

INSPECTION REPORT

KEGWORTH PRIMARY SCHOOL

Kegworth

LEA area: Leicestershire

Unique reference number: 119932

Headteacher: Mr David Mills

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 10 - 13 September 2001

Inspection number: 197725

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	High Street Kegworth Nr Derby
Postcode:	DE74 2DA
Telephone number:	01509 672 382
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Harrison
Date of previous inspection:	29 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr G W Cooper	Registered inspector	English Geography History Special educational needs	How high are standards? a) The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
1311	Mr B Wood	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3349	Mrs J Ikin	Team inspector	Foundation stage Equal opportunities Mathematics Art Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?
11611	Mr J Hall	Team inspector	English English as an additional language Information and communication technology Music Physical education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kegworth Primary school has 171 pupils on roll (95 boys and 76 girls) including 32 children in the Foundation Stage (reception class). It is smaller than most primary schools. Although the school is in a Leicestershire village setting, it is adjacent to the motorway network, a major airport and to three large cities. It draws pupils from a wide range of social and economic backgrounds. Almost all pupils come from a white United Kingdom background. There are no pupils at an early stage of learning English as an additional language. An average number of pupils - less than 10 per cent - are entitled to a free school meal. Eleven per cent of pupils are identified as having special education needs and this is below the national average. Currently, two pupils have a Statement of Special Educational Needs and this is more than usual in a school of this size. An unusual feature of primary schools locally is that pupils leave for the next stage of their education at the end of Year 5, rather than the more common pattern of leaving at the end of Year 6 when pupils are eleven. When children start this school their attainment is broadly average.

HOW GOOD THE SCHOOL IS

This is a very good school, which provides good value for money. It is a very effective school with many strengths and few significant areas for development. Standards are above average in English and science throughout the school and well above average in mathematics at the end of Key Stage 1 (Year 2). Teaching and learning are good, overall, with particular strengths in Key Stage 1 and in Year 5. There is excellent leadership from the headteacher and deputy headteacher. All staff are fully committed to raising standards and improving the quality of education provided by the school.

What the school does well

- In the work seen, standards in English, science, history and geography are above national expectation by the time pupils are seven and ten: attainment in mathematics is well above the expected level when pupils are seven and above expectation when they are ten.
- Teaching is good, overall; a significant proportion of teaching is very good and excellent. Pupils learn well as a result. Strategies for teaching basic skills are very good.
- The headteacher and deputy headteacher give excellent leadership.
- Among good curriculum provision, the provision for moral and social development is very good.
- Subject managers have a full and responsible role; very helpful whole-school systems support that role.
- Pupils' attitudes to school, and their personal development and relationships, are very good.

What could be improved

- Whole-school systems for assessing pupils' progress in science and non-core subjects.
- The development of pupils' learning about a wider range of cultures in society.
- Provision of outdoor play for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in September 1997, when it was identified as an improving school. Since then it has made very good improvement. In particular, assessment is better in English and mathematics, although there is room for improvement in the assessment of progress in other subjects; tasks are prepared well for pupils of all abilities; reading research skills are well-established; marking is consistent and effective and the school's provision for spiritual development is good. Beyond the issues of the previous report, the school has made significant improvement in all areas of its work - in the standards pupils achieve, in teaching and learning, the curriculum, the care of pupils, partnership with parents and, most importantly, in leadership and management.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

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

As the school has no Year 6, there are no Key Stage 2 results to compare. The results for pupils at the end of Year 2 in 2000 show attainment in reading in line with the national average, above average in writing and well above average in mathematics. Comparisons with schools in a similar social and economic setting give the same letter grades: reading in line with the average of similar schools, writing above average and mathematics well above average. Over a period of years, results have risen steadily - with a dramatic rise in mathematics results. Inspection evidence is that standards continue to rise. There has been some difference in the results of boys and girls; until recently, against the national trend of difference, boys have done better than girls. This is not the case in the most recent tests. As there are no Year 6 pupils, there are no statutory targets to set. The school sets its own internal challenging targets. Tests and teacher assessments indicate that pupils are well on course to achieve standards above those expected by the time they are eleven. The unvalidated results of National Curriculum tests for 2001 suggest a further improvement on the 2000 results. In the work seen, standards in Key Stage 1 (Years 1 and 2) are above expectation in English, science, history and geography, well above expectations in mathematics and in line with expectations in art, design and technology, information and communication technology, music and physical education. Standards in Key Stage 2 (Years 3 to 5) are above expectations in English, mathematics, science, history and geography. They are in line with expectations in art, design and technology, information and communication technology, music and physical education. Throughout the school standards in religious education are in line with the expectations of the local syllabus. Given average attainment on entry to school, pupils make good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their school life. They enjoy coming to school.
Behaviour, in and out of classrooms	Good. Because behaviour is good, little time needs to be given to disciplinary matters and pupils make efficient use of lesson time.
Personal development and relationships	Very good. Pupils get on well with one another and with all adults in the school. Older pupils are good at supporting those new to the school.
Attendance	Good. Despite a recent slight decline, attendance has been consistently well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	good	very 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 English and mathematics is very good throughout the school. The basic skills of literacy and numeracy are taught very effectively. National strategies have been implemented very well. As a result, pupils learn good skills which support their all-round progress. In most lessons there is pace and challenge with well-designed tasks to match the learning needs of all pupils. Teaching takes place in a calm and orderly atmosphere. Learning is business-like and purposeful. The quality of teaching has improved significantly since the previous inspection. No lessons were judged to be unsatisfactory in this inspection. Almost half of the lessons seen were judged to be very good or excellent. There are particular strengths in teaching in Years 1, 2 and 5. Good whole-school planning methods support teaching and learning. Teachers are fully committed to their work in the classroom. Support staff have a good understanding of their role and contribute well to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rounded and well-structured range of learning experiences. Outdoor play opportunities are limited for children in the Foundation Stage.
Provision for pupils with special educational needs	Good. The school makes a good response to the requirements of the Code of Practice for these pupils. Their needs are catered for efficiently in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a particular strength in the very good provision made for the moral and social development of pupils. There is a lack of emphasis in the school's multicultural provision.
How well the school cares for its pupils	Good. Assessment has improved since the previous inspection, with particular strengths in the assessment of English and mathematics. While there is good practice in assessing other areas of the curriculum, there is no whole-school strategy. This is a school that knows its pupils well and cares deeply for them.
Partnership with parents	The school enjoys a full and open relationship with parents. They are right to have a very positive view of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and his deputy have a sense of vision, well communicated and shared by all staff. Together they are vigorous in ensuring the school's vision statement is put into practice.
How well the governors fulfil their responsibilities	Good. Governors are well-informed about the school's standards and provision. They are committed to getting the best for pupils and the community.

The school's evaluation of its performance	Very good. The school has a very clear view of its strengths and areas for development. It is confident in seeking further improvement.
The strategic use of resources	Excellent. A very clear development plan makes precise use of available finance. All staff have action plans and development targets that ensure efficiency.

The school is well staffed by experienced and skilled teachers. This is complemented efficiently by well-deployed learning support staff. The accommodation is good. Provision for outdoor play for children in the Foundation Stage is limited. Learning resources are adequate. Subject managers' action plans detail ways in which learning resources are to be developed.

This is a school that applies the principles of best value well. The only factor which holds back a full understanding of its position compared with primary schools nationally is the lack of a Year 6. The school is unable to judge how its pupils compare with those in other schools through end of Key Stage national tests.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their child likes school and makes good progress. • That behaviour, teaching and leadership and management are good. • That they are well-informed; that the school works closely with them and they can be confident and comfortable approaching school if necessary. • That the school has high expectations of the mature and responsible attitudes of children. 	<ul style="list-style-type: none"> • A minority of parents do not think children get the right amount of homework. • A smaller minority do not identify the provision of an interesting range of activities out of school time.

The inspection team agrees whole-heartedly with the very positive views of parents. They are right to feel confident about the school. The team does not agree with the minority of parents about homework and out-of-school activities. Both in lessons during inspection and in the samples of work in books, a good range of homework was evident across the school. All pupils who read to inspectors discussed reading at home with enthusiasm. Inspectors judge that the school has struck a good balance in the giving of homework. The school provides a good range of activities out of school, some of which are unusual and very challenging. However, most of these activities are for the older pupils and this is the usual pattern in primary schools. The parents of younger pupils may not be aware of the range of activities available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has no Year 6 and, therefore, has no end of Key Stage 2 results to compare. The results of National Curriculum tests for seven year-olds in 2000 (at the end of Key Stage 1) show attainment in reading that is broadly in line with the national average, attainment above average in writing and well above average in mathematics. When results are compared with those of similar schools (schools in a similar social and economic setting), reading is average, writing above average and mathematics well above average. Teacher assessment in science indicates attainment below average in 2000, but that is not the view of the inspection team for the 2001 group of Year 2 pupils, nor of the current group of Year 2 pupils. Unvalidated results for 2001 show an overall improvement on the 2000 results, especially in reading. The school's five-year trend of improvement is one of gradual and usually consistent progress, slowest in reading and most rapid in mathematics. Over the years there have been some persistent differences in the attainment of boys and girls. These differences need to be taken with some caution as the number of pupils is small and therefore statistically unreliable and the school has an unusually large number of boys compared with girls. In the results over the years, except in 1997, boys have performed better than girls. This is against the national trend of results. Girls usually do better, overall, than boys at this age. Despite this trend, girls usually perform at or a little above the national average. Inspection week evidence is that there is no significant difference in the standards achieved by boys and girls or in school expectations of boys and girls. As there is no Year 6 group of pupils, there is no requirement for the school to set targets. However, attainment in English and mathematics is carefully tracked and the school sets its own internal targets. These set out high expectations and pupils are on course to achieve the targets set.
2. Children enter the school with a range of knowledge and skills that are broadly those expected of others of the same age. They settle well in the Reception class and make progress that is at least sound. By the time they are due to begin National Curriculum Programmes of Study they are on target to achieve and sometimes exceed the expected learning goals for their age.
3. In the work seen during inspection week, standards in Key Stage 1 (Years 1 and 2) are above expectations in speaking and listening, reading, writing and science. Standards in mathematics are well above the expected level. In this key stage, standards in art and design, design and technology, information and communication technology, music and physical education are in line with the standard expected nationally. Standards in history and geography are above the standard expected. Standards in Key Stage 2 (in this school, Years 3, 4 and 5) are above those expected in all aspects of English, mathematics and science. They are in line with the standard expected in art and design, design and technology, information and communication technology, music and physical education. Standards of attainment in history and geography are above expectations because of the good use made by pupils of their basic reading, writing and mathematics skills and teachers' determination to promote a high level of historical and geographical skills within the curriculum and the activities planned. Standards in religious education are broadly in line with the standard expected of the local curriculum for religious education.
4. The school has responded well to the key issue of the previous inspection requiring it to set tasks more appropriate to the different needs of pupils. While school provision has been broadly maintained or improved since then, activities planned are challenging for the broad range of pupils. Higher-attaining pupils have work that inspires and challenges them, stretching them intellectually. There are high expectations of pupils who find learning difficult and, while tasks are no less inspiring and challenging, they are appropriate to their needs. As a result, most pupils make good progress in relation to their prior attainment. This enables pupils to achieve well on a steady, incremental basis. The gradual raising of standards means that fewer and fewer pupils are identified as having special learning needs. Those pupils who are on the register of special educational needs make good progress in relation to their prior attainment. There are no pupils in the school for whom being taught in English is a barrier to their learning.

5. The school has improved steadily since the previous inspection. Attainment in basic skills is significantly higher. Some subjects have suffered from a lack of time. It is difficult to acquire the expected skills in some subjects given the time available. One example of this is art, where it appears that standards have slipped since the previous inspection. However, the subject now has much less planned time because national imperatives such as literacy and numeracy have much more time. The inspectors judge that overall standards in non-core subjects have been maintained, although pupils have much less time to establish a broad range of skills and knowledge.

Pupils' attitudes, values and personal development

6. The previous report stated that pupils had positive attitudes towards their learning, and pupils' behaviour was good. It judged that the school supported good social and personal development and that relationships in the school were very good. In line with its aims, the school continues to have very high expectations of the attitudes, behaviour and personal development of all its pupils. Pupils' attitudes have improved further since the last inspection and are very good. Most aspects of the pupils' behaviour and personal development remain at a consistently good level. The school makes every effort to build its image through the teamwork of staff, governors, parents and pupils, and very good relationships are a major strength of the school. All parents are appreciative of the school's values and attitudes and the impact on the development of their children.
7. Most pupils are accompanied to school by their parents, and arrive in a happy and lively mood. They look smart and clean in their school uniforms, and represent their parents well. In the Foundation year, children have very good attitudes and are keen "to have a go" at the day's agenda. They quickly gain confidence in their surroundings and in school procedures. They respond eagerly to the excitement of learning, as evidenced by a bear hunt in the school field. They are motivated and want to engage with new friends and activities. They listen well and articulate ideas and questions easily to their empathetic teachers. As pupils progress through the school, they become increasingly motivated in their learning, and understand that hard work will produce good results. Pupils are consistently involved in lessons and are responsive to their teachers. They require little prompting to answer questions with well-reasoned and confident answers, and particularly want their knowledge of subjects to be challenged in the "hot-seat" of questions and answers in Year 5. They listen and concentrate well, and at all times they produce an enthusiastic and productive teaching and learning environment throughout the school. Their co-operative attitudes allow the classrooms and school to operate smoothly, and they are gaining a good understanding of how they influence the learning of other pupils, either in independent work or in sharing resources.
8. Overall, the behaviour of the pupils in classes is good. Only a few examples of restlessness or silly behaviour were observed. These are associated with the eight and nine year-olds. Pupils respond well to the school's expectations for mature behaviour, and they reinforce the culture of good behaviour in an environment where rules are few but clearly stated, and the boundaries are recognised and accepted. This produces a calm and happy work atmosphere, with a productive pace. Staff do not need to exert an obvious control, but pupils are easily corrected with a quiet word. Behaviour around the school is good, and allows the lunch-time cafeteria to operate efficiently without fuss. The integration of older pupils and younger pupils through the "Buddy System" has a calming and regulatory effect on any problems. Neither bullying nor bad language were observed during the inspection. Historically, there is no documented evidence of interpersonal conflict, sexism or racism, and these are not characteristics associated with the school or pupils. No pupil has been excluded from school over the last three years.

9. The quality of relationships, at all levels, is very good and is a fundamental strength of the school. Staff are very good role models and pupils totally trust their teachers and support staff. All parts of the school family have a high mutual respect, and their harmonious relationships help to promote a very effective teaching and learning environment. Pupils freely and honestly admit their limited understanding in lessons, so that learning points can be repeated, if necessary. The quality of relationships is reinforced through assemblies, which explore concepts of teamwork. Older pupils look after younger pupils both inside and outside the school and initiate them into school procedures. In the classroom, pupils listen to one another with respect, and value one another's opinions and qualities, so that pupils' speaking and listening abilities are developing well. Boys and girls eat amicably together at the very sociable lunch-times within the cafeteria, and engage in harmonious play and games in the playground. Pupils are courteous and polite and have a natural inquisitiveness with visitors.
10. The personal development of the pupils is very good throughout their time in school. All pupils, from the Foundation class onwards, are encouraged "to have a go" at activities without fear of failure. This is a very caring society where pupils are encouraged to look after one another, as well as gain an awareness of others less fortunate than themselves, through charity work. There is a very good personal, health and social education curriculum, which develops an awareness of healthy living, and life in the outside world, with a due regard to health and safety considerations. Pupils are set targets for their education, but opportunities to take initiatives for their own learning require further extension. The school makes every effort to raise pupils' self-esteem. The school undertakes a substantial residential visit for older pupils, which challenges their sense of adventure. It makes visits in the local community, or to places of interest further afield, to support learning. All pupils display a well-developed sense of moral and social awareness, which is evident in their everyday school lives. A junior citizenship course is especially beneficial in equipping the pupils as mature citizens. Pupils have a whole-school target to maintain the tidiness of cloakrooms, and they generally maintain the environment of the site satisfactorily, as there is no graffiti, and litter is minimal. The school has a good range of sporting and non-sporting extra-curricula activities and pupils are competitive in inter-school competition. As a result of their rich and varied personal development pupils are well equipped for their next stage of education, and recall the school with high regard and affection.
11. During the last four years the school has maintained, overall, a good attendance level, consistent with the previous report conclusions. Occasionally, attendance has been well above national norms. All classes, except the Reception class, have attendance rates above the national average, and many pupils have exemplary attendance throughout their time in school. Unauthorised absence continues at a minimal level, but family holidays, taken during term- time, are a major reason for authorised absence. Pupils use registration time well for individual tasks. Most pupils arrive at school on time, and lessons are not affected by any lack of punctuality. The school has not required the services of an educational welfare officer during the last few years. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching is good. No lessons were judged to be unsatisfactory, whilst seven lessons were judged to be excellent. This indicates that the school has improved the quality of teaching since the last inspection.
13. The quality of teaching for children under five is good. Teachers are knowledgeable about the needs of young children and the requirements of the Foundation Stage curriculum. Teachers ensure that children get off to a good start in their education. Although children have two different teachers on different days of the week, the teaching team (including learning support staff) work together effectively. Their planning is clear and supports what needs to be done through the day. What is to be learned is well-identified and activities matched appropriately to intended learning outcomes. Children in the Reception class are sensitively but firmly managed. This gives children security and confidence in their early days of full-time schooling.
14. Teaching of English is very good and teachers are very secure in their knowledge of the National Literacy Strategy. Excellent teaching was observed in Years 1 and 5. Where teaching was judged to be excellent, pupils were totally and very enthusiastically involved in discussions

and activities through the very high quality of teachers' questioning skills, use of resources and expressive reading. Reading and writing skills are taught very well, particularly in the younger age classes, where pupils make very good progress. The homework that pupils do is effective in practising and extending what they have learnt in school. Planning is very thorough and teachers ensure that pupils' knowledge, skills and understanding are built upon progressively year on year. The teaching and learning for the pupil who has English as an additional language is good. This pupil is now fully involved in the curriculum without support and is making good progress.

15. Teaching of mathematics is good, overall, with some excellent teaching observed in Year 2. The National Numeracy Strategy has been implemented effectively and has had a positive impact on teaching and learning. Teachers have a thorough understanding of the numeracy guidance and use this well to inform their planning. In the best teaching, highly skilled questioning, prompting and discussions and a wide range of teaching methods ensure that all pupils have full access to the curriculum and make good progress in their learning. Homework is used effectively to reinforce and extend what pupils have learned in lessons. Mathematical concepts are reinforced well by the use that teachers make of information and communications technology.
16. Science is well taught generally. Teachers are confident in their knowledge of the subject and give pupils many opportunities to experience first-hand, practical situations. High quality planning, imaginative use of resources, and ingenious strategies made for an excellent lesson observed in Year 5. The teacher cleverly linked a smudged hand-written note as a clue in an investigation to testing the ink in the pens of suspects through chromatography. The quality of learning in information and communication technology (ICT) is very good. The support assistant has a very good knowledge of the subject and is very effectively deployed to support pupils' learning and use of computers. Through effective planning, teachers give pupils many relevant opportunities to use and develop their ICT skills in a wide range of other subjects. Teachers have a good knowledge of the subject and they use resources, such as a computer linked to a large screen, to engage and involve pupils directly in interesting activities.
17. The quality of teaching in Years 1 and 2 is very good, overall. Teachers' planning of lessons is thorough, and they organise activities and resources very well, which enables pupils to maintain their pace of learning. For example, an excellent music lesson in Year 2 enthralled pupils with a discussion of rhythm and recognition of musical instruments. The teacher sang and played the recorder, expertly involving pupils whilst they played a variety of instruments. Smiling pupils greatly enjoyed their music-making whilst greatly increasing their understanding.
18. Teaching among older pupils in Years 3 to 5 is good, overall. Teachers are clear about what they want pupils to achieve in lessons and their planning reflects this. Good use of resources and questioning of pupils is evident in many lessons. Homework is used well to reinforce pupils' learning and develop their skills, particularly in English and mathematics. Teachers know their pupils well and have established good working routines, which enables pupils to feel secure. This promotes good behaviour in most classes and subjects. Teachers have high expectations of the attitudes that pupils should have to their work and pupils settle quickly to their tasks without time being wasted. The teaching of pupils with special educational needs is good, overall, and good support is given in lessons. Day-to-day assessment of pupils and marking of their work is good and has improved significantly since the previous inspection. The marking policy is fully implemented and comments on pupils' work are informative and helpful.

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

19. The curriculum for the under-fives was found to be promoted well in the last inspection. The findings of this inspection are that the quality of the curriculum for children in the Foundation Stage is good and provides a secure basis for the National Curriculum. There is thorough planning which is in line with national guidance, and there is a particular emphasis on the basic skills of literacy and numeracy from an early stage. There is an appropriate balance between teacher-directed and child-initiated tasks that involves a range of effective opportunities to learn through play and talk. Opportunities for personal and social development are good, with sufficient opportunities for children to develop positive learning dispositions through choice and decision-making. Opportunities for pupils to develop their knowledge and understanding of the world are good. There is a range of appropriate opportunities for pupils to develop their fine motor skills. Although the school makes use of the hall, playground and field, the area allocated for learning through outdoor play is too small. A shortage of resources limits opportunities for pupils' physical development. The school recognises this and plans to remedy the situation. Provision for creative development is good, with a range of appropriate opportunities for pupils to explore the own imaginative ideas and to represent what they observe, hear and feel, in imaginative play, art and music.
20. The previous inspection report found that Key Stages 1 and 2 curriculum provision was broad and balanced and supported well by schemes of work. The school has maintained its good standards of curriculum provision. There is a curriculum framework, which is supported appropriately by national guidance. This is effective in supporting planned progression in the development of subject-specific skills, knowledge and understanding from year to year, and ensuring that the whole curriculum is covered. There is scope for the school to ensure consistent assessment opportunities in the Foundation subjects to ensure that pupils' skill and knowledge build on previous learning as they move between year groups. A strong feature of the curriculum is the link made between subjects. This gives relevance to the work that pupils are doing and provides important opportunities for pupils to apply the skills of literacy and numeracy in other subjects of the curriculum. There are also good opportunities for pupils to acquire the key skills of learning, particularly those of investigation and problem-solving.
21. The school is implementing the literacy and numeracy strategies effectively and this makes a significant contribution to pupil's achievement and the standards they achieve. There is good provision for personal, social and health education, which includes provision for sex and drugs education. The enlightened 'Birth Education' programme is a particular strength. The very good relationships that exist between teachers and pupils and the resulting atmosphere of mutual trust and respect ensures that pupils are not afraid to discuss their deepest concerns - as a result they ask questions and express their opinions openly and honestly. The school ethos emphasises the importance of responsibility for self and others, and this is reflected in the good range of opportunities for pupils to be actively involved in responsible decision-making. For example, they take part in the 'Junior Citizenship' scheme and they learn about survival techniques, for themselves and others, in training for hill-walking.
22. The school makes satisfactory arrangements, overall, to ensure equality of access and opportunity to the whole curriculum. Provision for higher attainers was found to be a weakness in the last inspection. This has improved, and it is now good. Pupils with special educational needs enjoy full access to the curriculum as a result of good planning for their particular needs and the good support that is given by teaching assistants.
23. Provision for pupils with special educational needs is good. There are secure systems for the identification of learning needs. This is done through the analysis of assessment data and there are opportunities for teachers and parents to identify areas of concern. Good strategies are in place for the preparation of individual plans for learning. The combined knowledge of the class teacher and the skilled overview of the special educational needs co-ordinator develop the long-term targets for learning, which are then broken down into short-term specific objectives. Teachers and support staff are well aware of the needs of those pupils identified as having learning difficulties and ensure that they get sufficient attention during lessons to keep

them in touch with the full curriculum offered by the school. The school has appropriate strategies to meet the needs of gifted and talented pupils.

24. Good use is made of the local community and places further afield to support the curriculum. Very good links with other primary schools in the area contribute to the quality of the curriculum and its development. Effective links with local pre-school provision and with the secondary school aid the smooth transition between the phases. The school's provision for extra-curricular activities is good, although this provision is focused on older pupils. This is common to most primary schools.

Provision for the spiritual, moral, social and cultural development of pupils

25. Overall, provision for spiritual, moral, social and cultural development is good and the collective acts of worship comply with the requirements.
26. Provision for spiritual development is good. This is an improvement since the last inspection when it was unsatisfactory. The school's aims emphasise the all-round development of the child and this is evident as an integral part of the school's life and ethos. Pupils reflect about the world in which they live, their lives and their relationships with others on a regular basis in the course of lessons. For example, in one lesson, pupils were encouraged to reflect quietly on the wonder of the world about them and to think of the special things that they were thankful for; in another lesson pupils discussed the wonder of their own uniqueness and the gifts that they had to offer their community. Assemblies and daily opportunities for prayer are also used appropriately to promote pupils' spiritual development. The themes of assemblies are followed up in lessons and there are regular opportunities for pupils to reflect on their feelings and emotions and to discuss their innermost thoughts. Pupils' written work includes examples of reflection on feelings of envy, happiness and sadness.
27. Provision for moral development is very good. Pupils have a very clear sense of what is right and wrong, which is firmly rooted in the positive attitudes towards self and others that the school promotes. They are encouraged to apply these principles in a range of situations; for example, in thinking about how they should behave towards others, within their own families and within the school. They also consider the constant struggles that exist between right and wrong and the dilemmas in making choices between them in their own daily lives. For example, younger pupils have considered the rights and wrongs of Goldilocks actions when she entered the house of the Three Bears.
28. Provision for social development is very good. The school actively promotes sensitive and thoughtful relationships with others. All members of staff set good role models and frequently share their own experiences and feelings with pupils. For example, when taking an assembly as a follow-up to 'new beginnings', the headteacher shares with the children the fact that he is using a computer-aided projector for the first time and he is feeling a bit unsure about it. The pupils empathise with this and come to realise that even headteachers have feelings of trepidation when approaching new things and may need support and help. Pupils are encouraged to reflect on when they find relationships difficult and on ways in which these difficulties can be over-come. Pupils work well together, share equipment sensibly and play together well at break-times and respond well to the needs of others. For example, when older pupils are given the responsibility of looking after Reception children at lunch-time and playtimes they do so sensibly and reliably. As a result of the school's promotion of a clear code of conduct, which includes the need to be thoughtful, courteous and polite, pupils are keenly aware of appropriate behaviour in a range of social situations. The school supports an appropriate range of charities that make pupils aware of people less fortunate than themselves.
29. Provision for cultural development is satisfactory, overall. Pupils have a good range of opportunities to study western cultures through their work in art, music and literature. There are satisfactory opportunities to learn about their own cultural traditions; for example, their studies on the local area. Opportunities to learn about the cultural traditions of other faiths represented in British communities include Islam and Judaism and result in raised awareness of the significance of religious events and celebrations within those faiths. This is not sufficiently extended to help pupils learn about the wider range of cultural traditions, for example, in art,

music and literature, to help pupils develop a satisfactory knowledge and understanding of the diversity of the society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school regards this aspect of school life as a key part of realising its vision for each child of “preparing today for our future tomorrow.” Since the last inspection, the school has improved its support, guidance and welfare agenda to, overall, a very good level. The present quality of pastoral care positively contributes to each pupil’s achievement of good standards, their good progress and development, and their personal happiness.
31. The headteacher and staff have a thorough working knowledge of all their pupils. They accept their pastoral role with diligence and determination, and they display a leadership and dedication in this area that is obvious to parents and pupils alike. Pupils feel constantly supported by this integrated and secure community, without any loss of their independence, and they trust their teachers totally. In turn, older pupils promote the caring culture and positive ethos of the school with younger pupils. Parents greatly admire the headteacher and staff for their efforts, and have a real sense of pride in the school.
32. Although the personal support and guidance that pupils receive is very good, the procedures for monitoring and supporting their personal development are only satisfactory. The school has very effective informal procedures for knowing its pupils well. Pupils keep records of achievement, but these do not constitute an accurate monitoring diary of their personal development. The school’s very good knowledge of each child allows it to involve professional agencies as required for pupils with special educational needs. The school has a good special educational needs provision, promoted by good Individual Educational Plans, which include attainable targets, and are agreed with parents on a termly basis. All pupil-based information systems are updated by the school secretary, and are sufficiently focused and specific to support any emergency. There is a very good liaison and relationship between the school and the local secondary schools, so that parents receive good support at transfer, and parent and pupil anxieties are minimised. Induction procedures for parents are comprehensive and especially effective in guiding new pupils and parents, so that pupils make a confident start to their school lives.
33. The school has a wealth of relevant, clearly written and updated support, guidance and welfare policies, which guide and underpin its actions. Policies receive a common sense and consistent implementation by well-trained staff, although any temporary staff arriving at the school could benefit from a staff handbook. The school is very welcoming towards outside agencies to support the pupils on a routine basis, or if there are specific problems, but the school infrastructure would be unsuitable for supporting complex disabled pupils. The school nurse supports the school well with routine medical checks, and trains staff in special procedures. The school is self-sufficient regarding sex education, but the school nurse recognises the high quality of their provision through contact with the pupils at the next stage of education. Parents feel content with the school’s provision. Child protection procedures are good, and the headteacher and senior management team have a great deal of experience in dealing with problems and are particularly vigilant in this aspect. However, the headteacher and staff would benefit from further formal training in new procedures, so that awareness of problems, and the subsequent recommended professional approach to fact-finding children’s problems, is guaranteed. The school receives good support from the school nurse and outside agencies for child protection.
34. The school has very high expectations of the behaviour of its pupils, so as to establish a positive teaching and learning and environment. The procedures for monitoring and promoting good behaviour are very good. The school has a good balance between an effective definition of behaviour policies and a common-sense implementation. Staff are very good adult role models, who have very good relationships through close ongoing contact, and a strong mutual respect for their pupils. Rules are clearly designed, few in number, well displayed, and have the consent of all parts of the school family. Adults consistently give good praise, which raises the self-esteem of pupils. Rewards give the pupils a high focus on personal achievement, behaviour and effort, but they are reminded of the need for a team effort through the house

system. Sanctions are well understood by pupils and parents. Some aspect of the moral provision is assessed and reinforced by pupils and staff during assemblies, or during the personal health and social education lessons. Staff have a thorough knowledge of any short-term problems between pupils, so that they have been very effective in detecting and eliminating any oppressive behaviour by discrete and sensitive interventions, when necessary.

35. Attendance procedures and systems are good and sufficient for a village school.
36. The headteacher and staff co-operate as a team in producing a consistently good performance level over the last four years. Parents are very aware of their statutory obligations, and the headteacher will intercept parents in respect of problems regarding absence, or routinely send letters so that unauthorised absence is minimal. However, the incidence of parents requiring holidays within the term is high, despite the school's efforts. The school does not benefit from any support from the education welfare service, due to its high level of attendance in comparison with other schools.
37. Health and safety procedures are very good and are rigorously applied through the leadership of the headteacher and an enthusiastic governor. The school is a safe environment for all pupils and staff, as indicated by the low accident rate. The school has a sufficient complement of certificated first aiders. Pupils are well-acquainted with health and safety principles in the home and at school, through the personal health and social education provision or by teacher guidance at the start of lessons where appropriate.
38. The school has satisfactory procedures for assessing, monitoring and supporting pupils' attainment. Assessment procedures in English and mathematics have improved significantly since the previous inspection report. This has had a positive impact on the progress made by pupils of all abilities. The successful implementation of the National Literacy and Numeracy Strategies has laid a good Foundation for the development of procedures. Assessment is built into weekly planning and teachers use this information to guide future work and set targets. The school administers a range of tests to track the progress of individual pupils, and tests based upon those sat nationally by seven and eleven year-olds, are carried out with pupils in other year groups. Teachers use all of these procedures to set appropriate work for groups of pupils within the classroom. While there is some good practice in assessing areas of the curriculum other than English and mathematics, there is no whole-school strategy. Assessment procedures do not currently track individual progress consistently in all year groups, and there is no systematic, manageable method of approach. The school recognises the deficiencies and has plans to remedy the situation, most notably by currently including this issue in the subject' annual targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The last inspection report indicated that the school had a good partnership with its parents and the majority of parents supported the work of the school. Information for parents was judged as being of good quality. The school has further strengthened its partnership with parents, and it is a significant factor in the improvement of the school. Although the pre-OFSTED inspection meeting was not well attended, there are strong indications that parents have a high degree of interest in their children's education. The OFSTED questionnaire had an improved level of return compared with the previous inspection, and over seven out of ten parents returned the latest school's biannual questionnaire. Parents' views of the school are now at a very good level. As a result, this popular school is over-subscribed. Parents show a significant increase in their satisfaction level for the school, overall, and specific increases in approval regarding the pupils' behaviour, standards of work, values and attitudes, homework, and being well-informed about their children's progress. There is a very small level of dissatisfaction as one in twenty parents are dissatisfied with some aspect of the school. A minority of parents do not think their child receives the right amount of homework. A detailed inspection indicates that parental concern is not justified. The school has a well-publicised homework policy that is implemented effectively. Homework is conscientiously set and marked by all teachers.
40. The school's links with parents are strong. Parents find it comparatively easy to develop informal communications with teachers and staff. The school gives good support to more

disadvantaged parents discreetly, through informal approaches. The school seeks to be a listening and welcoming establishment. Parents find no impediment to developing very good relationships. The school wants to know what parents are thinking about their children's education and the school, and it consults with parents every two years through a written questionnaire. This provides a substantial quantity of information that shapes the school's strategic thinking and school development plan. All the school's documentation embraces parents, and indicates their importance in the life of the school.

41. The impact of parents in the school is very good. Some parents have been recruited as school staff and one in ten parents play a high quality role within the school, and within classrooms, through listening to readers or helping teachers with school visits.
42. All parent-governor roles are covered, although positions have not required competitive elections. They are committed, enthusiastic and gaining a working knowledge of the school's strengths and weaknesses. The Parent, Staff and Friends of Kegworth School Association works tirelessly through an enthusiastic committee to provide memorable and fun events and raise funds for the school. It communicates well with all parents through its high quality newsletters and notice-board.
43. Overall, the quality of information for parents is good, and many aspects show a flair and simplicity in presentation that communicates well with the target audience. The prospectus and the annual governors' report to parents are both high quality documents, but have minor statutory imperfections that have been fed back to the school for review. All documents indicate that the school values its parents. Parents receive very good communication through high quality notice-boards that denote the school's pride in presentation. All written communications are mindful of the need to engage parent's interest, are regular and timely, and are respectful of the role of parents. Parents receive three high quality newsletters. These are anticipated eagerly by many parents. Annual reports to parents are good. They give extensive and perceptive feedback into pupil's abilities and performance in all subjects of the national curriculum. They contain performance against past targets and identify future targets. Reports seek the views of parents but do not require pupils to contribute their thoughts on the past or future year.
44. The growth of the educational partnership is an increasingly good feature of the school for most parents. They are very aware of their statutory obligations regarding attendance and punctuality, and support the school to produce a very good outcome. The school has issued a home-school agreement. Six out of every ten parents have responded. The school has good turn-outs for curriculum evenings and meetings with the teacher to discuss progress. The annual governors meeting for parents is not well supported. Parents are given an overview of topic work each term through class newsletters. An increasingly high level of parents approves of the present homework arrangements, and there is good joint participation by pupils and parents. Reading diaries are well used to support a very good dialogue between teachers and many parents. There is a close collaboration with the parents of special educational needs pupils and together they produce meaningful Individual Educational Plans, with targets, which produce good progress. When pupils have special difficulties, the school gives good support and parents are well involved, often with outside agencies. Parents are well supported at induction into the Foundation year, and they appreciate the clear communication of school routines. Although many parents dislike the timing of the transfer of their children to the next school, at age ten, they receive well co-ordinated guidance as a result of the very good relationships that the school has developed through the family of local schools, and their anxieties are minimised.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school enjoys excellent leadership and management. The headteacher and deputy headteacher have a very clear shared sense of vision. They are highly effective in articulating that vision and making it a reality. Staff, parents and governors are united in identifying the leadership qualities of the headteacher as a strong feature of the standards and provision of the school. The inspection team agrees with this view. This has clearly had an impact on the calm, confident, self-assured way in which the school functions. However, there is no sense of

a school that is content to 'rest on its laurels' but rather one that is continually challenging itself and seeking ways to improve further. The school has been courageous and given itself a lot to live up to in establishing its 'vision statement'. It does much to ensure that it meets its expectations of itself. Within the broad range of opportunities available to pupils there is determination that all will benefit from the full range of activities. Relationships – pupil to pupil, adult to adult, and between pupils and adults – are of a high quality. Relationships reflect the way that all working in the school share the vision of what a good school should be like. There is a very high degree of commitment to the school and a determination to make best use of the skills of all adults in supporting its development.

46. Management strategies are of high quality. The school has a development plan that is clear in its priorities and where responsibilities and financial implications are established. The plan is monitored for progress on a systematic basis. All subject managers have their own action plan designed to move the development of their subject forward. The school has a well-established procedure for performance management. Performance targets are set at three levels: whole-school, subject-based and personal professional development. This is a very appropriate strategy, covering school needs and individual teacher needs. Teachers are enthusiastic about the targets they have to meet. Although the school does not need to set statutory targets for pupil achievement, it does so in a number of ways and this has been a valuable part of raising standards. One of the factors in the steady rise in standards is that the school has a reducing number of pupils on the special needs register: as pupils' basic skills improve, so their learning difficulties reduce. Determined and committed leadership and management have empowered teachers. The smaller number of special educational needs pupils is a resultant bonus. Monitoring and evaluation of school provision is persistent. Curriculum and lesson planning is of consistently good quality. Provision and quality is regularly monitored by subject co-ordinators with an added senior staff overview. Lessons are observed and the results of observations fed back individually and as a whole school. This has supported teachers in identifying what makes a lesson good. The positive outcomes are clear in the quality of teaching during this inspection. Senior staff provide a teaching role model - both for other members of staff and for pupils – which is challenging and at times inspirational. Roles and responsibilities are clearly identified and well delegated. In particular, the role of the subject co-ordinator is a full and responsible one with monitoring, evaluation and development playing a significant part. Roles are well filled, although the effectiveness of all subject managers has been subject to the different priorities the school has had to respond to, for example, the needs of national strategies in literacy and numeracy affected the focus the school has been able to put on the development of other subjects of the curriculum.
47. The headteacher knows exactly how school money has been spent, how this has benefited the school and what still needs to be done. Budgeting procedures are secure and day-to-day monitoring of the budget is persistently careful. School administration is unobtrusive and quietly effective. Money given to the school for specific purposes - for example, for special educational needs and for staff development – is spent properly and as intended. The school knows what value has accrued from each area of spending.
48. Governors fulfil their role well. They are very committed to the school and to its significant role in the community. They have a good grasp of their statutory responsibilities and see these through effectively. They know the strengths of the school well and are proud of its achievements. They are less aware of what still needs to be done and rely on the experience and expertise of the headteacher and deputy head to point the way forward. There are effective strategies to involve governors in monitoring the provision and systems of the school.
49. Good methods are used to introduce new staff to the school and to ensure the efficient use of their time and skills. The school has not needed to have a strategy for the induction of a newly qualified teacher recently but uses the local authority guidance when this is necessary. Given its calm and assured leadership and a persistently good quality of teaching, the school is well-placed to give work experience to aspiring teachers. It is not currently involved in this process.
50. Staffing levels are good. The headteacher has been careful to ensure that teaching groups are as small as can be afforded. Teaching staff have a good range of skills and experience. While not generous, there is a good level of learning support staff who supply valued and skilled guidance to individual pupils and strong working partnerships with teachers. The

accommodation is good and fits its purpose well. The school setting is pleasant. Rooms are large and attractive. Maintenance is of high quality, ensuring that pupils have a pleasant working environment. There is an established programme of refurbishment. The school is frustrated that although finance is set aside, and plans are in hand, administrative delays are stopping the work being done. The accommodation lacks only adequate provision for outdoor play within the Foundation Stage curriculum. Learning resources are adequate. National priorities have led to a brake upon the development of resources in some areas. However, financial commitments are now being made to resume this development. Subject co-ordinators have identified in their action plans where resources need to be supplemented. Good use is made of new technology for school administration.

51. The school is determined to provide value for money, and it does this well. There has been some increased funding recently. That money is being well spent on school priorities. It is clear in its evaluation of standards and provision. Areas identified for development by the inspection team are broadly those already identified by the school. It is very effective in the way it consults others in determining its plans for development. In pursuing the principles of best value the school seeks to compare itself with other schools. However, this is made difficult because there is no Year 6 so that standards can be compared with national standards. Nevertheless, this is a very effective school, making good use of the principles of best value and providing good value for the funding it receives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. To sustain the standards and provision of the school, the headteacher, governors and staff should:
- a) establish a consistent and manageable whole-school system for assessing science and the non-core subjects of the curriculum; (paragraphs 80, 82, 85, 94, 100, 109, 113)
 - b) develop the school's provision across the curriculum for learning about a wider range of cultures in society; (paragraphs 29, 113)
 - c) provide for the development of outdoor play provision to meet the expectation of the curriculum for the Foundation Stage. (paragraphs 50, 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	10	13	8	0	0	0
Percentage	18	26	34	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)		171
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	8	7	10
	Total	19	18	22
Percentage of pupils at NC level 2 or above	School	86 (80)	82 (83)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments				
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	8	10	8
	Total	19	22	19
Percentage of pupils at NC level 2 or above	School	86 (80)	100 (93)	86 (83)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	169
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21.4
Average class size	28.5

Education support staff: YR – Y5

Total number of education support staff	6
Total aggregate hours worked per week	108

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	351,599
Total expenditure	350,263
Expenditure per pupil	2,260
Balance brought forward from previous year	964
Balance carried forward to next year	2,300

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	2	0	0
My child is making good progress in school.	67	29	2	0	2
Behaviour in the school is good.	51	43	4	0	2
My child gets the right amount of work to do at home.	29	51	14	6	0
The teaching is good.	57	41	2	0	0
I am kept well informed about how my child is getting on.	73	22	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	55	39	6	0	0
The school works closely with parents.	67	27	6	0	0
The school is well led and managed.	67	27	6	0	0
The school is helping my child become mature and responsible.	69	27	2	0	2
The school provides an interesting range of activities outside lessons.	41	43	10	2	4

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

53. Children are admitted to the Reception class in the September of the school year in which they become five. Induction arrangements include appropriate opportunities for parents and children to visit the school in the term prior to starting. Most children have attended some form of pre-school provision, and including the local pre-school playgroups and nursery. The school has good links with these groups and there are plans to extend them.
54. There is a wide spread of attainment on entry to the Reception classes, but for the majority it is about the average expected for children of this age. Children make good progress in relation to their starting points to reach standards that are broadly in line with those expected for their age, and often a little above by the end of the Reception year; and they are well prepared for the curriculum for five to seven year-olds. This is because of the good teaching they receive. The school provides a well-planned curriculum, which is soundly based on the national guidance for young children. There are good arrangements to ensure that children gain the basic skills of literacy and numeracy.

Personal, social and emotional development

55. The personal, social and emotional development of most children who enter the school is at the level expected for their age. Teaching is good, and, as a result, pupils make good progress and rapidly gain in confidence, because of the supportive and caring ethos that helps children to feel secure so that they settle quickly into well-established procedures. A range of interesting and stimulating activities are provided and this result in them being eager to learn from an early stage. They learn how to take care of their own needs and also something about how to keep safe. For example, in the course of outdoor role-play they learn the rules of road safety whilst working with toy vehicles and playground markings, which represent real roads. They begin to learn the language of feelings and emotions during the course of whole-class sessions when children sit in a friendship circle and all are given a chance to speak. The development of pupils' social skills is good. Children are encouraged to use the conventions of courtesy and politeness from an early stage, and activities that help them to get to know one another, both formally and informally, are encouraged. Teachers model the language of social conventions and consistently encourage co-operation and politeness through a range of activities that promote co-operation and collaboration through play and talk. Children are able to make informed decisions and choices about the activities that they will take part in and are encouraged to develop the skills of independence. At a very early stage they are given responsibilities around the classroom and they respond well to this. Behaviour is good. They understand something of the differences between right and wrong, and are developing an understanding of the consequences of their actions on others.

Communication, language and literacy

56. Assessments of children's early literacy skills, made during their first term in the Reception classes, show that their performance is at about the level expected for children of this age. As a result of good teaching children make good progress in relation to their starting points and attain standards that are a little above those expected for their age by the time that they move into the Year 1 classes. Children in the Reception class listen attentively, follow discussions well and show good concentration. Higher-attaining and more confident children are keen to answer questions and also ask questions of their own, or pass comments, for example, when learning how to use books to find information about bears or when discussing how to construct a model using construction kits. They are articulate, and they express their ideas clearly and well. However, a significant number of children are more reticent and not readily drawn into discussions. Teachers are extremely skilled in handling these situations and sensitively ensure that all pupils are involved, engaging with them individually when they say little in group discussions.

57. All children enjoy sharing stories, poems and rhymes with their teachers. They enjoy hearing about going on a 'Bear Hunt', and re-enact the story, complete with commentary and sound effects, when playing with small models representing the story in the dry sand tray. They follow the events in stories closely as the plot unfolds when they listen to stories being read aloud. They look closely at the illustrations and can use them to find more about the characters and their feelings. The more able children are already very aware of how books work and turn readily to them. A few recognise some key words on sight and know something about the sounds that letters make. Evidence from pupils' records show that the majority of children develop a very sound awareness of phonics, which enables them to read most words accurately in simple texts by the end of the Reception year and begin to identify meanings beyond the literal in the stories that they read or hear.
58. When account is taken of their starting points, all the children are making sound or better progress in letter formation and handwriting. By the end of the Reception year most can form their letters accurately and write their own name neatly. Many are able to compose, and write down, short simple statements and sequences of ideas, although they are not yet using punctuation consistently to show where one 'sentence' might end and another begin. Most children can use their knowledge of letter sounds to build simple three-letter words, while the more able children make very plausible attempts at spelling the words they need to convey their own ideas.

Mathematical development

59. When children enter the school at the age of four, their mathematical development is at about the level expected for their age. As a result of good teaching they make good progress so that by the end of the Reception year the majority attain levels that are a little above those expected for their age. They enjoy jumping from number to number, counting as they go, when they move across the classroom via number squares that have been adhered to the classroom floor. They count down accurately from five to zero and then ten to zero as they sing songs such as 'Five little Bears Bouncing on a Bed' and 'Ten Little Men in a Flying Saucer'. They count confidently to at least ten; some can count beyond that and are quite secure in combining numbers of objects and counting accurately how many are in the full set. Most children can recognise numerals from one to nine and write them accurately. Many children have a limited mathematical vocabulary when they start school. By the time they reach the end of the Reception year they can talk about how they arrive at the answer to number problems, such as 'one more' or 'one less' than a given number up to twenty. Some children can tell the time on the hour using simple clocks and know something about the passing of time and the pattern of the school day. Many children can identify simple two-dimensional shapes, such as a square, circle and triangle, and recognise the language of position such as 'behind', 'in front' and 'inside', as a result of their work using construction toys and in the course of following directions in physical education. When working in sand and water they begin to develop an understanding of capacity and to use the language of full and empty. They create simple patterns, for example, colouring- in shapes to depict different number sequences and patterns.

Knowledge and understanding of the world

60. Pupils' knowledge and understanding of the world is a little above the levels expected for their age by the end of the Reception year as a result of good teaching, which ensures a wide range of opportunities for learning including formal input, practical play experiences and visits to places within the locality and further afield. Children begin to gain an early understanding of places of the wider world as a result of discussion on bears and where they live, and begin to realise that some places are much colder than others as they play with model polar bears and other creatures in a water tray setting that incorporates ice-cubes. They have visited a zoo, and know something about the animals that might live in hot places such as jungles. They become increasingly aware of the area in which they live and of the services that people who live in the area provide. For example, they have visited a post office and talked to a postman about his work. In the course of their work on pets they have talked with a member of the RSPCA and now know something about how to look after pets and how keep them safe and well. They know something about growth and change in living creatures through their

observations of caterpillars hatching and tadpoles developing into frogs. They have an early understanding of the passing of time and their place within it as a result of reflecting on changes in themselves since they were born.

61. Children achieve well when making models from construction. They demonstrate good levels of achievement for their age when using computers. They follow instructions carefully and demonstrate good hand and eye co-ordination when controlling images on screen using a mouse. They are also able to control a programmable toy by giving it the correct instructions for the direction and distance they want it to travel.

Physical development

62. Children in the Reception classes benefit from suitable opportunities to develop their manipulative skills when using construction toys, and when painting, drawing and cutting. They make good progress and develop an appropriate degree of dexterity for their age as a result of good teaching. Appropriate use is made of the hall and playground for physical education, which involves the children in more formal activities in preparation for the curriculum in Year 1. Children listen carefully and respond to instructions to move in various ways and in various directions. They show a good awareness of their own space in relation to others, and are able to control the speed of their movements. Children have access to an outdoor play area, which has a good-sized grass area. There is, however, insufficient hard play area to allow the use of wheeled vehicles, and there is no safety surface for climbing apparatus. Resource provision for outdoor play is poor and this limits opportunities for physical development and learning in other areas of experience through physical activity.

Creative development

63. Teaching for children's creative development is good, and as a result children make good progress to achieve standards a little above those expected by the end of the Reception year. They respond well to opportunities to express their ideas when singing, painting, role-playing and moving and dancing to music. They learn a good range of songs by heart, sing them enthusiastically at an early stage, and accompany themselves with appropriate movements and mimes. There were good opportunities for children to use musical instruments during the inspection. For example, there are musical instruments in the role-play area and children enjoyed exploring the sounds that they made and composing songs to go along with them. Children demonstrate an ability to make up their own imaginative stories when using the role-play areas and small-world equipment. They are taught the skills of mixing paint and brush control and go on to use these skills in creating imaginative representations of what they see, hear and feel. There are ample opportunities for children to explore a range of different medium and to use them for mark-making and to compose their own pictures and patterns.

ENGLISH

64. The 2000 national tests showed that seven year-old pupils achieved standards in reading that were in line with the national average and the average for similar schools. Standards in writing were above the national average and the average for similar schools. Results of the 2001 national tests indicate a significant increase in the percentage of pupils achieving the higher Level 3 in reading. The trend of improvement over five years is in line with the national trend in reading and better than the national trend in writing.
65. Inspectors judged attainment in English during the week of the inspection to be above the standards expected nationally among seven year-olds and that pupils in Year 5 are on target to achieve standards above national expectations by the time they are eleven years old. This represents an improvement in English since the previous inspection report. The very good quality of teaching, overall, and the successful implementation of the National Literacy Strategy are having an impact on standards, and pupils, including those with special educational needs, make good progress in the acquisition of skills, knowledge and understanding throughout the school.

66. Attainment in speaking and listening is above the standard expected nationally by pupils in Year 2, and pupils in Year 5 are on target to achieve standards above those expected nationally by the time they are eleven years old. Pupils listen attentively in class both to the teacher and to one another. Year 1 pupils respond confidently when the teacher asks for words beginning with "ch". They articulate their suggestions clearly and are eager to identify objects from the big book pictures. At the end of a Year 2 lesson, pupils share the words that they have learned and develop other rhyming words by listening carefully to others. Pupils make good progress in speaking and listening as they move through the school and by the time they are in Year 5 they interact with one another and contribute to discussions in a thoughtful way. In a lesson on the use of language for dramatic effect, pupils listen carefully to the teacher creating the atmosphere and respond clearly and confidently, using short sentences and words to catch the mood.
67. Pupils in Year 2 attain standards in reading that are above those expected nationally, and pupils in Year 5 are on target to achieve standards above those expected nationally by the time they are eleven years old. Most pupils in Year 2 read aloud confidently. Higher-attaining pupils show their awareness of speech marks and punctuation in the way they read with expression, and discuss and compare characters and events in books such as "Harry Potter". In discussion, most seven-year-old pupils describe a contents and index page and show an understanding of how to find information in a book. They understand the difference between fiction and non-fiction books. As they move through the school, pupils develop an increasing ability to locate information in non-fiction books and pupils in Year 5 confidently describe the use of contents, index and glossary, giving examples of how they have used them for independent research. This indicates a significant improvement in these skills since the previous inspection report. By the time they are ten years old, most pupils read aloud with expression and confidence. When they come across unfamiliar foreign words, such as "Maginot" they speak it phonetically with no hesitation. Most pupils show a deeper understanding of character and plot by making comparisons in a range of books they have read.
68. Attainment in writing is above the standard expected nationally by pupils in Year 2, and pupils in Year 5 are on target to achieve standards above those expected nationally by the time they are eleven years old. Pupils in Years 1 and 2 make good progress in their handwriting skills, and by the time they are seven, most pupils write legibly with letters that are formed accurately and consistent in size. Handwriting is usually joined. Pupils in Year 1 write in short sentences to extend their ideas and are aware of how to use full stops and capital letters. Higher-attaining pupils in this year group understand the use of question marks and write short stories, using full-stops and capital letters accurately. By the time they are seven, most pupils write in sentences to compose a story using grammar correctly. They spell words such as "afternoon" and "travelled" correctly. Higher-attaining pupils use a variety of language for interest when writing stories such as "The Wild Beans", and have a good understanding of grammatical structure. Pupils make good progress in all aspects of their writing as they move through the school, and present their work in a variety of ways, clearly and neatly. This aspect of their work shows a significant improvement since the time of the previous inspection. By the time they are ten, most pupils write extensively in a variety of forms, such as poetry, stories, factual reports and letters. They write with lively confidence usually using correct grammar, punctuation and spelling. Lower-attaining pupils summarise stories in note form, usually accurately, but with some misspellings such as "pepol" for "people". Higher-attaining pupils complete a substantial amount of work in a variety of forms. Their choice of phrases and words is often adventurous and words are used for effect, for example: "Fog falling down from Jack Frost's fingertips reminding you it's still not spring". Pupils make increasing use of information and communication technology as they move through the school. Older pupils use word processing successfully to draft and present poetry, prose, factual reports and newspaper articles, adding graphics for effect.
69. The quality of teaching is very good overall, with excellent teaching observed in Years 1 and 5. This is an improvement since the time of the previous inspection report. The school has implemented the National Literacy Strategy successfully and teachers are using it very well. Teachers' planning is thorough and objectives are clearly stated and communicated to pupils in lessons, with assessment opportunities evident throughout. Lesson plans recognise the differing needs of pupils and activities are organised accordingly. Teachers take account of the

attainment of pupils in previous lessons and plan accordingly. Pupils are given increasingly complex and demanding activities across a wide range of writing forms, encouraged by good, informative marking, praise and high expectations. The teaching and learning for the pupil who has English as an additional language is good. This pupil is now fully involved in the curriculum without support and is making good progress. A warm, happy atmosphere typifies excellent teaching in very high-paced lessons. Pupils respond very enthusiastically and participate fully – lots of hands up and lots of smiles. Very lively and engaging reading, discussions and questions in these lessons enthuse pupils with the need to be involved. For example, in Year 5, individual pupils read a text aloud. Excellent intervention by the teacher prompts pupils to think very carefully about the text with questions such as: "Why have you stopped?". "It's the end of the paragraph". "How do you know?". "What is a shrug?". "Show me a shrug". In a lesson in Year 1, although pupils have only been working within the structure of the National Literacy Strategy for one week, they already understand how they are to work. They produce a substantial volume of work in the lesson through very well-focused, inclusive questioning, and excellent use of resources. The teacher has items such as chalk, chocolate, cheese, and cherries to identify and increase understanding of words beginning with "ch". Excellent prompting leads pupils to also suggest rhyming words. The rewards for this group are obvious!

70. There has been a substantial improvement in the provision and availability of books since the previous inspection. The library is now well-equipped with non-fiction books and pupils are taught to extend their research skills. This has had a very positive effect on the ability of pupils to find and use information independently. The co-ordinator has a thorough grasp of the issues involved and has a clear picture of future development. Assessment procedures have been developed substantially since the previous inspection. The school now uses a comprehensive range of information and tests to inform teachers' planning.

MATHEMATICS

71. The findings of the inspection are that standards have risen since the last time that the school was inspected. On entry to Year 1, most pupils demonstrate standards that are a little above those expected for their age. They make good progress. Standards are above those expected for their age by the end of Year 2. Pupils continue to make good progress, overall, and achieve above the standards expected for their age by the end of Year 5. The results of national tests for seven year-olds have improved steadily over the last three years and have done so at a greater rate than the national trend. The results of tests taken in 2000 are well above the national average and the average for similar schools. The results of 2001 tests are at a similarly high level. Pupils with special educational needs make good progress and achieve well in relation to their starting points as a result of very good planning for their different needs and the good support given by special needs assistants.
72. Pupils in Years 1 and 2 make good progress as a result of the very good teaching they receive. They have a good grasp of mathematical language and are able to articulate their mathematical thinking. This makes a significant contribution to pupils' skills in logical reasoning and their ability to use number facts to solve problems, both in mental and written work. Younger pupils use the language of ordering and place value when counting numbers up to a hundred. As they become more familiar with number in Year 2 they move on to explaining place values of numbers up to one hundred. They are able to describe number patterns, and predict and identify number sequences, such as counting in tens and fives. Pupils demonstrate that they know and can recall mathematical facts in the course of mental oral starters and show that they recognise the inverse relationship between addition and subtraction, multiplication and division. Their command of number facts is also evident in recorded work. When tackling number problems they use a range of different mental strategies, including estimating to the nearest ten, counting forwards or backwards, and applying their knowledge about the properties of number, for example, odd and even. Pupils show that they have a basic understanding of length, weight and capacity and are beginning to apply this understanding and develop their skills in using metric measures. Pupils know the names of a range of common two- and three-dimensional shapes, and know something about their properties; for example, that squares have four sides of the same length and corners which are right angles. Pupils apply their knowledge of number satisfactorily in other subjects of the curriculum; for example, design technology and science.

73. In Years 3 and 4 pupils make steady progress in relation their prior attainment. There is very good progress in Year 5 as a result of the outstanding teaching, which makes a significant contribution to the standards that are being achieved and ensures that pupils are well on course to achieve above-average standards by the end of Year 6. Pupils have a well-developed mathematical vocabulary to describe the properties of numbers and number sequences. They use a wide range of mental strategies in the course of reaching accurate answers in the mental oral starters to lessons. Year 5 pupils demonstrate that they can apply a range of different strategies, such as estimation, rounding, doubling and halving, to arrive at correct solutions to number problems. They also applied their knowledge of number operations well in the course of investigating the bank accounts of suspects involved in an imaginary crime. Year 3 pupils use addition, subtraction and multiplication in a range of ways to arrive at the correct answer as they work on calculating the amount of change they need to give in the context of problems regarding money. In the course of their written work pupils also demonstrate that they know a range of different ways of seeking solutions to number problems. In Year 5, pupils are tackling algebra problems involving the use of all four number operations and calculating percentage quantities. Pupils have a good understanding of shape, space and measure. They classify two- and three-dimensional shapes and measure and draw angles to the nearest degree, using language applicable to angles, such as *reflex*, *obtuse* and *acute*. Pupils make satisfactory use of information communication technology in the course of their work. For example, Year 5 pupils enter data that they have gathered about their spelling test results on a spreadsheet.
74. Teaching has improved since the last inspection. It is very good in Years 1 and 2. It is good, overall, in the upper end of the school with some excellent teaching in Year 5. The weaknesses found in assessment and marking have been addressed. The best teaching is marked by extremely high expectations. Planning is precisely based on a clear understanding of what pupils can already do and what they need to learn next. Teachers have a thorough understanding of the mathematics Programmes of Study and of the numeracy guidance, and use this to inform their highly skilled interactions with pupils. Explanations and demonstrations are clear and good open questioning techniques encourage pupils to think for themselves and apply their mathematical skills to a range of situations. In these lessons, pupils make good gains in their learning because they are working at the edge of their capabilities and are interested in the work provided.
75. Assessment procedures have improved since the last inspection and this has made a significant contribution to the improvement in standards. The school has a very good range of procedures, including optional national tests (SATS), which are used to give information about individual progress and achievement and analysed to raise school improvement issues. Opportunities for ongoing assessment are built into short-term planning and, in the best teaching, are used well to inform future work. Pupils are involved appropriately in evaluating their own work and progress, and in setting their own targets.
76. The subject is very well led and managed. The co-ordinator has successfully introduced the National Numeracy Strategy, led training for staff, and observed lessons. He keeps up to date by attending appropriate training and passes on the information gained to other members of staff. As a result of very good monitoring and evaluation procedures, he has a clear view of the strengths and weaknesses in the subject and uses this knowledge well to inform planning for improvements.

SCIENCE

77. The previous inspection judged attainment in science to be broadly in line with the standard expected. Significant improvement has been made since then. Attainment is now above expectations at the end of Key Stage 1. By the time pupils leave school at the end of Year 5, they are well on-target to exceed the standard expected. This is the result of a well-designed and managed curriculum and a quality of teaching that is good, overall, and often very good and excellent. Pupils are expected to think as young scientists and to respond to challenging questioning and tasks. Teacher assessments at the end of Key Stage 1 in 2000 suggest that

standards were below or about the national average. However, in the work seen during inspection week, tasks are completed well and in depth and pupils have a good understanding of scientific processes, such as design of investigations and fair testing. Inspectors judge attainment to be above expectations at the end of Key Stage 1 and in Year 5.

78. Several factors contribute to attainment, which is higher than expected:
- A well-established curriculum, firmly based on what science is and the development of scientific skills;
 - A consistent level of good teaching and learning, where teaching is often very challenging and inspiring;
 - The very positive attitudes of pupils, the pride they take in their work, and their willingness to work hard;
 - Very good leadership by the subject co-ordinator.
79. In almost every pupil workbook, the volume of work is considerable, reflecting a broad range of learning across all areas of the science curriculum, but with a special emphasis on investigational and practical work. As a result, pupils acquire good scientific skills and understanding, although there are occasionally misunderstandings. For example, although understanding is more sophisticated in Year 5, most pupils have an emerging understanding of fair testing and the use scientists make of constants and variables in their experiments. However, one pupil in Key Stage 2 misunderstood sufficiently to write that a test was fair 'because we all had a go'. The work shows very clearly the use of practical, first-hand experience to encourage learning and understanding and the beginnings of the understanding of scientific methodology – posing a hypothesis, establishing predictions, testing them, closely observing scientific phenomena, recording results and coming to appropriate conclusions. Because there is an expectation that pupils think and work scientifically, they achieve well.
80. The activities planned for pupils stimulate their interest. Year 1 pupils made rapid progress as they sorted materials by different criteria and made sharp use of their senses to explore the different qualities of materials and identify possible uses for them. Year 2 pupils were fascinated by the scientific phenomena they observed in their lesson on the changing states of matter and quickly confirmed in words what they saw with their eyes: that liquid takes the shape of its container and solids have their own shape. The teacher had offered them water in its natural liquid form but also in ice and imaginatively had given them ice in a rubber glove to illustrate the scientific concepts. Pupils held animated conversations about what they saw, using appropriate vocabulary that supported their learning. Well-used teacher knowledge in Year 4 stimulated detailed pupil analysis of food chains. Pupils used confidently a wide range of very technical vocabulary to explain different concepts such as prey and predator, herbivore, carnivore and omnivore. Year 5 pupils used the forensic skills of a police investigator as they conducted an experiment into chromatography. The teacher planned a range of ingenious tasks that challenged pupils' thinking and simulated a crime-solving situation. A lower-attaining group of pupils identified from crime scene evidence which pen had been used to write a note that had clearly been written by the perpetrator. This expected a great deal of these pupils – and although some struggled for the language to explain what they knew, there was some rapid scientific learning for them.
81. The teaching is good, overall. Lessons were seen in all but one of the year groups and ranged from satisfactory to very good and excellent. Teachers plan imaginatively within the good curriculum guidance given. Tasks are thoughtful and appropriate to the needs of a wide range of pupils. As a result, learning is good. Pupils are interested and stimulated. They want to listen and answer. They rise to the challenge of teachers through good questioning. Teachers are persistent in asking: 'Why?' and 'What do you think?' Lessons usually go at a good pace. Almost always teachers manage pupils well and no time is wasted in controlling pupils. Only rarely is there some restiveness when an introduction is long and pupils need to be more actively involved in the lesson. It is clear from the pupils' books that teachers have good subject knowledge. The marking of work is consistent and helpful to pupils.
82. The school provides a good curriculum. It is planned thoroughly to address the needs of the National Curriculum. There is good guidance to ensure a consistent approach to practical work and the development of scientific skills. The activities provided give pupils opportunities to make close observation of the wonders of the world around them, to interpret and to understand. It is well-balanced and has space for an imaginative approach to activities. It is

well placed to encourage the school's provision for spiritual, moral, social and cultural development. Within the curriculum there are opportunities for pupils to make good use of their developing literacy and numeracy skills. There is good evidence of information and communication technology being used to support learning in science. Assessment is left to the professional discretion of individual teachers. This means that while there are pockets of good practice in assessment, recording and reporting – and that teachers have a secure understanding of the progress of the pupils in their class – there is no whole-school system to give the subject co-ordinator an overview of progress so that she can identify and deal with potential problems. This is part of the co-ordinator's action plan. The subject is very well managed. The responsibilities of the co-ordinator are clearly identified and she fulfils them well. There is good guidance for all staff. Planning is monitored on a regular basis. A good action plan identifies what needs to be done next. Strategies are in place for co-ordinator monitoring and evaluation of lessons. This is good practice and puts the co-ordinator in a good position for the further development of the subject. There is financial responsibility within the role of the subject manager.

83. Since the previous inspection, standards have been maintained and are clearly improving.

ART AND DESIGN

84. Although only two lessons were observed in art and design, evidence from displays of pupils' work, pupils' work and discussions with them, show that progress in art is satisfactory and that overall attainment is in line with the standards expected of pupils at the end of Year 2 and Year 5. This indicates that pupils are on course to meet the standards expected at the end of Year 6. Pupils with special educational needs particularly enjoy art and make satisfactory progress in relation to their prior attainment as a result of the good support they receive from teaching assistants. These standards are not as high as those found in the last inspection. This is because the school has followed national guidance to give greater emphasis to the improvement of standards in English and mathematics and, as a result, less time has been given to art.
85. The standards that pupils achieve are a result of teaching that is at least satisfactory, overall. Teachers' knowledge and understanding of the work of different artists is very good and this has a significant impact on pupils' understanding of the ideas that these artists are trying to portray and of the skills and techniques they use. For example, in Year 1 pupils are guided to make keen observations of a self-portrait by Van Gogh prior to making good use of these observations in making their own self-portraits. Pupils in Year 5 have studied the work of Mondrian and produced their own careful designs based on his work, to portray their own abstract designs of form and space. Teachers' own enthusiasm and good opportunities to look at a range of well-known works have resulted in pupils having a well-developed appreciation of art. They articulate their likes and dislikes clearly and use this information to help them improve their own work. The good opportunities that the school provides for pupils to reflect on the feelings and moods depicted by famous artists, together with their own thoughtfully produced pieces, such as landscapes silhouetted against skies, make a significant contribution to their spiritual development. Pupils' skills in exploring and developing ideas through the use of sketch-books are less well-developed. This was a weakness in the last inspection and has not yet been fully addressed. There is also scope for the development of opportunities to study works of art from a wider range of cultural backgrounds. Teachers make useful on-going assessments of pupils' work in art but methods vary between classes. This results in some inconsistencies in progression between classes. There is a need for a whole-school assessment system, which ensures that pupils' skills and knowledge build systematically on previous learning.
86. The subject is soundly led. The subject has not been at the forefront of the school's improvement efforts but, nevertheless, there have been ongoing improvements in provision. The main focus of recent developments has been the upgrading of a classroom as a base for the whole-class teaching of art. It is well-organised and resourced and beginning to have an impact on the quality of pupils' work. The school is fortunate in having a highly skilled teaching assistant and the co-ordinator has capitalised on her strengths by delegating a number of tasks to her for the benefit of the school.

DESIGN AND TECHNOLOGY

87. During the inspection no teaching was observed but from the scrutiny of work, teachers' plans and talking to pupils, standards of attainment at the end of Year 2 and Year 5 are judged to be in line with those expected for their age. Standards have been maintained since the last inspection. Pupils are on course to meet national expectations by the end of Year 6. Over their time in the school the achievement of all pupils, including those with special educational needs, is satisfactory.
88. No design technology lessons were seen during the inspection but evidence from teachers' planning and pupils' work indicates that the standards pupils achieve throughout the school are a result of the satisfactory teaching that has been maintained since the last inspection. Skills such as joining and cutting are taught carefully and there is consistent use of the design process, which includes careful evaluation of the final products. For example, pupils in Year 2 have shared ideas, selected materials and applied their understanding of how winches work to make moving models of nursery rhymes. In Years 3, 4 and 5 they have used an increasing range of tools, materials and components to make more complex products. For example, in Year 5, pupils have designed models of shelters in response to a precise specification of what was needed. Teachers use their own informal assessment procedures appropriately to inform planning for future work. These vary between classes, however, and there is scope to develop a common format to ensure the smooth progression of skills, knowledge and understanding as pupils move through the school. Very good links are made with other subjects of the curriculum. For example, pupils apply their literacy skills in the course of labelling their designs, and writing and following instructions and they use their skills of measuring accurately in the course of making their products.
89. The subject is well led. The co-ordinator has introduced nationally produced guidance to augment the school scheme of work and this has made a significant contribution to the precision of teacher's planning for the development of skills and raised the profile of the design process. The co-ordinator keeps an overview of the subject by monitoring planning. She has a clear view of the strengths and weaknesses of the subject and uses this knowledge well to plan for improvements.

GEOGRAPHY AND HISTORY

90. Standards of attainment in geography and history are above the standard expected nationally at the end of Key Stage 1. Pupils in Year 5 are on target to exceed expectations when they are eleven years old. This represents an improvement since the previous inspection. Given their range of knowledge and skills when they enter school, pupils achieve well. Pupils with special educational needs make good progress when their prior attainment is taken into consideration. Little direct teaching of history and geography was seen during inspection week. An overall judgement on the quality of teaching is not given. Judgements on standards are based on the lessons seen, the sample of work seen, informal discussions with pupils and the evidence of teachers' planning.
91. In geography, pupils begin to learn mapping and field skills from Year 1. They study their village and make maps of their home in relation to school, using symbols to plot their journey. Year 2 pupils study a contrasting location, using the 'Katie Morag' stories as a source to help them understand the geography of a Scottish island. They complete a range of appropriate and imaginative tasks to support their learning. Pupils use their growing literacy and numeracy skills to support their tasks, for example, in writing postcards from the island of Struay and in collecting weather data. They use a starting graph program, employing their information and communication technology skills to help their geographical understanding. Pupils in Year 3 have a secure understanding of the function of different types of settlement, such as village, town and city. They make appropriate decisions about what sort of transport should be used for what sort of journey. In the tasks set, pupils make good use of prior learning about compass points. Year 4 pupils use globes and maps to identify continental land masses. Year 5 pupils use a range of learning techniques – including brain-storming and note-making - to make cross-curricular links between their ancient Greek history study and their research into modern Greece.
92. In history, pupils in Key Stage 1 study a range of periods of time, such as the Victorians and the Great Fire of London. They make good comparisons between 'then' and 'now', demonstrating a growing confidence in understanding chronology. Pupils take pride in their work as they use good literacy skills to write their own diary of life in seventeenth century London. They have accumulated a great deal of background knowledge through investigating historical sources. Pupils make good use of reading, writing and mathematical skills to support their learning. Older pupils complete a wide range of 'hands on' tasks that expect them to use a full range of historical research methods. They make decisions about which sources are reliable and which cannot be relied upon. They interrogate artefacts. They learn about the skills of the archaeologist. They use a wide range of sources to establish a deep knowledge base. Pupils acquire a secure knowledge of what it is to be a historian and how to research accurately. In the course of this they develop good historical vocabulary.
93. There were insufficient lessons of history and geography seen to make a secure judgement about the quality of teaching and learning. There are considerable implications of good teaching. Good teacher knowledge is being used to enthuse pupils and support their acquisition of valuable skills. Tasks are imaginative and challenging. Planning is thorough and systematic. The quality of finished tasks shows concentration and application. Marking of work is thoughtful and helpful. There is evidence of pupils using their historical and geographical skills to research topics for homework. Some pupils make good use of ICT skills in their research.
94. Both history and geography are managed efficiently. There is a useful policy for the subjects. The school has found ways of integrating the most recent national advice into its scheme of work. There is some good practice in assessing the progress pupils make. However, this is left to the professional discretion of individual teachers and there is no whole-school strategy to support the developmental needs of the subject. Subject co-ordinators have significant responsibilities delegated to them, including a financial responsibility for managing a budget for the subject. The co-ordinators have an action plan that identifies appropriate targets for taking the subject forward. Resources are adequate. The school has plans to identify systematically resource needs to support the curriculum as it develops.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

95. Inspectors judge attainment in ICT during the week of the inspection to be in line with the standards expected nationally among seven-year-olds and that pupils in Year 5 are on target to achieve standards in line with national expectations by the time they are eleven years old. Standards have improved since those achieved at the previous inspection.
96. Pupils in Year 1 choose from a range of features to make up a face on the computer screen. They demonstrate good skills with the mouse by dragging these features on to a pre-drawn face and positioning them correctly. Seven-year-old pupils collect information about daily weather, such as the number of rainy, sunny, or windy days and enter this information into a simple database to produce a computer-generated chart of the results. They demonstrate increasing skills in manipulating the mouse: for example, when drawing a free-hand picture of a bowl of fruit in colour.
97. Pupils, including those with special educational needs, make sound progress as they move through the years at the school, and acquire a widening range of skills. By the time they are ten years old, pupils have a good understanding of how a spreadsheet may be used to calculate how pocket money is spent. They know that by using formulae, amounts spent on a variety of items may be changed and that the total will be updated automatically. Most pupils of this age show good skills in presenting information when presenting work such as poetry or factual information. They vary font size, colour and style confidently and add graphics to enhance their work. However, their knowledge of how to use a sequence of instructions to control devices or on-screen objects is limited and has developed little from what they knew earlier in the school.
98. Pupils are given many good opportunities to use and develop their ICT skills in a wide range of other subjects across the curriculum. Pupils in Year 4 search and retrieve information from the Internet and download maps in a geography lesson. They demonstrate good, confident mouse and keyboard skills by dragging, resizing, pasting and printing the maps according to their individual needs. Year 5 pupils combine a variety of techniques well to research and present work on mountains. They demonstrate well-developed skills using the Internet, desktop publishing, graphics and word processing to produce their own presentation of their work about mountains. Similar skills are used to enhance their learning in other subjects, such as religious education, science, history and mathematics.
99. No direct teaching was seen during inspection week and it is not possible to make a secure judgement on the quality of teaching. However, from the work seen, discussions, and tasks given to pupils, teachers have high expectations of what pupils should know. The tasks that they set are demanding, particularly for older pupils, and the subject knowledge of the teachers gives pupils a greater understanding of what they are doing. Teachers give pupils many opportunities to use their ICT in other areas of the curriculum and make good use of the resources available. The support assistant, who works in the computer suite with groups of pupils, is a particularly good asset to the school. She has good subject knowledge, and teachers work closely with her to link classroom subject work very effectively to developing the relevant ICT skills. Pupils clearly enjoy working in the computer suite and concentrate well for prolonged periods.
100. Resources are good. The recently installed computer suite is used very well to enhance pupils' learning in many subjects and is already having an impact on pupils' standards in ICT. The co-ordinator has good subject knowledge and a clear view of how the subject is to develop. Assessment procedures are currently insufficiently consistent and methodical to measure pupils' attainment and progress accurately. However, plans show that this is currently a whole-school target for improvement.

MUSIC

101. Inspectors judge attainment in music during the week of the inspection to be in line with the standards expected nationally among seven year-olds and that pupils in Year 5 are on target to achieve standards in line with national expectations by the time they are eleven years old.
102. Pupils in Year 2 perform simple rhythm patterns, maintaining a pulse, performing on a variety of instruments such as finger cymbals, triangles, tambourines and clappers. They follow symbols on the board to support their playing. Most pupils understand and recognise that sounds of instruments can be represented by symbols. When the teacher played the first notes of a number of tunes, many pupils recognised the shape of the melody and could identify the name.
103. Pupils, including those with special educational needs, make sound progress as they move through the school. Pupils in Year 4 combine layers of rhythm and sounds of instruments when representing the rhythm of a train. They understand that poetry has a rhythm and that music can be combined to express the way in which poetry is spoken. By the time pupils are ten years old they have a deeper understanding of rhythmic phrases as part of a group performance. These pupils describe and compare the moods and effects created by the different kinds of music they hear, although not yet with a completely musical vocabulary. They compose music to be performed as a group, for example, "Easter Rap", and describe how their ideas develop.
104. Insufficient direct teaching of music was seen during inspection week to make an overall judgement on the quality of teaching. In the lessons seen, however, teaching was good or excellent. Teachers planned well and challenged pupils with interesting activities. In the lesson judged to be excellent, an atmosphere that completely entranced Year 2 pupils was created by the skilful way the teacher played and sang. The teacher's excellent subject knowledge and high quality activities ensured complete participation and concentration throughout. Pupils' enjoyment was tangible. Year 4 pupils made good progress in their recognition of rhythm by the way that the teacher linked two poems "From a railway carriage" and "The Night Mail" to a two-part clapping rhythm. The gradual introduction of instruments and a metronome enhanced pupils' understanding. Teachers manage pupils very well and good relationships are evident.
105. Many pupils take advantage of the opportunities to learn to play instruments, such as the recorder and ocarina, outside of classroom lesson-time, and participate in a wide variety of singing events throughout the school year. The co-ordinator provides competent leadership of the subject and subject policy, and schemes of work are sound. The resources for the subject are used effectively.

PHYSICAL EDUCATION

106. Inspectors judge attainment in physical education during the week of the inspection to be in line with the standards expected nationally among seven year-olds and that pupils in Year 5 are on target to achieve standards in line with national expectations by the time they are eleven years old. This represents an improvement since the previous inspection report.
107. Pupils in Year 2 copy and explore how they can stretch and curl their bodies in a variety of ways. They begin to link their actions and positions into sequences and vary these independently. They understand how to exercise safely and know the value of warming-up and cooling down. Pupils, including those with special educational needs, make sound progress as they move through the school. By the time they are ten years old, pupils have developed appropriate levels of ball skills in games such as hockey, rounders and football. They understand how to improve their own performance when combining movements such as forward rolls, cartwheels and handstands, which they have devised, and this aspect of pupils' achievement has improved since the previous inspection report.
108. Insufficient direct teaching of physical education was seen during inspection week to make an overall judgement on the quality of teaching. In the lessons seen, however, teaching was at

least satisfactory. In a very good lesson in Year 2, pupils made very good progress in joining a series of movements prompted by the teacher holding up cards with a symbol for each movement. Pupils could easily see which action was required and they readily understood what they were doing. The teacher provided clear guidance and pace, yet gave pupils opportunities to talk about and to demonstrate their performance to others.

109. The development of pupils is well supported by the provision of competitive sports events, including football and athletics. Many older pupils have the opportunity for residential visits to take part in activities such as orienteering, walking and scrambling. The co-ordinator has adopted aspects of the Qualifications and Curriculum Authority guidelines as the basis for the schemes of work and there is appropriate coverage of the curriculum throughout the school in teachers' planning. However, there is currently no consistent procedure for assessing pupils' attainment and progress, although plans show that this is currently a whole-school target for improvement. Resources are relevant and appropriate for the development and coverage of the curriculum and the indoor hall is very well used for physical education activities. Pupils' learning benefits particularly from the large playing-field and outdoor play area.

RELIGIOUS EDUCATION

110. Pupils' knowledge and understanding of religious education is in line with the expectations of the locally Agreed Syllabus at the end of Year 2 and at the end of Year 5. They make satisfactory progress in the subject throughout the school. These standards are similar to those found in the last inspection. Pupils with special educational needs make satisfactory progress in relation to prior attainment because of the good support they receive.
111. Pupils are aware that religious traditions in the United Kingdom are mainly Christian and that other religions are also represented, through their work on Islam and Buddhism. They understand something of the distinctive features of religious traditions, for example, in their work on the Easter Story and Diwali. Pupils have a sound knowledge of religious terminology, and sound understanding of religious concepts and symbolism through their work on stories from the Bible, and a result can explain matters of religious belief and practice; for example, the importance of baptism to Christians. They are also able to explain some of the similarities and differences between the different religions.
112. Only two lessons were seen during the inspection, but from these and evidence from planning documentation and pupils' work, the quality of teaching in religious education is judged satisfactory. Lessons are planned appropriately with clear learning objectives, which are shared with the pupils. A particular strength is the good relationship that teachers have with their pupils. This results in an atmosphere of mutual trust in which pupils are willing share their deeper thoughts and ideas with the teacher and with one another, knowing that they will be listened to and taken seriously. For example, in one lesson the teacher shared a memento, which was precious to him because it reminded him of a special person. This led to the pupils sharing stories about their own precious objects and personal memories. The teacher then skilfully built on these experiences to develop pupils' understanding of how artefacts from Judaism carry important messages and memories of special events, such as the Passover.
113. The school's stock of artefacts and resources was found to be a weakness in the last inspection. There has been a small improvement since then, but resources remain barely adequate. The school is aware of this and has appropriate plans to remedy the situation. The school has good links with the local Christian Churches, and ministers visit the school on a regular basis to talk with the children. Links with other religious traditions are limited, however, and as a result pupils have insufficient opportunity to learn from first-hand experience about the diversity of the society in which we live. Informal assessment procedures are in place and used appropriately to record what pupils have learned. There are no formal assessment systems, however, and this leads to some inconsistencies in progression between classes.
114. The subject is soundly led. The co-ordinator has worked extremely hard to develop a scheme of work for the subject, which is in line with the locally Agreed Syllabus. Planning is carefully monitored and opportunities for lesson observations have been used appropriately to evaluate

how planning is reflected in practice. As a result the co-ordinator understands the strengths and weaknesses of the subject and is using this knowledge to inform planning for further improvement.