvements have been made. However, book provision in some subjects remains inadequate.
63. All teachers are involved in monitoring the quality of teaching and learning and carry out the tasks involved diligently. They observe each other teach, analyse data, sample pupils' work and check it against national curriculum levels. The rigour of lesson observations is not sufficient to identify what teachers need to do to raise satisfactory teaching to good and good teaching to very good. Opportunities are currently not provided for the job share teachers in Years 1 and 2 to share good practice. These developments will be greatly supported by the very good relationships that exist between all the adults and between adults and pupils.
64. The school makes good use of a range of data to identify priorities for improvement and, together with developmental needs drawn from whole staff discussion, these form the development plan. Results are measured and evaluated against success criteria so that staff and governors know whether their actions have brought about improvements. This information is used well to set future priorities. The school has been effective in addressing its key issues from the last inspection and has improved in these areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards further and improve provision consistently throughout the school, the headteacher staff and governors need to:

1. Establish a whole school positive behaviour management policy that:
 - Takes account of the views of all adults and pupils, has clear rewards and sanctions and is continuously monitored in classes and communal areas of the school

(13, 15, 17, 27, 49, 103, 109, 145)

2. Improve the proportion of teaching of good quality by:
 - Improving lesson planning to include clear and precise identification of what pupils are to learn
 - Providing opportunities for job share teachers in Years 1 and 2 to share good practice
 - Establishing more rigorous criteria for judging the quality of teaching, ensuring feedback identifies strengths and areas for development and reviewing progress towards addressing areas for development

(24, 27, 63, 103, 105, 115, 145)

3. Develop pupils' broader understanding of, and preparation for, living in a multi-cultural world by:

- Ensuring curriculum co-ordinators identify in subject planning how they can develop pupils' multi-cultural knowledge and understanding
- Providing appropriate resources which promote multi-cultural understanding

(43,62)

4. Improve reading resources by:

- Extending the quality and range of books in the library so that all subjects are represented and the books provided suit pupils' interests
- Increasing the number of sets of group readers to further improve guided reading in Years 1 and 2.

(43, 62, 96, 110, 125)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	41	26	30	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		70
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	94.6
National comparative data	94.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	4	8

Publication of test data for groups of 10 pupils or less is not required. As the year group consisted of 4 boys and 4 girls there is no relevant data for Key Stage 1.

		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	10	16

Publication of test data for groups of 10 pupils or less is not required. As the year group consisted of 6 boys and 10 girls there is only totalled data for Key Stage 2

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	11	13
Percentage of pupils at NC level 4 or above	School	81	69	78
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	12	13
Percentage of pupils	School	69 (72)	75 (72)	81 (90)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	67
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	17:1
Average class size	24

Education support staff: YR-Y6

Total number of education support staff	4.1
Total aggregate hours worked per week	134

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	205987
Total expenditure	205902
Expenditure per pupil	2511
Balance brought forward from previous year	41883
Balance carried forward to next year	41968

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	73	15	9	3	0
Behaviour in the school is good.	52	33	15	0	0
My child gets the right amount of work to do at home.	55	27	12	3	3
The teaching is good.	70	27	3	0	0
I am kept well informed about how my child is getting on.	64	21	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	12	6	3	0
The school expects my child to work hard and achieve his or her best.	67	21	12	0	0
The school works closely with parents.	64	15	18	0	3
The school is well led and managed.	61	30	6	0	3
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	55	33	3	9	0

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

66. The school makes good provision for children aged under five for all areas of their development. This represents very good improvement since the school's last inspection when curriculum provision, teaching and children's progress were judged to be unsatisfactory. Testing in Reception Year shows that the children have broadly average attainment on entry to the school. The small number of both boys and girls are on course to reach the early learning goals in each area of learning by the end of the foundation stage.
67. At the time of the inspection, there were three children who will be five years old during the autumn term. Four children, were are four and a half, attended two part-time sessions twice a week as part of the induction programme. During the inspection, these four children were in school for one two-hour session and received early years provision in other educational settings for the rest of the week. This inspection presents a picture of how this small group of children is faring in this class. In this group, there were no children with special educational needs nor any who had English as an additional language. Children were taught with Year 1 and 2 pupils but, typically, are taught in small groups, sometimes with a few older pupils, by the nursery nurse, the class teachers who 'job share' or the ancillary staff. Often, this small group work follows on from whole class teaching sessions led by the class teachers.
68. The quality of teaching of children aged under five is good, with four out of the seven lessons observed judged as very good. The team work between adults is, at times, almost seamless and they demonstrate good subject knowledge through the quality of their interactions with children. Planning for the Foundation Stage is very good and organised into the six areas of the curriculum so that clear expectations for children's learning are established. The six areas are taught through a topic approach and good links are made across the areas of learning. There are good resources to support the teaching programme. Very good assessment procedures are used. Parents give details of their children's pre-school experiences. Children are assessed on entry to Year R and attainment is matched to the stepping stones from the Foundation Stage. This information is used to plan the next steps in children's learning. Careful observations of children engaged in activities are kept and these notes are used to plan effectively for individuals so that children make good progress. This is very good improvement from the previous inspection when planning and assessment were judged as unsatisfactory.

Personal, social and emotional development

69. Children' skills in the area of personal, social and emotional development are good and children are on course to meet the early learning goals. They are confident in their relationships with adults and talk to them about a range of subjects. They show independence in carrying out tasks and sustain their concentration. In a role play activity, one child showed care and concern and asked questions about Farmer Tim's 'diseased pigs', showing total involvement in the activity.
70. Teaching in this area is good. The warmth, liveliness and enthusiasm of this team of adults have a very positive impact on children's self esteem and confidence which encourages children to co-operate even when they are asked to do something that they find difficult. A child who was involved in a play activity, reluctantly came to the carpet as it was time to tidy away. The nursery nurse noticed his reluctance, talked to him sensitively about his feelings,

gave him lots of praise for joining the group and gave him the reward of putting a 'cube in the jar' for complying with classroom routines.

Language and literacy

71. On entry to school, attainment in speaking and listening, reading and writing of these children is average. They are on course to reach the early learning goals at the end of the reception year. Children can sustain role play and initiate conversations. As part of a role play activity when 'Tattybogle the scarecrow' visited the class to ask the children what he should do to scare the birds, a child had the confidence to speak in front of a large class group. She gave Tattybogle the instructions to 'Go and stand in the field'. Children are developing good listening skills which are reinforced well through listening to stories and rhymes. They know that writing conveys a message and can write a few individual letters and letter strings as part of their role play in the writing area. Children enjoy stories and know that words and pictures carry meaning and are beginning to acquire early reading skills such as picking out rhyming words and associating sounds with letters.
72. The quality of teaching of speaking and listening, reading and writing is good. Typically, the class teacher leads a whole class teaching session with a focus on reading and writing, with the other two adults as active participants. Approaches, such as using a puppet for phonic work, engage the children's interests. Children's needs are taken into account and they are not left sitting on the carpet for too long. The nursery nurse plans 'follow on activities' that build on the objectives of the teacher's literacy focus and suit the children's stage of development, such as going outside to play a lively game of 'What's the sound Mr Wolf?'

Mathematical Development

73. Children are on course to achieve the early learning goals in this area. They can count up to 10, join in confidently with number rhymes and songs, can recognise some numbers and are beginning to write them. They know the names of some common shapes. Through sorting activities they learn to explore mathematical ideas. Following a walk in the school grounds, children sorted and classified different types of leaves and twigs. They are learning to use mathematical language as they play with the model farm and use the terminology of 'big and little'. They can sustain concentration in a mathematical task, setting a table for a 'party', sorting each setting by colour and matching with the appropriate cutlery.
74. The quality of teaching and of learning in this area are good. The children's achievements are recorded carefully and further activities are planned based on the needs of individual children. Practical activities are used well to develop the children's mathematical understanding. The nursery nurse joined children in the role play area when they were selling ice creams and encouraged one-to-one matching of ice cream to child which extended their language and understanding.

Knowledge and understanding of the world

75. By the end of the Foundation Stage, children are in line to meet the early learning goals in this area. They develop an understanding of change as they make toast from bread. They carry out practical investigations, constructing rain gauges, placing them in the school grounds, measuring the water collected, and then finding out which part of the school grounds is the best place to collect water. As part of their work on 'The Farm', they contribute their ideas of the kind of implements to be found in a barn and learn to understand the difference between what happens now and long ago during their examination of some old farm implements.

76. Teaching is good in this area and adults develop these aspects of learning well. To track children's progress, examples of children's work are kept in folders. These are dated and annotated with notes to give the context of the activity.

Physical Development

77. Children are learning to develop control over their bodies and the way they move. They are in line to meet the early learning goals in this area. Children join in 'warming up' exercises during their physical education lessons and can perform simple movements of moving forwards and backwards in big steps. They can use movement to express feelings, acting out 'clowns with happy and sad faces'. In creative activities, pupils can use simple tools to make 'party food' out of play dough and develop fine motor control. They develop fine motor control when using the computer mouse and keyboard to select their preferred programme.
78. The quality of teaching and of learning in this area are satisfactory overall. During the inspection, children were not observed playing on outside equipment, but planning shows there is a daily 'outdoors' session each day. A weakness in the quality of teaching was seen on a single occasion when children were taught alongside the rest of the pupils in Years 1 and 2. The management of the behaviour of over-exuberant boys meant that the needs of children in the Foundation Stage were not fully met. There was insufficient attention given to the need for children's own personal space to move freely with enjoyment and confidence.

Creative Development

79. Children are on line to meet the early learning goals in this area and acquire new skills through a range of creative experiences. Children join in with great enthusiasm as they create a 'musical journey' on the farm. They use simple untuned instruments and explore the sounds they make through hitting and striking them. Children create musical patterns that suggest the noises the animals make on the farm and practise further to improve their performance. Children are building up a repertoire of songs and play alongside others in sustained role play. They milk the cow, take the milk to the farm and feed the ducks. Children do simple line drawings of 'harvesting the corn' and do bold paintings following the visit of the scarecrow to their class.
80. The quality of teaching in this area is very good. The use of adults' imaginations when talking 'in role' encourages children's total involvement in their activities and give children a wealth of stimulating ideas on which to draw. The challenging musical activities encourage children to express and develop their ideas and they make very good progress in this area.

ENGLISH

81. Standards have risen over the past four years in Year 6. 2001 results show Pupils in this year achieve standards that are above average. This shows good improvement since the previous inspection when standards were well below the national average. The percentage of higher attaining pupils achieving the higher levels in reading and writing are above average with a significantly higher proportion of girls than boys in this group. The school trend over the past four years shows that standards are rising steadily taking into account small cohort sizes. Improvements are the result of good teaching, the successful implementation of the National Literacy Strategy and pupils developing their English skills through other subjects. Pupils with special educational needs make very good progress and achieve satisfactory standards relative to their previous attainment due to the well-focused support they receive.

82. In Years 3 to 6, pupils speak confidently to a range of different audiences, including talking in pairs and small and large groups. They can adapt their tone and style to suit the occasion. Pupils in Years 3 & 4, including a pupil with a statement of educational needs, commanded the interest of the whole school when they read their Autumn poems in loud, clear, confident voices. Pupils have a good range of vocabulary. Pupils listen well to their teachers and, on the whole, to each other. A minority of pupils, on occasions, fail to pay sufficient attention to 'turn taking' when talking. They do not listen well, call out and fail to build on the contributions of others and so make less progress than they should.
83. The standard of reading is above average in Year 6. The majority of pupils are able to read accurately and know they need to pay attention to punctuation to understand the meaning of a text. Pupils are developing their tastes for particular genres, such as mystery stories, and know the names and titles of some well known authors. Pupils have good reference skills. They know how to locate a non-fiction text in the library using the school library colour coding system but are not familiar with the Dewey system of book classification. Pupils with special educational needs make very good progress in their reading and use a range of skills, including phonics skills and context cues. They achieve satisfactory standards relative to their prior attainment.
84. Standards of writing in Year 6 are above average. Pupils can write for a range of different audiences and purposes across the curriculum and in their English lessons. Older pupils are experimenting with different word and sentence structures to achieve particular effects. Using work done on 'Oliver Twist', a pupil attempted a similar style and wrote 'Child as I was, I rose from the table (with my bowl). Pupils, as part of their work in history on the Second World War, completed extended pieces of writing using simple and complex sentences using interesting vocabulary and a style that interests the reader. They could divide their writing into paragraphs and used a range of connectives effectively to link one paragraph to another.
85. Pupils generally present their work well and by the end of Year 6, they have a fluent handwriting style and progress from using pencils to pens. The findings in the previous inspection judged that presentation was untidy so this represents good improvement. In Years 3 and 4, presentation is good but a significant number of pupils are not consistently joining their writing so are not achieving the expected standard. Standards in spelling and punctuation are average. Pupils have average knowledge of common letter strings and visual patterns and know how to check their spellings using dictionaries and spellcheckers.
86. The quality of teaching is good in Years 3 to 6 and this has a significant impact on pupils' achievements. This is a similar judgement to the previous inspection when the quality of teaching for these classes was judged as good.
87. Teachers use approaches that interest and excite pupils so they are motivated to learn. Ancillary staff are well trained and make very good interventions when working with individuals or small groups of pupils. This has a significant impact in raising standards. Additional Literacy Support (ALS) lessons and 'booster' classes have had a very positive impact on raising the potential of pupils to achieve well in relation to their prior attainment. Teachers plan their lessons well from the National Literacy Strategy framework so that there is good progress in pupils' learning. Teachers' good subject knowledge is seen in the links made between reading and writing which raises the quality of pupils' writing as they have good models to follow. A particular strength is the teaching of grammar within the context of making meaning and this raises the levels of pupils' achievements. Teachers use and explain well grammatical terminology so enabling their pupils to use and

understand grammatical terms. Resources are used well so that pupils are helped to understand the conventions of writing more unfamiliar text types, they achieve good results and are motivated by their success. Assessment procedures are good and used well to plan an appropriate curriculum for the needs of all pupils including those with special educational needs. Pupils have individual learning targets in English which are assessed each half term so pupils are more involved in their own learning which has a positive impact on their attitudes. Pupils' work is marked regularly with some feedback comments. Homework is used effectively and is matched to the individual needs of pupils, with teachers' comments that praise, encourage and give further teaching points. This has a positive impact on pupils' achievements.

88. The Year 2 test results in reading have fluctuated over the past four years and were below the national average. Trends in writing, showed standards were in line with the national average. The findings of the previous inspection judged that standards in English were below the national average, with no separate judgement made for reading and writing. The recent 2001 test results show a marked improvement, with pupils achieving above average standards in reading and well above average standards in writing. A higher proportion of girls achieve the higher levels with no boys achieving level 3 levels in reading and writing. The findings of this inspection show standards are below average for the present Year 2. This is due to a small cohort of Year 2 pupils composed of five boys and one girl, with no high attaining pupils in this group. Pupils' achievements in Year 1 are good. All pupils make very good progress and achieve well in relation to their prior attainment. This is due to the very good teaching they receive. Pupils with special educational needs are making very good progress due to the careful assessment of their needs and individually planned support.
89. Pupils attain average standards in speaking and listening in Year 2, with good achievement for pupils in Year 1. They enjoy listening to stories and rhymes. Pupils are good at 'turn taking' and listening to each other. They share their ideas with a 'talk partner' and actively participate in role play sessions, for example giving specific instructions to 'Tattybogle' the scarecrow on how she can scare the birds away. Instructions were given to 'Get a sheet, cut some holes and put it over your head.'
90. All pupils are making good progress in reading. Standards in reading are below average in Year 2, with good achievement for pupils in Year 1. Pupils enjoy sharing big books and chuckle together over the humour. They understand the terminology of author and illustrator. Pupils can read simple sentences from a book and from a computer and are beginning to make inferences when reading. A pupil wondered if Mrs Wishy Washy had got a husband and showed an appreciation of her character when he commented ' I don't think Mrs Wishy Washy will like that'. Pupils can identify rhymes in a text and common letter blends. They use their phonic skills well to synthesise sounds into words. They recognise full stops in the text and the conventions of bold type to read 'in a louder voice'. Pupils understand a simple story line and can re-tell it to the rest of the whole class group with confidence.
91. Pupils' achievements in writing are good in relation to their prior attainment. Standards in writing are below average in Year 2, with good achievement in Year 1. Pupils are developing their writing range and compose letters, lists and instructions. They can spell some simple monosyllabic words and make good attempts at more difficult words. They present their work well and pay attention to forming their letters correctly.

92. The quality of teaching in Years 1 and 2 is very good and has a positive impact on pupils' achievements. In the previous inspection, the quality of teaching was judged as satisfactory so this represents good improvement.
93. A strength of teaching is the 'teaching team' of class teachers, nursery nurse and ancillary staff who work smoothly together to support pupils' learning in whole class and separate small groups. This results in the needs of all pupils being met and pupils make good progress in their lessons. Small group work allows for pupils to give extended answers, to become fully involved in their literacy activities and to reflect on what they have learnt. Each member of the 'team' has their own qualities which brings a richness to the curriculum. Teachers plan from the National Literacy Strategy framework so that lessons have a clear purpose which is shared with pupils so they know what they are expected to learn. The teaching team has a very good understanding of the approaches that stimulate the pupils. The warmth and encouragement of all these adults have a very positive impact on pupils' confidence and self esteem including pupils with special educational needs so that they are encouraged to persevere in literacy tasks that they find difficult. A pupil with special educational needs had excellent support to improve his spelling and made very good progress. The teaching staff have good subject knowledge which is seen in the selection of tasks linked to the teaching objectives, clear explanations and good use of well structured questions so that lessons have pace and pupils maintain their concentration and work hard. Teachers make good links with other subjects of the curriculum in their literacy lessons. In a drama activity 'Problems at Home Farm', pupils were encouraged to think about materials that were waterproof. Information and communication technology was used very effectively when pupils punctuated with full stops and capital letters a prepared text on the screen about a scarecrow. Assessment procedures are very effective for identifying what pupils need to learn next.
94. Teachers assess pupils' progress regularly and the information is used to plan further work matched to the individual needs of pupils. Teachers talk individually to the pupils about their work and write comments in the pupils' books to share with parents and as a record of pupils' progress.
95. The co-ordinator is enthusiastic about her role and has worked with teachers to implement the National Literacy Strategy very effectively. Pupils' work is sampled on a regular basis at staff meetings in order to agree standards pupils are achieving and she has monitored standards through classroom observation.
96. The provision for reading resources is adequate. The findings from the previous inspection were that the range of books in the library was barely satisfactory. The school now has a larger library and improvements have been made. However, the stock is a mixed with some that is out-of-date and in very poor condition. There is not sufficient stock in certain curriculum areas (design and technology, art and mathematics) to support the national curriculum subjects or to suit pupils' interests. There are not sufficient books that represent other cultures. Classroom book collections are adequate. There are sets of books for group reading which is supported by a modern reading scheme. In the Foundation Stage and Years 1 and 2, there are collections of good children's literature and a range of big books. At present, there are not sufficient sets of group readers which makes guided reading sessions less effective than they could be. The school has the matter in hand.

MATHEMATICS

97. By the age of eleven in 2001 results show that standards achieved by Year 6 pupils were below the national average for all schools and well below the results achieved by similar

schools. This does not reflect the trend over the previous four years when results were consistently average or above the national average. Results in 2001 reflect the attainment of a small cohort with a high percentage of pupils with special educational needs. Only girls achieved the higher levels in national tests in 2001. Standards in lessons observed in Year 6 were at least average.

98. Pupils at the end of Year 2 reach standards that are in line with expectations for their age in numeracy and in all other areas of mathematics. In the 2001 National Curriculum tests, standards were well above the national average when compared to all schools and above average for similar schools. A greater number of higher attaining girls than boys achieve the higher levels but this was a very small group of pupils. Standards in Year 2 have improved since the school's last inspection. This is because mathematics has been the focus for improvement in the school development plan.
99. Inspection evidence shows that there is no difference in the standards achieved by boys and girls in lessons. Pupils with special educational needs make good progress.
100. By the age of seven, many pupils can work with numbers to 100, for example when they add 11 to 87 by partitioning 11 into 10 and 1. The more able pupils use this understanding to add 21 to 63. Most know some of the properties of two and three-dimensional shapes, one pupil recognising and naming a square based pyramid. They investigate which triangles have right angles and which have two sides the same length. Pupils use 'overlapping' sets to sort their findings.
101. By the age of eleven, pupils are using a good range mathematical vocabulary to explain their understanding of data displayed in a graph. They are encouraged by the way the teacher uses this specialist language and expects the pupils to use it in their reply. Pupils apply their mathematical understanding to science when displaying the results of experiments in graphs and tables. They use ICT appropriately to present information in graphs and they compile and interrogate a database. Pupils in Years 3 and 4 can work out money problems involving more than one operation successfully. Pupils use their numeracy skills in science when timing an experiment in Years 3 and 4, and in Years 5 and 6 they use their understanding of decision trees to sort statements about stages in the water cycle.
102. The quality of teaching and of learning are always at least satisfactory in all classes, good in Year 3 and 4 and very good in Years 1 and 2. This ensures that pupils make good progress. In the Years 1 and 2 class, the teacher uses strategies to develop pupils' mental skills so that they become accurate and quick when carrying out calculations. The teacher is enthusiastic and challenges pupils with questions matched to their abilities so that she knows what they have learnt and what they need to learn next. Pupils are keen to learn and sustain concentration so that by the end of the lesson they have made progress. The nursery nurse in this class helps pupils develop good strategies for counting on 11 mentally. Good planning and a team-working approach developed by all adults in the Foundation/Year 1 and 2 class allows small group work to be effectively implemented to the benefit of all pupils.
103. In the classes for pupils in Years 3 to 6, teachers use a variety of strategies to develop pupils mental skills and are keen to implement approaches suggested by the National Numeracy Strategy (NNS). Good relationships encourage pupils to attempt challenging calculations in a secure environment. Planning in the Year 3 and 4 class is not always sharply focused on what pupils are expected to learn in the lesson. All classes cover two year groups and work is generally set to meet the age and ability of individual pupils. In the

Year 5 and 6 class some lower attaining pupils did not make enough progress when working with graphs, as the activity was not matched to their abilities in this instance. In all classes, at some point during the inspection, poor management of behaviour resulted in pupils making less progress than they should as they did not listen well to each other and routines for turn taking are not clearly established. Teachers make good use of ICT to extend the higher attaining pupils in the Year 3 and 4 class with well chosen software, for example money problems that require them to calculate change. Good use is made of homework to consolidate and extend learning at home.

104. The needs of all pupils are met well through the extra opportunities available to pupils. In Year 6 some pupils have weekly booster classes so that by the time they take their national tests they can achieve the national average. Higher attaining pupils enthusiastically attend a weekly maths club at a local secondary school where they are challenged to achieve above the national average. Other pupils in Year 6 benefit from the national 'Springboard' programme to accelerate their progress. In 2000 one very able pupil attained level 6 as a result of teaching that matched the pupil's learning needs.
105. There has been improvement in the quality of teaching and standards since the last inspection. This, in part, is due to the impact of the NNS and development of strategies to teach mathematics well. The recently appointed co-ordinator has put in place half-termly assessment, as detailed in the NNS, and end of year tests are carried out to inform planning. Additionally test results are analysed to identify weaknesses in teaching and learning and to set priorities for improvement. The quality of teaching and learning is monitored by keeping records of the progress each pupil makes from one year to the next and through classroom observations, but these have yet to identify for teachers how to raise standards and the quality of teaching further.

SCIENCE

106. Standards in science of the last four years have been consistently above or well above the national average. In 2001, the results for Year 6 pupils were above the national average when compared to all schools and in line with similar schools. The proportion of pupils achieving the higher levels is above average and represents good progress. One particularly talented pupil achieved an outstanding level 6. Girls outperform boys in tests and significantly more gain the higher level 5. The trend in the performance of boys and girls has fluctuated over the past four years and this is attributable to the small size of each cohort. In the Year 2 teacher assessments pupils achieved above average results when compared to all schools. The number of pupils assessed as achieving the higher levels was well below the national average. When compared to similar schools standards were average and the number of pupils achieving the higher levels was well below average. Standards seen in lessons are satisfactory throughout the school and good by the end of Year 6. In lessons observed there was no significant difference in the achievement of boys and girls.
107. Pupils in the Year 1/2 class had the same starting point for their study of the process of milk production but well planned activities that met the needs of all pupils ensured the work was matched to the needs of all pupils. Year 1 pupils can describe objects that are used in the process, can hypothesise how they are used, can sequence the objects and explain the reasons why. In the Year 5/6 class pupils work well together to set up their experiment of the water cycle and hypothesise about the result. When the result was not as expected they give good reasons as to why this should be so and what they could do to check their results. The higher attaining pupils were challenged with a more challenging activity to

order a complex set of statements, which require a good understanding of the water cycle and associated vocabulary. They used discussion with their peers well to come up with a plausible result. One pupil demonstrated her knowledge when noting that salt can be recovered by letting the water evaporate. Year 3/4 pupils were enthusiastic about their experiment to find out how to keep an ice cube frozen without a freezer and offered a good range of materials as possible insulators. They know that without a freezer the ice will melt to water ending up at room temperature. They used this knowledge and previous learning about thermal insulators to set up an appropriate fair test. In all years pupils with special educational needs make good progress.

108. The quality of teaching is at least satisfactory in Years 3 to 6, with some of it being good. In all lessons observed teachers provide good opportunities for pupils to carry out firsthand experiments to deepen their scientific understanding. In Years 1 and 2, teaching is very good because teaching is very well planned and encourages the pupils to contribute their ideas. The lesson moved along briskly, particularly when the teacher used a timer to keep the pupils focused as they discuss their findings in pairs. Well-matched questions extend the learning of individual pupils and this was reinforced with suitably chosen activities.
109. In the Year 5/6 class good quality teaching provided pupils with activities which were effectively matched to their needs and pupils generally concentrated well. The different parts of the lesson linked together well and good use was made of commercial and pupil-made equipment to aid learning. The session lasting the whole afternoon was too long for a small minority of pupils, mainly boys, so that they were unable to sustain interest. In the Year 3 and 4 class some pupils are very enthusiastic. This enthusiasm is not channelled and results in pupils talking over each other and not listening to the good ideas suggested by their peers. The outcome is that the pace of the lesson was slowed and pupils did not make progress at the rate they should have.
110. Co-ordination of science in the school has recently changed with two part-time teachers jointly managing the subject. They have recognised the need to develop their own subject expertise and are keen to develop science in the school. The whole school plan is based on national guidance over two years and ensures pupils are taught all prescribed elements of the subject. Assessment in science takes place on completion of each unit of work and examples of work form part of each pupil's record of work completed each year to show progress and that standards are achieved. Science resources are adequate and the school makes good use of loans from other local primary and secondary schools so that National Curriculum requirements can be met. However, science books in the school library need to be assessed for quality and content. A weekly science club is proving very popular and enhances provision and is a strength. The co-ordinators are using this, along with Science Year, to promote their subject to pupils. Monitoring the quality of teaching and learning is planned into the school's timetable to happen later this term. Improvement since the last inspection, in terms of sustained high standards and generally good quality of teaching throughout the school, has been good.

ART

111. In Year 2, standards are average. There is insufficient evidence to make a judgement on standards in Year 6. Using information from teaching plans and records, pupils' sketch books, one lesson observation, displays in classrooms and around the school and discussion with pupils, pupils' achievements in art and design, are not as good in Years 3 to 6 as in the previous inspection. At that time, inspectors found that pupils acquired skills in art building on earlier learning and that older pupils made good progress. The time spent

on art and design activities with the implementation of the national literacy and numeracy strategies is in line with that found generally. In discussion with older boys and girls, however, they had difficulty recalling art techniques they had used or the name of artists that they had studied from different times and cultures.

112. In Year 2, pupils develop satisfactory skills in drawing and painting and can use them to present their ideas, for example when they drew pictures of harvesting corn and painted a scarecrow. They have used different materials including chalk, felt and papier mache. They learn about the role of design in their environment and produce good three-dimensional models of playground equipment as part of their work on design and make activities in their design and technology lessons. All pupils, including those with special educational needs, make satisfactory progress because of the good support from adults in the class.
113. In Years 3 to 6, pupils record their ideas in sketch books, produce collages using thin transparent colour and natural objects, work with clay and construct masks. There is limited evidence of planned development of the visual elements of art across each year group (texture, colour, pattern, form, shape, line and tone) or how pupils have drawn on the work of artists and craftspeople to increase their own knowledge and understanding of how to explore and develop ideas.
114. The quality of teaching and of learning in both key stages are satisfactory. In the one lesson observed, pupils thoroughly enjoyed their art activities and sustained their concentration throughout the lesson. They made clay pots of varying quality, some with thin walls that quickly collapsed and others with thick and smooth walls. The teacher made successful interventions and discussed with pupils how to improve the quality of their work so that they made satisfactory progress in their learning. The ancillary staff, working with a small group, gave good support as pupils created mosaic patterns. The task had been sensitively adapted to suit the needs of a pupil with a statement of educational need who made good progress.
115. Satisfactory links are made with art and design and other subjects. In Years 1 and 2, the subject is taught through topic work; in Years 3 to 6, it is taught as a discrete subject with good links made to history, such as the masks made by the older pupils as part of their work on the Greeks. There is limited evidence of the use of information and communication technology to develop skills in art and design. Teachers' short term plans and evaluations of their lessons in art and design are not sufficiently focused on what pupils are to learn for this subject and describe activities to be carried out. Scrutiny of records provides evidence of coverage of the national curriculum rather than gains in pupils' knowledge, understanding and skills and what pupils need to learn next. Plans show time allocated to art and design activities but insufficient attention given to how this builds on pupils' previous work so that there is planned acquisition of knowledge, understanding and skills across all years.
116. The curriculum co-ordinator has plans to review the implementation of the national curriculum in the coming year. Resources for art and design are satisfactory. There are limited opportunities for pupils to find books on art and artists in the library including the work of artists from non-western cultures. Art is not used effectively to make a contribution of the development of pupils' cultural, and multi-cultural, awareness and this is a weakness. Overall strengths identified in the last inspection have not been sustained.

DESIGN AND TECHNOLOGY

117. During the inspection there were no opportunities to see the subject taught. Judgements are based on pupils' work in displays and books, photographs, teachers' planning and discussion with pupils and teachers. In Year 2, standards are average. There is insufficient evidence to make a judgement on standards in Year 6.
118. Pupils in Year 2 reach average standards. They plan, develop and communicate their design activities and apply their knowledge and skills when making models of playground equipment. Pupils developed their ideas through using simple technology equipment, such as commercial construction kits and 'found' objects, to construct their models and then used an appropriately limited range of materials to assemble and join components to make realistic models of playground equipment using paper, card, string, wool and wood. Careful consideration was given to what the equipment would be used for as shown in the light material used as a seat for a swing attached to a stronger frame. The computer-generated labels on their work showed pupils had identified how they could improve their models next time.
119. Pupils in Year 6, generate designs and clarify their ideas through using sketches. They think about what products are used for and the needs of people who use them. In their work on shelters, pupils labelled their sketches and annotated them to show the different types of materials that would be used and the parts that required waterproof materials. In discussion with older pupils, they could recall other design and make activities, such as making a Tudor house and Easter hats. However, pupils could not talk confidently about their technological ideas or describe the process of planning, producing and evaluating their designs or describe the techniques that they used.
120. The whole school plan shows coverage of the national curriculum with units of work based on national guidance. Teachers make assessments of work covered rather than gains in pupils' knowledge, understanding and skills so it is difficult to identify what progress pupils have made. The recently appointed subject co-ordinator is enthusiastic and very willing to develop her own subject knowledge. There are plans to review the implementation of the national curriculum in the coming year. Resources are sufficient and stored safely. The links made with business and the local community contribute to pupils' achievements. Pupils have worked with a local engineering firm to produce a model machine powered by computer using smart box equipment and made presentations of their work at Loughborough University. They have also contributed models to the design department at Ashby Grammar School. The small schools cluster group organises the occasional Design and Technology days when groups of older pupils come together to design a working model within a specified time and this experience contributes to their learning and progress. Improvement since the last inspection is satisfactory in Years 1 and 2 and no judgement is made for Years 3 to 6.

GEOGRAPHY

121. Standards achieved by pupils in Years 2 and 6 are broadly average. It was not possible to observe any geography lessons and evidence is drawn from discussions with staff and pupils, and analysis of planning and of pupils' work. In discussion with boys and girls and when scrutinising their work there was no difference in standards achieved in Years 2 and 6 by either group..
122. By the age of seven pupils can represent their local environment in a map and develop their understanding of 'journey' when they track an imaginary holiday abroad. Sketch maps of Little Red Riding Hood's journey through the wood successfully reinforce this. Pupils have thought carefully about what they want to find out when they visited a farm and

shared what they know about the farm environment. They carefully recorded how the farm changes between summer and winter from their own observations.

123. By the age of eleven pupils are using a variety of sources of information such as aerial photographs to inform their map-making, using appropriate keys and vocabulary. They become more knowledgeable about world climate and investigate the local environment through close observation. This is extended to study of a mountainous region using globes and atlases where pupils begin to recognise the impact of tourism on that environment. ICT is used to good effect when studying weather patterns in different parts of the world.
124. Older pupils are confident to discuss their understanding of geography. They know that it is about the study of countries and the people who live in them. They recognise physical differences between races with sensitivity and recall studying India in the previous year.
125. Planning for geography is based on national guidance and ensures coverage of the national curriculum for all pupils. There are good whole school plans with clearly identified priorities for pupils' learning to support all teachers in their weekly planning. The school's policy has recently been reviewed and has clear assessment guidance so that future planning meets the needs of all pupils and they make progress. Good use is made of Beaumanor residential centre where pupils experience rock climbing and bridge building in the outdoor environment. The school makes effective use of a museum's loan service of geological materials. The school's stock of geography books is of variable age and quality. It does not always reflect today's world and is in need of renewal. Improvement since the last inspection is at least satisfactory.

HISTORY

126. In Year 2, standards in history are average. In Year 6, pupils reach an above average standard. This is due to a well planned history curriculum across the school, good teaching, and the links made between history and other subjects, in particular, English and information and communication technology. This judgement is based on the observation of a part history lesson in Year 6 and lessons in other subjects, analysis of past work, photographs, displays, analysis of teachers' plans and records and discussions with pupils and teachers.
127. Pupils in Year 2 develop their knowledge and understanding of how things were done differently in the past, for example through inviting a visitor into school to demonstrate how people used spinning wheels. History is taken forward well into Years 3 to 6 when pupils learn that the past can be divided into periods of time. Pupils published a class book called 'Look Through Time' and picked out relevant facts and information from the age of the dinosaurs, the bronze age, the iron age, Roman times, Medieval times, the Georgians and life as it is today. Pupils used their ICT skills well in writing the book in an appropriate non-fiction style. They developed their research skills for historical enquiry using headings, bold text for key words, and composed a contents, index and glossary. Pupils' ICT skills are developed effectively through carrying out searches on relevant web sites. In Year 6 pupils build on their previous knowledge and deepen their knowledge and understanding of how history can be interpreted. Good links are made with literacy lessons when pupils discuss the difference between facts, which are evidence based, and opinions, which are subjective, and how the two come into play through the interpretation of facts. Pupils organise and communicate historical information in a range of styles as a result of effective learning in literacy.

128. The quality of teaching is good. This is shown by the good quality of pupils' work and curriculum planning for history. Plans are based on the national guidelines, with good links made into other areas and subjects of the curriculum so teachers build on pupils' prior knowledge. Pupils' progress in history is assessed in Years 3 to 6 through end-of-unit tests which show coverage of the national curriculum rather than gains in pupils' historical knowledge understanding and skills. The result is that the progress pupils make is not fully recorded.
129. The history co-ordinator has personal enthusiasm for the subject. The school is moving forward as a self-evaluating school with an initial focus of classroom observation based on school improvement priorities. There are plans to review the implementation of the national curriculum in the coming year. Resources for history are satisfactory.
130. Visits to local museums and historical places of interest add breadth and interest to pupils' learning. This learning also makes a positive contribution to pupils' cultural development. Improvement since the previous inspection has been at least satisfactory with above average standards sustained from Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

131. Standards achieved by pupils in Years 2 and 6 are average overall, and above average for those Year 6 pupils involved in the annual industry challenge. Standards are above average in word processing, data handling and use of email and internet. At present there are limited opportunities for pupils to experience modelling and control as the school has yet to develop these aspects fully. One lesson was observed during the inspection and pupils were seen applying their knowledge and understanding of ICT in other subjects. A good range of work was available for analysis in individual pupils' portfolios. These showed that there is no difference in the achievements of boys and girls.
132. The school's provision of computers is above the national average and is based in classrooms and in the library so that groups of pupils have regular access to all hardware. Good use is made of a laptop link to a television screen to aid whole class teaching in the Year 5/6 class so that all pupils can make progress.
133. By the age of seven pupils can use the keyboard and control keys accurately when word processing, use capital letters and full stops and can change text using the arrow keys and delete functions. They can enter information into a database and present their findings using charts. They show fine mouse control when using the 'pencil' function for observational drawings. Pupils can confidently create and print a plan of an imaginary playground linked to their farm topic. They are in the early stages of communication with others using e-mail. Pupils interrogate a computer dictionary to find out information and produce word banks to help their learning in English.
134. By the end of Year 6 pupils can word process with confidence, demonstrating skill in copying and pasting text, changing fonts and inserting clipart and speech bubbles for example. Pupils compile and search their own databases and present their findings in a range of graphs. They use CD-ROMs to access a range of information to support learning across the curriculum effectively, for example in mathematics when use of well-chosen software to extend pupils' understanding of money problems. Year 6 pupils become enthusiastically involved in the annual Machine Tools Technology Challenge for local schools to learn about software used in industry. They use it together with a sensor kit to measure temperature and light and present their working model to everyone involved. This opportunity extends learning and pupils make good progress. They develop a good

understanding of the uses of ICT in the world and its impact on their daily lives. Pupils are confident when using email and use search engines to access sites on the Internet, which is available to all classes. Year 5/6 pupils find autobiographical facts on the Internet as part of their literacy hour using the skills of skimming and scanning to good effect and rejecting extraneous materials. They can interrogate findings, select relevant facts and print off information competently. Pupils with special educational needs have equality of access to ICT and make good progress.

135. Pupils are enthusiastic about ICT and are well motivated. They collaborate over useful sites and use email and CD-ROMs independently. Those pupils observed showed good concentration and listened to instructions well. They handle equipment carefully and follow procedures for starting and closing the computer diligently.
136. The quality of teaching in the one lesson observed in Year 5/6 was good because the activity was well matched to the abilities of the pupils. The school's ICT technician ensures all PCs are in working order and works with small groups of pupils giving good support. For example, she intervenes effectively to avoid any frustration over the challenge of difficult text for Year 5/6 pupils. Teachers are gaining in knowledge and confidence as they undertake the national ICT training and they are encouraged in this by the co-ordinator. They use ICT to support teaching and learning in other subjects effectively and this is evident in lessons observed in English, mathematics, history and art.
137. The scheme of work for ICT follows national guidance and the school's policy has clear guidance about assessment. This is supported by individual pupil's files showing what has been learnt over time but not always standards achieved. The enthusiastic co-ordinator has taken advantage of local business and industry to increase both hardware and software stocks to good effect. Teaching of the ICT curriculum is planned into class timetables but the quality of teaching and learning in these lessons has yet to be monitored. Overall improvement since the previous inspection has been good.

MUSIC

138. Pupils throughout the school attain average standards. Pupils, including those with special educational needs, make good progress in their music lessons. For example, a partially sighted pupil is able to participate fully as she has learnt song words by heart. Younger pupils are building up a repertoire of songs. They communicate musical ideas with enthusiasm and great enjoyment. The class went on a 'musical journey' around a farm using simple unpitched percussion instruments to replicate animal sounds. They made up musical patterns with quick repeated rhythms. Pupils evaluated each others' performance picking out sounds that they liked and said why they liked them. One pupil improved his performance and changed his instrument to achieve a more realistic animal sound. In Years 3 to 6, pupils build on their skills and are developing musical control through using a tuned instrument. In Years 3 and 4 pupils perform simple tunes on the recorder and are learning standard musical notation, using musical terms and refine their own performances through listening to each other. After listening to music, older pupils reflect on their personal responses and sometimes write comments in their 'musical diaries'. Pupils throughout the school sing tunefully and are aware of other performers. When practising for the Harvest Festival, pupils had a clear purpose to improve their singing skills. They sang well in unison and improved their performance, paying attention to their use of 'teeth, tongue and lips' to improve its quality. They responded well to the more increasing demands of singing a two part round and a three part lullaby, holding their own line.

139. The quality of teaching and of learning are good. This is because of the good subject knowledge of the music co-ordinator, the contribution of the visiting music specialist and the active participation and support of teaching and ancillary staff in musical activities. This was evidenced in the practice for the Harvest Festival when the active involvement of all the adults raised the pupils' achievements. The findings of the previous inspection judged teaching unsatisfactory in Years 1 and 2 because of the mixed-age class which posed difficulties in targeting pupils' individual needs. This weakness has been fully addressed. Musical activities are planned well with tasks matched to individual ability. Higher attaining pupils in Years 1 and 2 followed musical symbols as a means of representing sounds when they performed their 'musical journey' to the whole class group. Teachers use their own musical skills to support pupils in improving their performance. In the recorder group, the visiting music specialist used her singing voice well to keep the group together and encouraged pupils to sustain notes to improve the musical quality of their performance. The music co-ordinator raises levels of pupils' achievements through treating them like musicians. She expects them to conform to the instructions of a musical conductor and raises pupils' awareness of the effect on an audience of perfect silence between the performance of songs so that pupils consider the impact made between the contrast of sound and silence.
140. The whole school plan shows appropriate coverage of the national curriculum. However, there is insufficient provision for knowing, exploring and enjoying the music from different cultures. At present, teachers' planning shows little opportunity for the development of information and communication technology skills through music. Resources are satisfactory but there is a shortage of music from other cultures. The newly appointed music co-ordinator is aware of this weakness. There are plans to review the implementation of the national curriculum in the coming year. The subject makes a good contribution to pupils' social development when pupils and adults join together to sing, so creating a sense of school identity and 'togetherness'. Regular concerts are performed for parents and the local community. The school takes part in local music festivals. Recorder clubs contribute to raising pupils' achievements, widens their interests and adds to pupils' enjoyment of coming to school. The range of non-European music planned into the curriculum is very limited and does not contribute to the development of pupils' multi-cultural awareness. Overall improvement since the last inspection has been satisfactory.

PHYSICAL EDUCATION (PE)

141. Pupils' attainment in PE is broadly average in Years 2 and 6. All pupils in Years 3 to 6 go for swimming lessons, they become confident, the majority swim unaided and make good progress. There is a good range of extra curricular activities for these pupils that provide opportunities to progress further. This is an improvement from the last inspection report where inconsistencies in attainment across year groups was reported.
142. By the age of seven pupils are beginning to understand dance as a sequence of movements but do not achieve in practice this as there is a lack of clear teaching on how to combine actions. Older pupils develop their ball and racquet techniques well so that their skills in ball control, use of racquet to direct the ball and judging the length of a shot all improve. By Year 6 the majority of pupils can swim 25 metres competently using a range of recognised strokes. Each year pupils have the opportunity to swim competitively at a gala with other local small schools.

143. All pupils in Years 3 to 6 swim regularly and have due regard for hygiene, health and safety at the pool. Their good behaviour ensures their safety in and out of the water. The pupils show obvious enjoyment in the activity and respond well to adult instruction so that their performance improves. Pupils with special educational needs participate fully in swimming lessons under guidance of an ancillary assistant and they make satisfactory progress. Younger pupils, both boys and girls, are enthusiastic about their dance lesson and work at tasks given to them. Year 5/6 pupils co-operate well when turn-taking in ball and racquet games and show a good team spirit. They show obvious pleasure at their team's success. Lessons are well planned so that pupils with physical special educational needs can participate and make progress.
144. The school provides a good variety of extra curricular sporting opportunities for boys and girls in Years 3 to 6, which include the PE club, football coaching and cross country running. The willing help of two parents means that the PE club is available to a larger number of pupils than would otherwise be the case. Football and netball matches are organised on a league basis. Knock-out competitions for football and cricket against other local small schools give pupils good opportunities to work as part of a team and to practise attacking and defending skills. Pupils appreciate the time and support given to these activities by their teachers. The Beaumanor residential visit gives pupils worthwhile experiences of working with others to meet outdoor activity challenges.
145. The quality of teaching is very good in Years 5 and 6 where detailed lesson planning aids the rate of learning. Good relationships with pupils mean they listen to instructions and the lesson is well paced. This is also true of the two teachers, two instructors and an ancillary assistant who instruct at the swimming pool. Where teaching is less effective, the teacher's subject knowledge is insecure and pupils are not sure what is required of them. They become exuberant and noisy and this behaviour is not managed well. Teachers make good use of teaching resources and equipment provided by national organisations, for example the Lawn Tennis Association and Topsport.
146. The school's indoor facilities for gymnastics and dance are of limited size. Good use is made of outdoor areas. This, together with provision for swimming, ensures that all pupils receive their entitlement to the national curriculum. All six PE activities in the national curriculum are planned for and are taught throughout the two-year cycle, with clear expectations of what pupils are to learn in each lesson available to help teachers plan. The co-ordinator promotes her subject well and with a determination to ensure the physical well being of all pupils. Improvement since the previous inspection is good.