

INSPECTION REPORT

Fernvale Primary School

Leicester

LEA area: Leicestershire

Unique reference number: 119967

Headteacher: Derek Gaydon

Reporting inspector: Mr Paul Bamber
15064

Dates of inspection: 26th – 29th June 2000

Inspection number: 198244

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INFORMATION ABOUT THE SCHOOL

Type of school:	County
School category:	Primary
Age range of pupils:	4-10
Gender of pupils:	mixed
School address:	Somerby Road Thurnby Leicester Leicestershire
Postcode:	LE7 9PR
Telephone number:	01162416722
Fax number:	01162416722
Appropriate authority:	The Governing Body, Fernvale Primary School
Name of chair of governors:	Jamie Mair
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Paul Bamber	Registered inspector	Mathematics, geography, physical education.	How well the school is led and managed. The schools' results and pupils' achievements. How well the pupils are taught.
Mrs Sally Hall	Lay inspector		Pupils' attitudes, values and personal development, how well the school cares for its pupils, how well the school works in partnership with parents.
Mrs Joan Walker	Team inspector	English, art, history, religious education, provision for pupils in the foundation stage, English as an additional language.	The provision of curricular and other opportunities offered to pupils.
Mrs Pauline Allen	Team inspector	Science, information technology, design and technology, music, special educational needs, equality of opportunities.	.

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Hucclecote
Gloucester
GL3 3QN

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fernvale Primary School educates boys and girls aged between four and ten years. The school has 188 full-time pupils on roll, which is smaller than most other schools of its type and its size is very similar to that at the time of the previous OFSTED inspection. There are 18 more boys than girls on roll and 51 pupils are aged under six years. Around half the pupils come from the school's immediate surrounding area and the remainder from more distant wards. The school has become increasingly popular with parents over the last two years. At present there are 32 pupils on the school's register of special educational needs, which is broadly in line with the national average. Two pupils have statements of special educational needs, which is broadly average. Around 8 per cent of pupils are entitled to free school meals, which is below the national average and 3 per cent of pupils use English as an additional language, which is around the national average. Attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

The overall achievements of the school are good. At Key Stage 1, standards are well above average in science and above average in mathematics, art and design and technology. They are above average in science, art, design and technology and music at Key Stage 2. The pupils make good progress, behave well and have very good attitudes to their work. Teaching is good, with much of it very good and the school's management is positive and effective. The school has made good improvement since the previous OFSTED inspection and is popular with parents. The school provides good value for money.

What the school does well

- As a result of much skilful teaching, the pupils make good progress in their learning.
- The school is ably led and managed. There is a strong corporate commitment to a continual improvement in standards and a shared sense of purpose.
- Seven year old pupils attain high standards in science and above average standards in mathematics, speaking and listening, art and design and technology.
- The school provides very well for the pupils with special educational needs, enabling them to make good progress.
- The school promotes high standards of behaviour, which results in almost all the pupils behaving sensibly, both in and out of the classrooms.
- The pupils like coming to school. They have very good attitudes to their lessons, particularly enjoying improving their mental mathematics skills.
- Through the constant reinforcement of its 'golden rules' the school promotes the pupils' moral development very well.
- The quality of the school's curriculum and the quality of teaching for children aged under five are very good and this gives them a good start to their education.
- The school liaises closely with the parents, involving them well in their children's learning and keeping them well informed about the work of the school. This means that the parents have very positive views of the school.

There are no major issues for the school to address in order to improve further. There are, however, some minor issues which it should consider in addressing its further development. These minor issues are reported in the main body of the inspection report.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous OFSTED inspection in October 1997. This has been achieved through a systematic and coherent strategy for improvement based upon the school's post-OFSTED action plan. Of the four Key Issues identified at that time, three have been addressed well and good progress made in the other. The school's senior management team now works effectively to provide clear direction for the school and to promote high standards. These standards have been improved in many subjects, notably science and information technology in both key stages. The school now has a lucid curriculum plan, supported by clear schemes of work and has implemented the National Numeracy Strategy and National Literacy Strategy well. The governors have ensured that all their statutory policies are now in place. The overall quality of teaching has greatly improved. As a result of the secure management structure, the coherent programmes of work and the common will to improve standards, the school has good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	C	B	B
Writing	E	E	C	C
Mathematics	E	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that at Key Stage 1 pupils do best in mathematics in which standards have been steadily rising over the last three years to the well-above average standards achieved in 1999. In reading, standards have also risen, since 1997, to above average. In writing, there has been good improvement from well below average standards, in 1997 and 1998, to average standards in 1999. When compared with similar schools, the information shows that standards are well above average in mathematics, above average in reading and average in writing. Teachers' assessments for 1999 indicate well above average standards in science.

The findings of the inspection are that by the time the pupils leave the school, at the age of ten, they attain standards above the national expectation for age in science, standards in line with that expectation in English and standards just below the national expectation in mathematics. This represents good progress in relation to the standards that these same pupils achieved in their Key Stage 1 national tests in 1997, when they achieved well below average standards in reading, writing and mathematics. The school's successful implementation of the National Numeracy Strategy and the National Literacy Strategy has contributed significantly to these improvements in standards. By the age of ten, the pupils achieve standards above the national expectation for age in art, design and technology and music. They attain standards in line with the national expectation in all other subjects of the National Curriculum.

The pupils in the present Year 2 attain well above average standards in science, above average standards in mathematics, art and design and technology and average standards in reading, writing and all other subjects of the National Curriculum. At both key stages, the pupils attain standards in line with the expectation for age of the locally Agreed Syllabus for religious education adopted by the school. Although standards in mathematics and reading are lower than those indicated by the 1999 national test results, the present Year 2 has an above average number of pupils with special educational needs and this is likely to have a negative influence.

Children aged under five years make good progress and reach the expected standards in their areas of their learning by the time they are five. Pupils with special educational needs make good progress. They receive a well-planned curriculum and sensitive, but rigorous support from teachers and teaching assistants. The pupils who use English as an additional language also make good progress and achieve similar standards as other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen to learn and are well motivated. Overall, they respond very well to the teaching that they receive and concentrate well on their work.
Behaviour, in and out of classrooms	The quality of the pupils' behaviour is almost always good. Apart from one or two minor distractions in class, the pupils behave sensibly in and around the school.
Personal development and relationships	Good. The quality of relationships throughout the school contributes very positively to the quality of learning and the pupils help each other willingly. However, pupils are given too few opportunities to take responsibility for school routines.
Attendance	Good. The rate of attendance is above the national average and unauthorised absence is below that average. Most pupils arrive at school on time and lessons start promptly.

These are strengths of the school and contribute well to the positive ethos and commitment to hard work now inherent in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Very Good	Good	Good

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

The quality of teaching is good overall. It is very good for the youngest children aged under five years, good for other children aged under five and good in Key Stage 1 and in Key Stage 2. There is some very good teaching in the Year 1 and Year 4 classes. During the inspection all the teaching observed was satisfactory or better. It was very good or better in 34 per cent of lessons, good in 43 per cent and satisfactory in 23 per cent. A particular strength in the teaching are the very high expectations the best teachers have of their pupils' commitment and behaviour, which promotes good standards of work and concentration. Other strengths are the creative use of well-prepared resources to motivate pupils' interest in lessons, together with the good use of lesson targets, which give the pupils' clear objectives for their work. Homework is well used to extend the thinking of the older pupils in the Juniors and to encourage them to work independently. Any relative weaknesses in teaching relate to occasional inconsistencies in implementing the school's agreed behaviour policy.

The quality of teaching in English is satisfactory in Key Stage 1 and good in Key Stage 2. In mathematics, it is good at both key stages. In the lessons devoted to the teaching of the National Literacy Strategy and National Numeracy Strategy, the quality of teaching is the same as it is in English and mathematics. Both literacy and numeracy are taught well in other subjects of the curriculum.

Throughout the school, the teaching and support provided for pupils with special educational needs and for those for whom English is an additional language, are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good for the children aged under five years and is broad and balanced in Key Stages 1 and 2. The pupils have benefited from the successful implementation of the National Strategies for literacy and numeracy, particularly in the range of writing they attempt and in improving their ability to calculate mentally. There is a good range of extra-curricular activities to enhance the pupils' aesthetic experiences.
Provision for pupils with special educational needs	Very good. These pupils make good progress as a result of the well- planned and very appropriate targets set for them in their Individual Education Plans. The designated support they receive from the committed teaching assistants and the very competent management of their provision, by the special educational needs co-ordinator, contributes significantly to the good progress they make.
Provision for pupils with English as an additional language	Satisfactory. Appropriate support is given to these pupils, very few of whom have difficulty in speaking or understanding English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral development is very well promoted through the school's 'golden rules' and the study of environmental issues. Social and spiritual development is good. Pupils study other cultures in geography and religious education but the work of the school does not fully reflect the range of ethnicity present in the wider locality.
How well the school cares for its pupils	Good. Staff know the pupils very well and take great care of them in a safe and supportive environment. The monitoring and support of the pupils' academic performance and personal development are good. Good assessment procedures are used in English and these are particularly well used in mathematics to track pupils' progress. Teachers make good use of whole class targets in lessons.

The school maintains a good partnership with parents which means that they, the parents, contribute well to the pupils' learning, strongly support the school's work and have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and the recently appointed deputy headteacher work very effectively to promote high standards and to build a strong team, which has clear goals and a common purpose. The headteacher, deputy headteacher and key subject co-ordinators have monitored the quality of teachers' plans, the quality of teaching and the standard of pupils' work. This has contributed significantly to the school's recent improvements.
How well the governors fulfil their responsibilities	Satisfactory overall. Individual governors have responsibility for the oversight of literacy, numeracy and special educational needs in the school, which contributes well to the governing body's knowledge of these areas. Other governors visit the school and report back to full governor's meetings about various aspects of the school's work. However, the governors are insufficiently involved, as yet, in analysing comparative data in order to set school targets.
The school's evaluation of its performance	Good. The school uses a range of standardised assessments to provide information about the pupils' attainment and uses the outcomes of these, together with national and local data, to determine what is needed to improve standards further. The school is self-critical and seeks the judgements of personnel from the local education authority about its work and standards. The school makes good use of action plans to promote improvements.
The strategic use of resources	Good. Financial planning is related well to educational priorities in the school development plan. The school rigorously monitors spending and uses information technology well, especially in its administration and for managing assessment data. The governors seek best value for money when employing services and consult with parents about major changes to the allocation of resources. The school is effective and has made good improvement since the previous OFSTED inspection.

The school's staffing, accommodation and learning resources are used to support teachers well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable approaching the school with concerns or problems. • The pupils behave well. • The school is well managed and led. • The pupils are helped to become mature and responsible. • High expectations are set. • The school works closely with them. 	<ul style="list-style-type: none"> • For pupils to be set the right amount of homework. • Parents of pupils in Key Stage 1 would like more activities outside lessons to be offered by the school for their children.

The responses from the questionnaire sent to parents and from the meeting held for them prior to the inspection, were overwhelmingly positive. Inspectors concur with all the positive views of the parents, although, they felt that pupils could be given more responsibility for school routines and more involvement in setting their own targets for improvement. Teachers do set homework in line with the school's policy. Pupils in the upper juniors, receive well-balanced work which extends and prepares them for the next stage of their education. The range of activities outside the classroom is similar to those offered by similar schools but there are now fewer opportunities than formerly for older pupils to take part in competitive sport.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the time the pupils leave the school at the age of ten, they attain standards above the national expectation for age in science, art, design and technology and music. They attain standards in line with the national expectation for age in English, geography, history, information technology and physical education. They attain standards below the national expectation for age in mathematics and in line with the expectations of the locally Agreed Syllabus adopted by the school for religious education.

2. In English, by the age of ten, pupils speak confidently and the majority listen well to their teachers and to each other. A few pupils find listening more difficult, whilst higher attaining pupils speak with great confidence and listen very attentively. Pupils read a range of books with fluency and most describe the setting, characters and plot of stories they read with clear understanding. They spell common words accurately, use dictionaries well to find words they cannot spell or understand and use punctuation effectively to give more sense to their written work. However, the quality of the presentation of their written work is sometimes unsatisfactory. Pupils in Years 3 and 4 speak very confidently, generally present their work neatly, read well for their age and write for a wide range of purposes, including trying to persuade the headteacher to abolish the school uniform! In mathematics, the pupils attain standards just below the national expectation for age. Although they use addition and subtraction to calculate with three and four-figure numbers they are less accurate when using multiplication and division, particularly in identifying different methods for these operations. Strengths in their mathematical attainment include their ability to name the properties of three-dimensional shapes, to recognise lines of reflective symmetry in two-dimensional shapes and to measure length and weight accurately, using standard metric units. However, too few pupils are secure in their recall of multiplication facts or in their use of a range of strategies to make their calculations simpler, such as rounding up or estimating. Pupils in Year 3 attain standards above the national expectation for age and in Year 4 they attain good standards in their mental mathematics. Overall, throughout the key stage, pupils' ability to calculate mentally and to use mathematics language correctly are strengths. In science, by the age of ten, pupils attain standards above the expectation for age when they use the correct electrical symbols when drawing circuit diagrams and in the detail and good understanding with which they plan investigations comparing properties of materials. They use frameworks and graphs well to record their scientific findings.

3. By the time the pupils leave the school, in art, they attain standards above the national expectation for age when they paint scenes in the style of L.S. Lowry with great accuracy and feel for the genre. In design and technology, pupils attain well, investigating the design of various shoes, deciding upon which materials are most appropriate for different conditions underfoot, designing their own style of shoe and evaluating and amending their prototypes to achieve better products. Pupils attain standards in line with the national expectation in geography, when they identify differences between their own lifestyles and those of children in rural India and Jamaica. In history, pupils have a good understanding of the passage of time and know that the majority of children in Victorian times had fewer material possessions than they have, and lived a more rigorous existence. The ten year old pupils achieve satisfactory standards in information technology, by using word processing to write letters to their grandparents, using graphics software to illustrate data they collect in mathematics and geography, and music software to compose tunes. The pupils attain standards above the national expectation for age in music, when they sing with good knowledge and use, of voice control and breathing techniques and when they identify the sounds made by the instruments of the orchestra. In physical education, pupils attain standards in line with the national expectation

in gymnastics when they change direction, speed and levels whilst using apparatus, but they achieve standards above the national expectation for age in swimming as nearly 100 per cent of pupils swim 25 metres, unaided, by the time they leave the school. They achieve satisfactory standards in religious education, when they talk knowledgeably about the ceremonies and symbols of Judaism.

4. Since the previous OFSTED inspection, the standards achieved by ten year old pupils in the school have improved in reading, writing, science, music and information technology. They have remained the same in mathematics, art, geography, history, physical education and religious education.

5. Analysis of the 1999 national test results at the end of Key Stage 1, shows that compared with all schools and similar schools, standards were well above average in mathematics, above average in reading and average in writing. The percentage of pupils achieving the nationally expected level or better, in mathematics was very high at 100 per cent and a well above average percentage attained the higher Level 3. The percentage of pupils attaining Level 2 and Level 3 in reading, was above the national average, and in writing, the percentage attaining at Level 2 and Level 3 was close to the national average.

6. When the averages of the school's end of Key Stage 1 test results for 1999 are compared with those reached by the school in 1997 and 1998, they show an improving trend in standards. The combined data for 1997, 1998 and 1999 shows that, in reading, writing and mathematics, boys perform better than girls, significantly so in mathematics. During the inspection there was no evidence that the methods of teaching or the way in which the curriculum is delivered, influenced differences in the attainment of boys and girls.

7. The findings of this inspection are that the pupils in the present Year 2 attain well above average standards in science, above average standards in speaking and listening, in mathematics (including numeracy), art and design and technology. They attain average standards in reading and writing. In all other subjects of the National Curriculum they attain standards in line with the national expectation for age. They also attain standards in line with the expectations for age of the locally Agreed Syllabus for religious education. The standards found during the inspection are in line with the unconfirmed end of Key Stage 1 national tests and teachers' assessments for the Year 2000, in reading, writing and mathematics. The present standards in reading and mathematics in Year 2 are slightly lower than those indicated by the 1999 end of key stage test results and are similar in writing. The present Year 2 has a higher percentage of pupils with special educational needs than that found nationally and this is likely to have had a negative effect upon overall standards.

8. By the age of seven, pupils attain above average standards in speaking and listening and they talk confidently in front of the class and in groups, particularly in the introductions to and summaries of lessons. Most pupils listen well to each other and to their teacher, although a few speak out of turn and tend to disrupt the flow of some lessons. Pupils attain average standards in reading when they use phonic and picture clues to read unfamiliar words and describe, with accuracy the plot and main characters of a story. They enjoy reading at school and at home. In writing, they achieve average standards when they join their letters, construct simple sentences, using an appropriate range of vocabulary and write persuasively from different viewpoints. In mathematics, the pupils attain above average standards particularly in the way in which they use a wide range of strategies to calculate mentally. Higher attaining pupils use mathematical language well to describe operations and are adept at choosing the most appropriate methods to solve problems involving money. Average and lower attaining pupils find telling the time, using an analogue or digital clock, difficult, but most pupils have a good understanding of shape and they measure length accurately. In science, the seven year old pupils attain very high standards for age, being particularly good at investigating and recording their findings in an informative and well-ordered way. They have a very extensive

knowledge of the creatures found in the school grounds and clearly understand the sources of electricity, its dangers and how it can be used to produce light and sound.

9. By the age of seven, in art, pupils demonstrate standards above the national expectation for age when they use their own ideas to enhance the colour or background of their paintings, and use a wide variety of materials to draw, paint or make artefacts. In design and technology, they achieve well when they solve problems about the most suitable wrapping materials for particularly items. In geography, the pupils attain standards in line with expectations for age, trace their route from home to school, on an Ordnance Survey map and identify land use on this route. In history, the pupils attain standards in line with expectations when they contrast how their grandparents' experiences at school and at leisure, differed from their own. In information technology, they confidently use a computer by manipulating function keys and using a mouse, and use programs to compile simple spreadsheets, about their classmates' preferences and characteristics. Pupils play a variety of untuned instruments, sing in tune and compose simple tunes to achieve standards in line with national expectations in music. They achieve similar standards in games and athletics when they throw and catch accurately, send a ball using a small racquet and jump using a variety of techniques. In religious education, seven year old pupils meet the expectations of the syllabus followed by the school, by talking sensitively about their feelings and retelling biblical stories such as David and Goliath in their own words and identifying their purpose.

10. On average children aged four enter the school with below average standards. They make very good progress and by the time they are five almost all reach and some exceed, the Desirable Learning Outcomes designated for them in all the six areas of their learning. The children form positive relationships with each other and the adults who teach and care for them, play happily together and behave very well. They speak clearly and confidently, listen well to stories and recognise their written names. In their mathematics work, the children use correct mathematical vocabulary, such as 'full', 'empty' to describe capacity and most count to 20 in twos. In their knowledge and understanding of the world, they describe characteristics of insects correctly, know that the sun can burn them, mix ingredients together to make cakes and use the computer to build number patterns or to tell stories. The children balance well on apparatus and wheeled toys and they use pencils to draw and write. They use scissors to cut paper accurately and stick objects together using glue. They recognise primary colours and older children mix paints to achieve new colours. Children sing well together and clap rhythmically. In all six of these areas of their learning they achieve good standards.

11. Overall at Key Stages 1 and 2, pupils' achievements are good. Pupils make particularly good progress in all areas of their learning, in Year 1 and in Year 4, as a result of very good teaching. The pupils in Year 5 have made very good progress in English over the last three years, as they now attain standards in line with the national expectation for age compared with the well below average standards they achieved at the end of Key Stage 1. They have also made improvements in their attainment in mathematics over this time. At Key Stage 1, the pupils' achievements are very good in science, good in mathematics, art and design and technology and satisfactory and in all other subjects. At Key Stage 2, the pupils' achievements are good in science, art, design and technology, information technology and music. The pupils' achievements in Key Stage 2 represent a good improvement on the findings of the previous OFSTED inspection.

12. The pupils with special educational needs make good progress and attain good standards in relation to their prior attainment. The provision for pupils with special educational needs is very good. The work is well planned and provision is effectively organised to ensure that pupils make good progress. Individual Education Plans are clear and set appropriate targets. The learning support staff are very able and make a significant contribution to the standards achieved by the pupils. Pupils for whom English is an additional language make similar progress to other pupils.

13. The evidence of the inspection indicates, that the school promotes high expectations of the pupils attainment and the good quality of teaching, the positive attitudes of pupils and the clear educational direction provided by the school's management contribute well to the good achievements and to the improvements in standards attained.

Pupils' attitudes, values and personal development

14. Overall, the pupils', including those with special educational needs and those for whom English is an additional language, have very good attitudes to their work. This is a good improvement since the previous OFSTED inspection. The pupils' enthusiasm for school has a positive impact on their standards of attainment and the progress they make. The pupils generally listen carefully to their teachers and are keen to answer questions, for example, when solving problems in mental mathematics. They usually settle quickly to their work and concentrate well on the tasks they have been given. Most pupils enjoy challenging tasks. This was seen in a Year 3 design and technology lesson where pupils investigated packaging for sandwiches. The pupils thought hard about the possible shapes and materials for the packaging and carefully cut the three-dimensional shapes to find a suitable two-dimensional template. Many pupils enjoy taking part in the extra-curricular activities for example the pottery and environmental clubs.

15. Overall, the behaviour of the pupils is good and this judgement reflects the findings of the previous OFSTED inspection. The school operates as an orderly community. Behaviour in most classrooms is good and often very good. The pupils understand that most teachers have high expectations of good behaviour and respond well to the 'Golden Rules'. Behaviour at lunchtime and during assemblies is very good. Incidents of bullying and anti-social behaviour are rare and there were no exclusions last year. Pupils are trustworthy and show respect for property and the environment. For example pupils help maintain the tubs and planters in the school grounds. Occasionally, when teachers over react to the pupils' minor misdemeanours and do not use the positive aspects of the school's agreed behaviour management policy, the pupils temporarily lose their enthusiasm and sometimes resort to some silly behaviour.

16. The good quality of pupils' personal development and relationships has been maintained since the last inspection. Relationships are particularly strong throughout the school community. The pupils work well together in groups and support each other in the lessons. For example, in a Year 4 physical education lesson, pupils helped and encouraged each other to achieve their best in a series of athletic events. The pupils generally respect adults working in the school and know that they can turn to them for help. They are polite and courteous to visitors and talk to them with confidence. The pupils are keen to take responsibility and enjoy helping in the classroom and around the school. There are however, few opportunities for pupils to use their initiative or take responsibility for school routines.

17. The pupils' attendance is good and has improved since the previous inspection when it was judged to be satisfactory. The attendance rate for 1998/9 of 95.3 per cent is above the national average and the unauthorised rate of 0.26 percent is below that found in similar schools. Punctuality has improved since the previous OFSTED inspection. Most parents bring their children to school on time and lessons start promptly. The pupils' good attendance and punctuality have a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching and the quality of learning are good throughout the school. There are some variations; the quality of teaching is very good in the 'four plus' class, Year 1 and Year 4 classes, good in the Reception class and in the Year 3 class and satisfactory in the Year 2 and Year 5 classes. During the inspection, 44 lessons or parts of lessons were observed. In these lessons the quality of teaching was excellent in one lesson, very good in fourteen, good in eighteen and satisfactory in ten. Teaching of this quality contributes significantly to the high standards attained by pupils in mathematics, science, art, design and technology and music at Key Stage 1 and science, art, design and technology and music at Key Stage 2. This represents a very good improvement on the findings of the school's previous OFSTED inspection, when 21 per cent of lessons were judged to be unsatisfactory. Strong points in the teaching include the good use of time, which contributes to lessons proceeding at a brisk pace, and the astute deployment of support staff, which ensures that pupils who need extra support make good progress. In addition, teachers, especially in Key Stage 2, set the pupils homework which extends their thinking and prepares them well for their next stage of learning. At Key Stage 1 and 2, particular strengths in the pupils' learning are the efforts they make to learn and the way that almost all pupils sustain interest and concentration. For children in the 'four plus' class, in the Year 1 class and in Year 4 class, teachers have very high expectations of the pupils commitment and behaviour which results in the pupils striving to attain high standards in a positive and purposeful atmosphere. A relative weakness in teaching is that one or two teachers fail to apply the positive aspects of the school's agreed behaviour policy consistently which at times causes some strained relationships in the classroom. In addition, there are examples of a lack of detailed planning which leads to some pupils being set work that is too difficult for them.

19. The quality of teaching and the quality of learning for the pupils aged under five years are very good overall. This represents a very good improvement since the previous OFSTED inspection, where it was judged to be satisfactory overall. The teacher, nursery nurses and learning support assistants work well in partnership and have a clear understanding of how children learn. Work is planned carefully to meet the needs and abilities of all the children. Appropriate emphasis is placed on the development of literacy and numeracy skills and these are taught very effectively, with a specific emphasis on phonic skills. Numeracy lessons are taught very well and the children are questioned carefully to check their understanding of the work covered. Children's understanding of acceptable and unacceptable behaviour is very well developed and children are encouraged to share their ideas, equipment and successes. Children are assessed on an ongoing basis, which, together with their baseline assessment results, provides a good range of assessment data. This information is used well to inform future planning.

20. At Key Stage 1, the quality of teaching and the quality of learning in English, including literacy are satisfactory. In mathematics, science, design and technology, the quality of teaching and learning are good. In all other subjects of the National Curriculum and religious education, the quality of teaching and the quality of learning are satisfactory and sometimes good. At Key Stage 2, the quality of teaching and the quality of learning are good in English, mathematics, science, design and technology and music. In all other subjects of the National Curriculum the quality of teaching and the quality of learning are satisfactory. There was insufficient evidence to make a judgement about the quality of teaching in lessons for geography and religious education. The cross-curricular teaching of literacy and numeracy is satisfactory and sometimes good. The National Literacy Strategy and National Numeracy Strategy are well implemented and as a result the pupils have made good improvements in the range of their writing and in their speed and accuracy in mental mathematics. Pupils are given good opportunities to use their numeracy skills in science, physical education and geography.

21. Particular strengths of the teaching, at Key Stage 1, include detailed planning which identifies clear learning objectives for the pupils and high expectations of the level of work that the pupils will achieve. This was particularly evident in an excellent Year 1 literacy lesson, which focussed upon the use of phonics. The teacher planned for the pupils learning extremely well and this meant the maximum amount of progress was made. By reminding the pupils frequently about how they should work, the teacher created a very positive and extremely purposeful atmosphere in which the pupils worked 'flat out' for the whole lesson and made very good strides in their understanding of how letter sounds combine. In this lesson the teacher's good use of humour encouraged and motivated the pupils to learn and the very good relationships in the class were enhanced by the respect the teacher showed for the pupils' ideas and responses.

22. At Key Stage 2, very good teaching was observed in the Year 4 class. The very good quality of the learning, in this class, derived from the teacher's very positive relationships with the class. This means that the pupils are happy and confident, they constantly strive for improvement and support each other well. An investigative geography lesson exemplified the very good quality of teaching and learning. The teacher provided the pupils with a clear picture of what they would do in the lesson, how they would conduct themselves, how long it would take them and how they would need to prepare themselves to feedback their findings during the summary session at the end of the lesson. As a result, the pupils moved around the school in groups, often unsupervised, collecting information and discussing the merits of particular features. They behaved extremely sensibly, concentrated well, and after discussion, clearly articulated their findings and opinions. This meant the pupils made very good progress and developed very well informed views of the features around the school and made very sensible suggestions about what might be done to improve those they disliked. Other strengths in teaching at this key stage include good subject knowledge in physical education which ensured that the pupils make good progress in swimming and running and the creative use of well produced resources to motivate the pupils' interest in lessons and help clarify new concepts. Overall teachers make satisfactory use of information technology to support learning, and use it well in mathematics and science to illustrate data they collect.

23. Teachers generally use assessment well to inform their planning. They set targets for pupils for every lesson and this clearly helps them to focus on particular aspects of their learning. For example, in mathematics, to use 'rounding up' more often in speeding up their calculations of near doubles. As teachers make notes about individual pupils' progress in lessons, they adjust what work they plan to set pupils in the next lesson. Where this is carried out consistently it has a significant impact upon the progress the pupils make especially in literacy and numeracy. Some teachers also use their own analysis of external standardised tests to better target individual pupils for extra help. This improves the pupils' attainment in English and mathematics. The quality of marking is satisfactory overall and in the best examples teachers provide pupils with clear instructions about how they might improve their work. In many cases teachers make good use of homework, especially in Years 4 and 5, to extend the pupils thinking and to promote their research skills. In Year 5 this helps prepare the pupils well for their next stage of education.

24. The quality of teaching and learning for pupils with special educational needs is good. All pupils on Stage 2 and above, of the school's special educational needs register receive specialist support. The planning of these pupils' learning and the sharpness of the targets set for their improvement, combined with the sensitive and rigorous teaching and support they receive, address their needs well and promotes their good progress. Class teachers and support staff work well in partnership to provide these pupils with good quality learning opportunities. Those pupils who use English as an additional language receive appropriate teaching and make similar progress to their classmates.

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

25. The quality of the school's curriculum is good and it is broad and balanced. Areas of weaknesses in the previous report have been fully addressed. The curriculum for information technology and design and technology is now fully developed. The school has adopted nationally recommended schemes of work and these now aid teachers' planning and teaching. The understanding of place value of number in mathematics at Key Stage 2 has now improved. There is due emphasis on English and mathematics, with good implementation of the National Literacy and Numeracy Strategies. The time allocation of all subjects is satisfactory and ensures that the pupils have a good balance in their learning.

26. Statutory requirements for the curriculum, including religious education are met, as are those relating to sex education, drugs education and health and safety. There is a broad range of opportunities offered to all pupils, including those with special educational needs. No pupils are withdrawn from collective worship or religious education. There is good provision, in the form of additional language support for pupils who are experiencing difficulties with their English development, which enables them to make good progress. The needs of pupils for whom English is an additional language are well monitored and assessed and appropriate support is given where necessary.

27. The curriculum for children aged under five is very good, is well based in the early learning goals and linked effectively to the National Curriculum and the National Literacy and Numeracy Strategies. It makes a good contribution to the intellectual development of all children, particularly in language and literacy, mathematics, and personal and social development. Good opportunities are provided to promote children's creative and aesthetic development, to extend their knowledge of the world around them and to develop their physical development.

28. Planning and provision is appropriate for the needs of all pupils in all subjects of the curriculum. Due regard is paid to the pupils' range of needs and abilities within the class during whole class teaching and group work. There are now no significant differences in the achievements of boys and girls, or within ethnic groups. There is equality of opportunity for all. Special interests and abilities are catered for through homework, clubs and additional provision. There are good extra-curricular opportunities. These are organised and run by the staff and include sports, guitars, pottery and environmental clubs. There are also opportunities for pupils to learn a musical instrument and to speak French.

29. The curriculum is socially inclusive and ensures equality of access for all pupils in every aspect of school life. The curriculum provision for pupils with special educational needs is very good. This ensures that Individual Education Plans are used to the best effect, both within classes, when pupils are withdrawn and by class teachers and learning support staff. Throughout the school the work is generally challenging for higher attaining pupils and lessons are often organised so the lower attaining pupils and those with special educational needs are well supported. Overall, the school's provision for personal, social and health education is good. It is addressed though the subjects of the curriculum and policies are now in place for all these aspects. However, the pupils are given too few opportunities to assume responsibilities for school routines apart from taking registers to the school office.

30. The school makes good provision for the spiritual development of pupils. This is a similar judgement to that made at the time of the previous inspection. The school has clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils' knowledge and give them insight into values and beliefs. Pupils of all ages are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. There are opportunities for pupils to develop a sense of belonging to their community. They learn about world faiths, as well as Christianity. The school celebrates many festivals including Christmas

and Easter. There are also weekly assemblies to celebrate pupils' achievements. The daily act of collective worship meets requirements and provides good opportunities for developing spiritual awareness. Ministers from the local churches occasionally visit the school.

31. Provision for moral development is very good. This is an improvement on the judgement made at the time of the previous inspection. The school teaches the principles of honesty, truthfulness, fairness, and caring for others. Pupils know the difference between right and wrong, and most pupils comply with the 'Golden Rules', which are displayed in each classroom. Most pupils have a clear understanding of acceptable behaviour. The school has good guidelines for behaviour and most teachers have a consistent and fair approach. In addition to these strategies, there are timetabled, class 'circle times' (class discussions) to encourage pupils to share worries. These systems, together with a good equal opportunities policy are raising moral standards effectively.

32. Provision for the pupils' social education is satisfactory. All staff, including non-teaching staff, make a contribution to the pupils' social development. Most teachers act as a good role model in their behaviour and by how they treat one another and pupils. There was little evidence that pupils had a regular opportunity to complete tasks that would help the school run smoothly, despite the fact that older pupils when given the opportunity, did so willingly. Pupils learn about health and sex education, as appropriate for their age, in science lessons.

33. The school provides satisfactory opportunities to celebrate and extend pupils' knowledge and to give them experience of their diverse cultural traditions. This is enriched through visits to support their work. Visitors, such as artists, musicians, authors, parents and a theatre group, come into school. The school develops an understanding of other cultures through the curriculum. However, the pupils' awareness of the richness and diversity of other cultures, within their own wider community, which would help to equip them for growing up in a multi-ethnic society, is less well developed.

34. There are satisfactory links with the community. Parents give valuable time and expertise to the school, which enhances curricular provision effectively. Members of the local community are invited to events in school such as Christmas celebrations. There are strong links with the most frequently used receiving school, which enables a smooth transition from one phase of education to the next. There are close links with the other feeder schools, which enables pupils to take part in events such as football matches.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides good educational and personal support for all its pupils, including those with special educational needs and for whom English is an additional language. Pupils say that the school is a friendly place and that they can turn to staff if they have problems. Class teachers know the pupils well and give very good support. This was seen in a Year R/1 discussion when a pupil said that it was nice to talk about things and if something bad has happened, you can always talk about it. Supervision before and after school is good and lunchtime supervision is well managed.

36. Good procedures for monitoring pupils' personal development are in place. The class teachers make in depth comments about pupils' personal development in their annual reports and teachers of the children aged under five years make frequent notes about their personal development. Several pupils with special educational needs have individual targets associated with their personal development.

37. Overall, the school has satisfactory procedures to ensure the pupils' welfare, health and safety. The arrangements for child protection are good. The school has fully addressed the concern raised in the previous OFSTED report and has drawn up a detailed child protection policy. All staff are aware of basic procedures. The headteacher is the designated member of staff with responsibility for child protection and carries out his duties effectively. The arrangements for first-aid are good. The headteacher is qualified in first-aid and some of the staff have received basic training. There is no medical room, but pupils who are ill or injured receive good care and attention.

38. The school pays due attention to health and safety and teachers, governors and the caretaker undertake regular risk assessments. Overall the health and safety policy is satisfactory but it is not always school specific. A number of health and safety concerns were brought to the attention of the headteacher during the inspection, including the problems associated with parents bringing dogs onto school premises at the end of the school day.

39. The school's arrangements for monitoring and improving attendance are generally satisfactory and the school has addressed the issue identified in the previous OFSTED report. All types of absences are now marked in the registers. However, the school has not made clear to staff or parents which absences should be considered as unauthorised. There are no procedures to monitor the amount of holidays individual pupils take during term time. The school follows up unexplained absences and has good links with the educational welfare officer.

40. The school's procedures for monitoring and promoting good behaviour are generally good. In most classes there is a high expectation of good behaviour and most adults working in school are good role models. The school has drawn up a detailed behaviour policy, which emphasises the rewarding of good behaviour. The 'Golden Rules' are displayed around the school and are clearly understood by all pupils. The behaviour policy gives clear guidance on rewards and sanctions, including the pupils' right to 'Golden Time' each week, unless they misbehave. Most teachers and lunchtime supervisors use these effective strategies and achieve very good standards of behaviour. A few teachers rarely praise good behaviour and over-react to minor misdemeanours. This slows the pace of learning and in these classes pupils' behaviour is often only satisfactory. Procedures for monitoring and eliminating oppressive behaviour are good. A clear anti-bullying policy is in place with detailed procedures. The pupils say that bullying is rare.

41. Procedures for monitoring and supporting pupils' academic progress are now good. Assessment procedures have improved since the previous OFSTED inspection and are now good. The school has a good range of strategies for assessing pupil's attainment and progress. Children starting school have a detailed baseline assessment within the first few weeks. Progress is then monitored, at frequent intervals, as the pupils move up through the school. The school successfully monitors individual pupils' academic progress, especially in English, mathematics and science, through the use of a range of standard national tests. However, although outcomes are analysed for evidence of progress, using a computer program, the information is not fully interrogated to identify any areas of weakness. The assessment co-ordinator and subject co-ordinators work together, with teachers, to produce consistent records and subject portfolios. The individual records of pupils' achievements are extensive and provide valuable information for teachers and parents on the development of each pupil's learning. Day-to-day assessment is used effectively by teachers to influence their lesson plans to match the needs of the pupils. Detailed records are kept and the teachers know their pupils very well. The school has effective procedures to identify pupils with special educational needs and their provision is carefully structured using a detailed and efficient computer program.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents and carers express very positive views of the school. The parents feel that the school is well led and managed and that teaching is good. They say that the school has high expectations and pupils make good progress. They are pleased that the school helps the pupils to become mature and responsible and feel that the pupils' behaviour is good.

43. The school's links with parents are good and have improved since the previous OFSTED inspection, when they were judged to be satisfactory. The school operates an 'open door' policy and the staff are available to talk to parents before and after school. The parents feel that the school works closely with parents and problems are dealt with immediately. The school has consulted parents on the behaviour and homework policies and the home/school agreement.

44. The impact of the parents' involvement on the work of the school is very good. The active parent teacher association raises considerable sums of money to enhance the educational provision for the pupils. The parent governors make significant contributions to the life of the school. All parents signed the home/school agreement and most give good support to school events.

45. The school provides very good information and this helps parents to take an active part in their children's education. The pupils' annual reports are good. They give parents clear information about how pupils can improve their work. The school has addressed the concerns raised in the previous report regarding the timing of parents' meetings. Termly parents' meetings provide valuable opportunities for parents and teachers to discuss pupils' progress and future targets. The regular newsletters and the parents' noticeboard ensure that parents are well informed about the school's successes and future events. Parents of children who are about to start school are well informed through a useful information pack, visits to the school and the offer of a home visit. The prospectus and annual governors' report are informative, but they do not contain all the information that they should. The school provides parents with useful information about future topics. Parents valued the informative session on the National Numeracy Strategy and the opportunity to visit classrooms during a recent open morning. The quality of information and the support given to the parents of pupils with special educational needs is very good. The parents' contributions to their children's learning are very good and the school values their involvement. Several parents help in the classroom and other assist with swimming and school visits. Parents listen to their children read at home and support them with their homework. The vast majority of parents attend termly parents' evenings. Parents of children with special educational needs discuss their educational targets at these meetings and how they can best support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Overall, the quality of the leadership and management of the school is good. This represents a good improvement since the previous OFSTED inspection in October 1997. The headteacher and deputy headteacher provide clear educational direction and promote improvements in standards well. Subject co-ordinators contribute well to the support and guidance provided for teaching and non-teaching staff, through subject policies and in some cases, providing feedback about their implementation of new schemes of work or national strategies. By their personal example and through the positive ethos they promote, the headteacher and deputy headteacher ensure that the school's aims and values are successfully reflected throughout the school's work.

47. The governing body carries out its statutory duties satisfactorily. It ensures that the school's curriculum is broad and balanced, that the National Curriculum is fully taught and the National Literacy Strategy and the National Numeracy Strategy have been fully implemented. There are some minor omissions in the information the governors are required to provide to

parents in their annual report. Many governors have served for a relatively short period of time, but most of these governors have attended training to prepare them better for their role. The governing body has set up an effective committee structure whose terms of reference are clear. Two members of the governing body contribute to the school development plan working party and play a full part in establishing the relevant priorities that this document contains. Those governors, who are members of the school's finance committee, have particular expertise in this area and insist that the school's budget is planned well in advance, with value for money as an important criterion, and that the budget is regularly and rigorously monitored to ensure that spending matches forecasts. Prudent savings have been achieved over the last two years in order to maintain staffing levels in the future and to build a reserve to fund further improvements in the school's provision for information technology.

48. Overall, the school's evaluation and monitoring of its own effectiveness is good. Over the last three years it has introduced a range of strategies for gathering evidence about how well pupils attain, their progress and the quality of teaching. The school uses a range of standardised tests to indicate pupils' attainment in reading, speaking and mathematics. In addition, the school gathers information from the optional national tests at the end of Years 3 and 4 (to be extended to Year 5 in the next academic Year), to supplement the data gained from the results of the national tests the pupils are required to sit at the age of seven. This has provided the school with good information about what it needs to do to improve standards, especially in literacy and numeracy. The evidence from test data and the inspection findings, indicate that the school has used this information successfully to raise standards over the past three years. The school has monitored the quality of teaching and learning particularly in English and mathematics. The co-ordinators for these subjects have observed colleagues teaching, most often to evaluate how successfully they have implemented the National Literacy Strategy and National Numeracy Strategy. This has led to some weaknesses being addressed and strengths identified. The headteacher has monitored teaching but, as yet, does not have a systematic programme to ensure that all teachers are observed regularly. The deputy headteacher has observed teaching and performs a valuable role as the mentor to newly qualified teachers. There is strong evidence that her support and encouragement for the one newly qualified teacher in the school has resulted in this member of staff improving her teaching and growing greatly in confidence. The school acknowledges, through its school development plan, that it uses the data at its disposal insufficiently to track individual pupils' progress or to set longer-term targets for the pupils.

49. The school's use of its strategic resources is good. The school uses the specific funds made available to provide very well for pupils who have special educational needs, to support pupils in the lower juniors who need extra help with literacy and to further the professional development of the teaching and non-teaching staff. As a result pupils with special educational needs make good progress throughout the school, pupils in Year 3 and 4 improve their reading, spelling and writing and staff become more aware of how they may become more effective in the classroom and in their management roles. The school development plan links the school's spending closely to the educational priorities it contains, particularly recently, to improvements in the provision for information technology. The school makes good use of new technology to support the school's administration. This is particularly evident in the recently installed computer program, which stores and gives instant access to, all the school's assessment information. The school's development plan is succinct and identifies clear and appropriate priorities for improvement. A working party, comprising some staff and governors, draw up the initial draft based upon a review of the previous plan, priorities identified by members of staff and governors and any new external initiatives.

50. The contribution of the co-ordinator for special educational needs, the governor with responsibility for special educational needs and other adults, very effectively contribute to the good progress made by pupils with special educational needs. The computer program, used to

plan the activities for pupils, to meet their targets, gives very good guidance and support, and is part of a very effective system for this provision.

51. The school is aware of the need to compare its performance with schools nationally, locally and with schools with similar characteristics. The senior management team use available data to do this and the information gained is used to inform priorities for improvement. However, although individual governors have good knowledge of how the school compares, most are insufficiently involved in analysing such data to set overall school targets. Governors do strive to obtain good value for money by insisting upon competitive quotes for services provided externally. For example, they have recently negotiated a more favourable rate to insure against a significant drain on finances due to prolonged staff absences. The school does canvass the opinions of parents through their annual meeting with them and acts upon suggestions or concerns.

52. The school has an appropriate number of suitably qualified teachers with a range of experience to enable them to teach the curriculum. Well-qualified, experienced support staff work effectively in partnership with teachers. The lunchtime supervisors work well together to maintain a happy and orderly atmosphere at lunchtime. The secretary is welcoming and efficient.

53. The school's arrangements for professional development are satisfactory. Training is related to the priorities for the school development plan and to the needs of individual staff. The school's arrangements for appraisal are satisfactory and all staff are offered a professional dialogue with the head teacher twice a year. The school has a very good induction programme for newly qualified teachers with very good support from the mentor. The school has made a satisfactory start to its implementation of the new arrangements for performance management.

54. The accommodation is good and allows the curriculum to be taught effectively. The school has created some useful specialist areas, including the conversion of the kitchen into a craft area, which is also used for group work. The resource area comprises the library and a small computer suite, neither of which are large enough to accommodate a whole class. The large hall provides good accommodation for physical education, lunches and assemblies. The caretaker and cleaner both work hard to achieve high standards of cleanliness in and around the school. Large playing fields, three playgrounds and a well-maintained environmental area enable the school to provide a good range of outdoor activities. Attractively planted quiet areas provide pupils with opportunities for reflection.

55. The quality and range of equipment and materials to support teaching are generally good and have improved since the previous OFSTED inspection when they were adequate. Resources for pupils with special educational needs are very good. Resources are good in English, mathematics, history, design and technology, art and music.

56. The school has taken very good action to secure improvements since the previous OFSTED inspection and has addressed all the key issues identified at that time fully or in part. Significant improvements have been achieved in the overall quality of teaching, the quality of the leadership and management of the school and in attainment in Key Stage 2. These improvements have occurred as a result of the school's systematic and coherent programme for development, which has been rigorously monitored and evaluated.

57. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There were no major key issues for improvement identified during the inspection. However, a number of minor issues are listed below and the school should consider these in drawing up any plan for action following the inspection.

Minor issues for consideration:

- Not all teachers consistently implement the positive aspects of the school's agreed behaviour management policy.

(paragraphs number 15, 18, 40, 68, 75, 84, 86)

- Pupils would benefit from being given a wider range of opportunities to take responsibility for school routines and to influence their own targets for learning.

(paragraphs number 16, 32, 29)

- The school should better reflect, in its work throughout the curriculum, the wide range of cultural influences characteristic of its wider community.

(paragraphs number 33)

- The governing body could be more influential in shaping the direction of the school if it shared in the analysis of comparative data with the school's senior management team.

(paragraphs number 47, 48, 51)

- The school should ensure that staff and parents understand more clearly which absences will not be authorised and that absences caused by holidays taken in term-time will be rigorously monitored.

(paragraphs number 39)

- Some teachers do not always insist that the pupils' work is presented to the highest standard.

(paragraphs number 2, 69, 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	34	39	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)		190
Number of full-time pupils eligible for free school meals		14

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		32

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

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	7

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.7	School data	0.26
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	13
	Girls	11	11	11
	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	92 (82)	88 (82)	100 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	11	11	11
	Total	22	24	24
Percentage of pupils at NC level 2 or above	School	92 (82)	100 (97)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
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)	7
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y5

Total number of education support staff	8
Total aggregate hours worked per week	155

Financial information

Financial year	1999/2000
	£
Total income	336182
Total expenditure	337356
Expenditure per pupil	1844
Balance brought forward from previous year	22469
Balance carried forward to next year	21295

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	29	8	0	1
My child is making good progress in school.	53	40	4	2	0
Behaviour in the school is good.	60	36	2	0	2
My child gets the right amount of work to do at home.	34	49	9	4	3
The teaching is good.	62	31	3	1	0
I am kept well informed about how my child is getting on.	48	43	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	74	21	3	1	0
The school works closely with parents.	55	40	4	0	0
The school is well led and managed.	66	30	0	2	1
The school is helping my child become mature and responsible.	63	33	2	1	1
The school provides an interesting range of activities outside lessons.	38	45	11	2	3

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

58. The provision for children aged under five is good. At the time of the inspection sixteen children were being taught in the four-plus class and twenty-six children in the Reception class. The school admits children into school the day after their fourth birthday. The school's initial assessment of children, as they enter the school, judges that they have overall, below average attainment expected for children of a similar age. The school has satisfactory liaison with the local playgroups. Induction procedures are good and appreciated by the parents. A welcome pack is given to all parents, including a wealth of information about how to help your child read, the behaviour policy and the school prospectus. The planned lesson activities enable the Early Learning Goals to be achieved by nearly all the children by the time they are five years of age and progress is good. Pupils who have learning difficulties are well supported, attain well according to their abilities and make good progress. Overall, teaching is very good. These findings show an improvement since the last inspection.

Personal and social development:

59. Children's personal and social development is good. Positive relationships are established between the children, teacher, nursery nurses and support staff in a very short time and ensure complete trust, for example, children feel confident to talk about death and sad events in their lives. Most children are very confident and enjoy the activities presented to them. Less confident children are given much praise and encouragement to improve their self-esteem. As the children do not enter the school until the day after their fourth birthday they are often given individual attention by the nursery nurses which ensures that they are introduced into the class in a calm and gentle way and soon become involved in all the activities, with great joy and trust. The majority of children co-operate well in role-play, take turns and share equipment and materials, for example, when children were playing in the beach shop buying ice creams and using the bicycles in the outside play area. Most children are able to dress and undress themselves for physical education with the minimum of help. Their behaviour is very good. They appreciate the difference between right and wrong, and generally have a sense of fairness. They listen to staff very well. The quality of teaching in this area is very good. Although children start school with below average levels of social and personal skills they make good progress and most achieve the Early Learning Goals by the time they are five in the Reception class.

Language and literacy development:

60. Language development is good. Children speak clearly about what they are doing and generally with confidence, especially in the Reception class. They speak in front of the class about their work and personal experiences. They listen very well to stories, to adults and to one another. They respond very well to learning and reciting poems and action rhymes. Older children know pictures and words have meaning and associate sounds with words and many can read simple worded stories. Most children recognise their own names and write them on their work. The staff make good use of the literacy sessions to raise the children's attainment and progress in speaking and listening, reading and writing. There is very effective teaching of phonics and the older children learn quickly to use this knowledge to tackle unknown words. Good use is made of the Big Books to encourage and interest the children. The overall quality of teaching is good and sometimes very good. Many children have already achieved the Early Learning Goals and the remainder are on track to do so by the time they are five years of age.

Mathematics

61. Mathematical development is good. Children use the correct mathematical vocabulary, for example, in a lesson on volume and capacity they used 'full', 'heavy', 'nearly full' or 'empty' to explain when the suitcase was empty or nearly full of the items being packed to go on holiday. Most children count to twenty and count in twos to twenty. Higher attaining children count much further. Most children know and recognise simple shapes. Older children add up single digits to five mentally and enjoy singing number rhymes. Social development is reinforced in sharing equipment and taking turns. They enjoy buying ice creams in the beach shop and take turns in being the person at the cash register. During a mathematics lesson in the four-plus class, exemplary behaviour was observed. The quality of teaching is very good because the management of the children is very good. Interesting activities are presented to the children and learning objectives are very clear and shared with the children.

Knowledge and understanding of the world:

62. The development of the children's knowledge and understanding of the world is good. Children use their developing literacy skills to discuss their observations. For example, in one class they were discussing what ladybirds eat and explored why spiders have hairy legs. There was a good level of logic and children were able to draw on their own experiences to give reasons. In another lesson a group of children were cooking with a parent helper making buns. Care was taken with health and safety, for example, the washing of hands and children were not allowed to taste the uncooked mixture because it contained raw egg. All understood the process of cooking, and participated with enthusiasm. The children learn to describe the natural world in which they live. They know that the sun may 'burn' them and therefore they need to wear sun cream and hats to protect their heads. The children have appropriate computer skills and use the mouse to move the program forward. They handle equipment and building materials with care when constructing models. The quality of teaching is very good because the staff use good questioning techniques to assess the children's knowledge and understanding and move them forward. Behaviour is very good. There is evidence that most children are on track to achieve the Early Learning Goals by the time they are five and in the Reception class the majority of children have already achieved them.

Physical development:

63. The provision for physical development is good and children make good progress. There is a fenced off playground, especially for these children, which was sponsored by the 'Bushby Lions'. During lessons and playtimes children are able to have tricycles and other pieces of large equipment to play with to develop their physical skills. They have good fine motor control when using the pencils to draw and write. Scissors, glue, paint and pencils are used with developing skill. The quality of teaching is good. The majority of pupils have already reached the Early Learning Goals and the remainder are on track to do so by the time they reach five years of age.

Creative development:

64. Creative development is good and children's behaviour is very good. Children explore colour and sound, and respond to their senses very well. They recognise the primary colours and older children know the effects of mixing colours. They explore shape in three dimensions by creating models for example, when making ice-cream cones with card, cotton wool and paint and then 'selling' them in the beach shop. Children sing well together and repeat patterns of sounds by clapping their hands. A wide range of resources are available, and are used, by the children, to help them express and communicate their feelings. The quality of teaching is very good because staff listen carefully to the children and value their ideas and opinions. Children achieve the Early Learning Goals by the time they are five years of age. Older pupils have already achieved them.

ENGLISH

65. Pupils' attainment in English, when they enter the school, is generally below that expected of children of a similar age. Inspection findings show that, by the end of Key Stage 1, standards in reading and writing are in line with the national average and above average in speaking and listening, and pupils make good progress from their level of attainment on entry. Attainment for Year 3 and 4 pupils is above that expected for pupils of a similar age. Pupils in Year 5 have made good progress in their attainment since achieving well below average standards in their Key Stage 1 national tests in reading and writing in 1997.

66. In the 1999 end of Key Stage 1 National Curriculum tests, pupils' performance at the expected Level 2 or above in reading was above the national average and close to the national average in writing. The percentage of pupils achieving the higher Level 3 was above the national average in reading and close to the national average in writing. The school matches the attainment of similar schools. Performance over the past four years show that results in reading were below the national average and in writing well below. Boys' reading results were close to the national average and well below in writing. Results for girls show that in reading they were below average and well below in writing. Teachers' assessments are, overall, in line with test results at Level 3 and at Level 2 in reading. However, teacher assessments were above the test result for writing at Level 2. The unconfirmed 2000 National Curriculum test results indicate a slight lowering of standards in reading since last year and suggest that writing results are considerably below those of the previous year. In the present Year 2 class there is a high proportion of pupils who are on the register of special educational needs which was not the case in the 1999 class. Without national comparative data at this stage it is not possible to say how significant these results are. Pupils with special educational needs are very well supported within the class by the teachers and support assistants in all aspects of English, and are provided with a good range of opportunities to encourage them to develop their writing and reading skills. Pupils, for whom English as an additional language are well monitored and assessed for their needs. Overall, the school has maintained the standards found at the time of the previous OFSTED inspection.

67. Attainment in reading at the end of Key Stage 1 is in line with the national average and above average for higher attaining pupils. The school has developed good monitoring procedures to identify any areas needing further development. Pupils use mainly phonic and picture clues to tackle unknown words. Most pupils are keen to read and they enjoy books, especially in the Year 1 class. In all class sessions pupils are able to give simple summaries of character and plot and many can predict the outcome of the story. Pupils take their books home daily and most read to parents or carers, which aids their progress. Good use is made of reading diaries to identify effective targets for future learning. Attainment by the end of Year 5 is generally in line with expectations of pupils of a similar age, and above for higher attaining pupils. Most pupils are fluent, confident readers, reading with appropriate understanding. They discuss characters from their reading books and use different sources to locate information they need for work in subjects such as science and history. In discussion, most readers express an interest in a range of reading material, which includes fiction, non-fiction and poetry. They locate information using contents and index pages, and retrieve information through information technology programs. Most pupils use the Internet to retrieve information. They have appropriate library skills to assist them in research studies when given the opportunity to do so. However, the space for the library is small and there was little evidence that it is used frequently to improve pupils' personal research skills.

68. By the age of seven, pupils' attainment in speaking and listening skills are above those of pupils of a similar age. Pupils talk confidently in front of the class and in group-work. In lessons, pupils listen attentively and answer questions confidently, especially so, in the Year 1 class. Most pupils recall stories they have heard and give good examples, in their own words, of what happened. In literacy lessons, pupils read together from a shared text and enjoy this

activity. Circle time is also used to reinforce listening and speaking skills. However, some pupils are allowed to disrupt the session and talk out of turn and this reduces the acquisition of successful listening skills. In Years 3 and 4, pupils speak very confidently and listen very well to the opinions of others. They listen very attentively during whole-class sessions and show, in their response, that they have good understanding of the task set. In the Year 5 class, whilst many pupils do listen carefully, some do not and occasionally interrupt the lesson. However, they all speak confidently and have a good understanding of the setting, character and plot of the story. Many predict the outcome of the story. Higher attaining pupils listen well and speak with great confidence. There are regular opportunities to perform to the class and the rest of the school.

69. By the end of Key Stage 1, pupils have developed appropriate handwriting skills and use a joined-up style. They form letters correctly when completing specific writing practice, but at times, in their writing tasks, they write untidily and do not apply what they have learned. Generally, presentation of work is untidy and although work is marked by the teacher there is little reference is made to the untidy presentation. Pupils in Years 3, 4 and 5 generally present their work neatly although, at times, the writing is untidy, especially in Year 5.

70. By the age of seven, pupils spell simple and commonly used words. Many pupils use wordbooks and higher attaining pupils use dictionaries very well. In Years 3, 4 and 5 pupils' generally spell accurately and use punctuation correctly. Many pupils make good use of dictionaries to correct their work. Most teachers mark pupils' work well and identify learning targets for improvement.

71. By the end of Key Stage 1, pupils' attainment in writing is in line with the national average and for higher attaining pupils, it is above average. Most pupils use simply constructed sentences and their choice of vocabulary is satisfactory. At seven years of age they are beginning to write extended stories. They enjoy writing poetry, for example, in the Year 1 class, pupils wrote their version of 'Daisy the Snail'. Good use is made of the computer as pupils write their poems, print them out and read them to the class. By the end of Year 5, writing is in line with expectations of pupils of a similar age. However, lower attaining pupils achieve standards below these expectations at this point of the term. All pupils produce a range of written work that includes extended writing, the use of persuasive language, poetry and writing from different viewpoints. A good example of persuasive writing was seen in the Year 4 class as they endeavoured to persuade the headteacher to abolish school uniform. Further letters have been sent on how they feel the school environment could be improved. There is evidence of redrafting and the development of word-processing skills for the presentation of work. The attainment of pupils with special educational needs shows good progress over time, and work is appropriately adapted to their needs. The progress of pupils for whom English is an additional language is the same as that for other pupils.

72. Overall, standards in literacy, at the end Key Stage 1 and at the end of Year 5, are satisfactory. The implementation of the National Literacy Strategy and the literacy hour is having a good impact on the pupils' knowledge and understanding of a range of texts, and generally encourages them to use a wide range of vocabulary in their speaking and writing. Younger pupils extend their writing into more interesting and varied stories which show imagination. There is a strong focus on extending their vocabulary. In Year 5, pupils, in discussion and in their written work, demonstrate understanding of the purpose of different types of fiction. The literacy hour has provided them with regular opportunities to extend their writing, in other areas of the curriculum, such as history and science. Word-processing skills are taught and used to support pupils' work. Support staff are used very well to support pupils with special educational needs. The school has been successful in obtaining funding for additional language support. The teachers and support staff have been trained to use the teaching modules and pupils make good progress over time and during these sessions on the targets set.

73. The progress made by all pupils, including those with special educational needs and

those pupils for whom English is an additional language, is satisfactory by the end of Key Stage 1 and by the end of Year 5. Good progress is achieved because teachers and support staff use clear and effective learning strategies. These good rates of progress are also attributable to careful and detailed planning, good teaching with high expectations and the support of the parents. The quality of the provision for pupils with special educational needs is good. They are well supported by class teachers and non-teaching staff and as a result they make good progress towards achieving the literacy targets identified in their individual education plans.

74. Pupils' attitudes throughout the school are good. In Key Stage 1, pupils enjoy listening to stories and try hard when writing their own. Most pupils are keen and eager to learn. They respond enthusiastically to the teachers, contribute constructively to lessons and like to answer questions. For example, in the Year 1 class, pupils had to read 'silly questions' and then answer them appropriately. The exercise showed not only their reading ability but also their understanding of the text. Younger pupils work well together in groups and respect other pupils' ideas and opinions. In the Year 3, 4 and 5 classes, pupils enjoy the stimulating texts, which are used and presented with enthusiasm by most teachers. Most pupils settle quickly and quietly to group-tasks, concentrate very well and co-operate with other pupils in a mature way. Overall, pupils' behaviour is good. All pupils know and understand the "Golden Rules" of the school and the vast majority comply with them.

75. The overall quality of teaching at Key Stage 1 is satisfactory, ranging from satisfactory to excellent. Overall, in Years 3, 4 and 5, teaching is good. There was some very good teaching observed in this key stage. No unsatisfactory lessons were observed during the inspection. This is an improvement since the previous OFSTED inspection. Teachers have been well trained in the National Literacy Strategy and have adopted it with enthusiasm and use it effectively to improve pupils' basic skills in the subject. As a consequence, literacy lessons are well planned and organised in detail, with resources readily available for pupils to use. In the best lessons, teachers have very high expectations, give clear learning objectives, which are shared with the pupils, the pace of lessons is brisk and management is very good. Teachers ensure that all pupils are involved in class discussions, have good relationships with the pupils and set challenging but achievable tasks. In other lessons, although always satisfactory, it was usually the inconsistent application of the school's agreed behaviour management policy that prevented them being judged as good.

76. The quality of leadership and management in the subject is good. The subject co-ordinator works hard to support staff with the introduction and continuing development of the literacy hour and the National Literacy Strategy. There are portfolios of pupils' work, which show progression over time. Assessment procedures are good. The statutory assessments tests are carried out and also some standardised tests. Good use is made of the school's analysis of national test results to identify areas for development. The governors also monitor and evaluate these results. The governor with responsibility for literacy visits the school and meets with the co-ordinator for English. The curriculum suitably supports the cultural development of pupils through a good range of literature, poetry, and stories from other countries.

77. Resources are good and the school has bought a good deal of books to support literacy throughout the school. There are sufficient big books for use in the literacy hour. There is a good range of fiction and non-fiction books in each classroom. There was little evidence that the library was being used frequently, during the inspection, other than older pupils choosing their reading books. However, the library is suitably stocked with a good range of fiction and non-fiction books which are in good condition.

MATHEMATICS

78. Overall, standards attained by pupils in the present Year 5 are below the national expectation for age. However, their overall attainment represents a good improvement upon the average standards achieved by these pupils in the end of Key Stage 1 national tests in 1997 and since the previous OFSTED inspection. In Year 3, pupils' attainment is above the national expectation for their age and in Year 4, it is in line with that expectation.

79. By the age of ten, most pupils add and subtract numbers with three-place value, understand that a quarter is less than a half and convert simple decimals into fractions. Higher attaining pupils correctly order decimals both in ascending and descending order and begin to use brackets to indicate the order in which calculations take place. Most pupils measure weight and length accurately using standard metric units and they know that angles are acute, obtuse or right-angled according to their relationship to 90 degrees. Although higher attaining pupils have a clear understanding of the best type of graph to use to illustrate data they collect, too few use pie or line graphs to do this, relying mainly upon column graphs. There is little evidence to suggest that the pupils calculate the angles of a triangle or have quick recall of the sum of the angles of a triangle or quadrilateral. Too few pupils have quick recall of multiplication facts or are secure in deciding which operation needs to be used to calculate. Relative strengths in the pupils' attainment lie in their ability to name the properties of common three-dimensional shapes, to use conventional methods for addition and subtraction and to recognise lines of reflective symmetry in a variety of two-dimensional shapes. However, too many pupils find difficulty in applying their existing mathematical knowledge to solving unfamiliar problems. They have too few strategies for calculating long multiplication or in estimating accurately. Only those pupils with higher attainment have a sufficient range of strategies for rapid mental calculations.

80. Overall, in Key Stage 2, the pupils' attainment in mathematics is in line with the national expectation for age and pupils make at least satisfactory progress when matched against their achievements in the Key Stage 1 national tests.

81. Analysis of the school's 1999 end of Key Stage 1 national test results in mathematics, shows that 100 per cent of the pupils attained the expected Level 2, which is very high compared with all schools. The percentage of pupils attaining at the higher Level 3 was well above the average for all schools. When the school's averages are compared with similar schools they show standards well above average. The aggregate figure for the period 1996 to 1999 shows good improvement and that overall the pupils exceed the national average in the subject. This represents a good improvement since the last OFSTED inspection. Boys have tended to perform better than the girls during this period, but both boys and girls have exceeded the average standards achieved by their peers nationally.

82. The findings of this inspection are that the proportion of pupils in Year 2 achieving standards above the present national average is above average. Although the early, unconfirmed results of this year's national tests indicate that the percentage of pupils attaining Level 2 is lower than in 1999, this must be viewed in the context of a present Year 2 which has many more pupils with significant special educational needs than last year. Indeed the percentage of pupils with special educational needs in Year 2 is above the national average and thus the average attainment of the Year group represents a good achievement.

83. By the time they are seven years old most pupils use a good range of strategies to calculate mentally, choosing the most appropriate method to find short cuts to calculate $10+9$ or $11-5$. Higher attaining pupils use mathematical vocabulary well, for example, using 'product' and 'multiple' in context. Most pupils match written numbers to their digit equivalent and are secure in number bonds to 30. Pupils order using terms such as 'fourth' and 'tenth'. Higher attaining pupils recognise and continue number patterns involving numbers beyond 100, correctly arrange three place value numbers in descending order and write 'number stories' to describe, for example, $13+10+4=27$, illustrating good knowledge of operation and mathematical

vocabulary. In their work on measure, pupils correctly rotate a quarter segment of a circle clockwise and draw a Venn diagram to illustrate the relationship between two-dimensional shapes. A weakness in the pupils' attainment is that too few are secure at telling the time, either using an analogue or digital clock. Many pupils work out problems involving money accurately and are adept at giving change from amounts up to a pound.

84. The pupils' attitudes to their lessons are good overall and almost all behave well. They particularly enjoy mental mathematics sessions, eagerly answer questions, using their digit cards to show their answers and proudly explain which strategies they use to calculate. During these sessions, most listen intently and wait their turn to answer. When the pupils work together, either in pairs or in larger groups, they co-operate well and help each other, especially when they play mathematical games. In mental mathematics sessions, a small minority of the pupils have difficulty following routines, such as hand raising and waiting to be asked. Also whilst they carry out group tasks when they need to share resources or in accepting the views of others pupils.

85. The quality of teaching and the quality of learning are good overall at both key stages. Of the five lessons observed, the quality of teaching and learning was very good in three and satisfactory in two. A major strength in the quality of teaching is the way in which the National Numeracy Strategy is implemented. This is having a very positive impact upon the pupils' ability to use an increasing range of strategies for mental calculation. Teachers provide the pupils with lively, well-paced sessions at the start of each lesson, encouraging pupils of all abilities to develop their confidence, speed and accuracy. Without exception, this results in a positive start to lessons and in the pupils acquiring a keen interest in mathematics.

86. Teachers use their good knowledge of the pupils' present attainment to direct questions at the appropriate level, enabling them to gain success and make progress. Many teachers use their good subject knowledge to plan work appropriate to the needs of the pupils and to challenge them. Teachers use well-prepared resources, creatively, both to enthuse pupils and to make mathematical concepts clearer. In the best lessons teachers have high expectations of pupils' commitment, ability to recall and apply existing mathematical knowledge and of their behaviour. In much of the very good teaching, teachers constantly refer to the pupils existing knowledge to help them cope with new concepts. This was well illustrated in a Year 4 lesson, about doubling and halving. The teacher emphasised what the pupils had already learned about doubling numbers to 100 in order to help them to double and halve beyond 100 and 1000. This clearly helped them understand the constant relationships inherent in number. A Year 1 lesson, about finding change, exemplified many of the best features of the mathematics teaching. The teacher's very high expectations of the pupils' knowledge and speed of response, resulted in an extremely lively and productive mental mathematics session which the pupils enjoyed hugely. This set the tone for the rest of the lesson, which was very well planned and well resourced. Pupils with special educational needs were well supported by a visiting student and through the creative use of a 'till register' made good gains in improving their accuracy in giving change from five pence. Higher attaining pupils were challenged to give correct change up to 30 pence and when the teacher realised that the pupils experienced some difficulty using subtraction to do this, intervened to teach an 'adding in' method which they found more successful. At the end of the lesson, the teacher gathered the whole class together to summarise the learning which had taken place, encouraged the pupils to explain what they had found easy or difficult and whether they needed more practise. Her sensitivity to the pupils' needs and the very good relationships she had established with the class meant that individual pupils were confident in expressing their difficulties. This resulted in pupils overcoming their difficulties and making very good progress in the lesson. Overall, any relative weaknesses in the teaching of mathematics were caused by either some over-reaction to pupils' interruptions or their calling out in mental mathematics sessions, which strained relationships, or when insufficient care was taken in planning work, which resulted in pupils being set work which was too difficult.

87. Teachers use assessment well in the short-term to identify lesson targets for their classes. Work is marked consistently and teachers often point out ways in which the pupils may improve. Teachers use homework well to encourage pupils to reinforce their knowledge of tables and other basic number facts. The older pupils are set homework which extends their thinking and promotes their problem solving skills. This is particularly evident for higher attaining pupils. Teachers generally use information technology well to support pupils' work in data handling.

88. Strengths in the quality of learning are the way in which pupils maintain their pace of work, concentrate upon improving their attainment and, in most cases, apply their existing knowledge to new situations. A relative weakness is in the presentation of their work, which is sometimes untidy and difficult to distinguish. Pupils with special educational needs and those for whom English as an additional language, make good progress in relation to their prior attainment. The support these pupils receive through their Individual Education Plans, which often contain specific mathematics targets, and from classroom assistants, contribute very well to the gains they make in number work and measuring.

89. The quality of the school's mathematics curriculum is good. The school has implemented the National Numeracy Strategy well and through this, and careful revision of its policy ensures that the pupils receive a well-balanced mathematics provision covering all aspects of the National Curriculum. All the pupils receive equality of access to the curriculum and the subject makes a strong contribution to the pupils' work in science, physical education and geography, when they measure or use graphs to illustrate data they collect.

90. The school has effective procedures for recording pupils' attainment and progress. A record of what pupils experience, can do and understand is maintained throughout the year and is used to provide a summative record in their 'Transfer Record' which moves with them through the school and is then passed on to the pupils' next school. Although teachers use day-to-day assessments to inform targets they set for pupils in lessons, assessment information gained from external tests is used insufficiently to set whole school targets or medium term targets for Year groups or individual pupils. The school has indicated in the mathematics action plan that this is an area for development.

91. The quality of leadership and management of the subject is very good. The subject co-ordinator is very knowledgeable, enthusiastic and has a clear vision for the development of the subject. She has ably supported her colleagues in the implementation of the National Numeracy Strategy, by disseminating information gained during training courses, encouraging staff to visit other schools who have numeracy 'lead teachers' and by providing a range of good quality resources to facilitate the new approach to teaching mental mathematics. She has also observed lessons and provided detailed feedback to teachers about the strengths and weaknesses in their implementation of the National Numeracy Strategy. The quality of resources, to support the subject, is good, particularly for mental mathematics.

SCIENCE

92. Overall, the attainment of pupils is good and pupils achieve high standards in their knowledge and understanding of science. This is reflected in the results of the 1999 national end of key stage teacher assessed tasks. By the end of Key Stage 1, the attainment of pupils is very high in comparison with similar schools and with the national average. All pupils achieved Level 2 or above. The percentage of pupils achieving Level 3 was well above national average in most areas of knowledge and understanding in science, and also above the national average in the pupils' scientific experimental and investigative skills. This high standard is reflected in their recorded work and in lessons observed across the school. This is a good improvement upon the judgement made at the time of the previous OFSTED inspection. Good progress has been made over the past 3 years.

93. By the age of seven, all pupils, including those with special educational needs and those pupils for whom English is an additional language, have a clear knowledge and understanding of scientific processes and make good progress. Pupils make careful observations and develop the ability to evaluate scientific evidence and make predictions. Most pupils develop very good levels of knowledge and understanding about life and the living processes, materials, properties and physical processes. In the Reception class, for example, the pupils' knowledge about the creatures to be found in the local environment is very extensive. They know what ladybirds and spiders eat, where they are to be found and discuss their appearance, using the correct scientific terms. In Year 1, pupils investigate the most appropriate material to wrap a parcel, basing their judgements on the properties of strength, wrapping and fastening and the need for the wrap to be waterproof. In Key Stage 1, pupils are knowledgeable about how electricity is used and its dangers and construct simple circuits and record their findings using circuit diagrams and drawings. Pupils discuss and investigate the different conditions necessary for growth of a sunflower or tomato plant. Pupils fully understand the planning process and use it well when carrying out an investigation. They plan an investigation, know how to carry out a fair test and record their results accurately and clearly, using tables and charts. Pupils' ability to discuss their findings is particularly advanced for their age.

94. By the age of ten, all pupils attain standards higher than the national expectation for their age and make good progress. For example, in work on the topic of electricity they use the correct symbols to record their circuits, and construct circuits from diagrams. Pupils use planning frames effectively when investigating the best conditions for the growth of plants. They use tables and charts well and this supports learning in the subject well, when comparing the properties of materials, the strength of magnets and the temperature in different parts of the school.

95. Almost all the pupils are enthusiastic about their science lessons and are very involved in their learning. They behave well during whole class lessons and when working in a group especially when challenged by stimulating and interesting tasks. This results in a high level of commitment. They find and collect small creatures with care, listen to instructions and work independently in the school grounds.

96. The quality of teaching and learning is very good in Key Stage 1 and good in Key Stage 2. This is an improvement since the previous OFSTED inspection. Lessons are well planned and taught. Timing during lessons is well-judged, allowing pupils time to think things through and to negotiate when working as a group. Where the teaching is very good there is a sense of wonder, for example in a Year 4 lesson, the teacher took the class outside, spread a white sheet underneath a bush and asked a child to shake it. The resulting number and variety of animals found was a source of amazement and interest to the pupils. Curiosity is encouraged and questions such as 'Why do spiders have hairy legs?' are used well to encourage pupils to carry out their own research. Challenges and problem solving are used effectively to extend pupils knowledge about materials. The planned activities extend the pupils knowledge and understanding well. All teachers use a wide variety of planning and recording methods and there is good use made of tables and charts to record scientific findings. Pupils are well directed and supported by adults in group work. Teachers use the correct scientific vocabulary and reinforce the main concepts with clarity so that all pupils understand the work that is taught. For example, when investigating the relationship between the column of air in a bottle and the pitch of the note it makes, the pupils were given explicit instructions on how to carry out their practical work. When pupils observed animals through a magnifier, the teacher clearly demonstrated the skills and care the pupils needed when collecting specimens. Pupils are encouraged to look for similarities and differences in animal life and materials and to record their findings with increased accuracy.

97. The school's curriculum for science is good. It is broad and balanced, meets the requirements of the National Curriculum and provides pupils with good opportunities to develop their scientific thinking and skills. The school's provision for pupils with special educational needs and those for whom English is an additional language, is good. All pupils have equal access to the curriculum. Science is used as a stimulating context for extended writing and increasing the pupils' vocabulary. Numeracy and computer skills are used effectively when pupils record information and look for patterns. These links across the subjects support the curriculum well and enhance the quality of learning. The pupils' social development is promoted when they work in groups and discuss the results of their investigations. The moral development of the pupils is enhanced when environmental issues are discussed and debated.

98. The school provides information in the school's annual report about the child's attainment in the subject. Pupils are assessed effectively during lessons by the good use of open-ended questioning. Teachers' daily plans are altered to meet pupils needs as they arise. The school has good systems for monitoring pupils' work. The work is assessed and monitored throughout the school by the use of structured tasks, observation of pupils' work, the marking of work and by formal testing at the end of units of work. These strategies provide teachers with good information about the progress pupils make and satisfactory use is made of the information gained to assist with the planning of their next steps for learning. The data produced is recorded and used to identify areas of weakness. The recorded work is kept in each pupil's portfolio.

99. The quality of leadership and management of the subject is good. Pupils' work is monitored rigorously and the co-ordinator ensures that the planned curriculum is taught. The policy and scheme of work is based on the Qualifications and Curriculum Authority guidelines, which provides breadth and balance across each key stage, but at times needs further development. Accommodation and resources for the subject are satisfactory and opportunities to use the grounds and to attend a Science and Technology Day, extend pupils' learning experiences very well. In-service training has been used effectively to extend teachers understanding of scientific processes. This has contributed significantly to improving standards of attainment throughout the school.

ART

100. Due to timetable commitments only one art lesson was observed and that was in the Year 4 class. Judgements are therefore based on pupils' past and present work, analysis of teachers' plans, discussions with pupils, teachers and the subject co-ordinator together with analysis of the pupils' portfolio of work. At the time of the previous OFSTED inspection pupils' attainment at the end of Key Stage 1 and at the end of Year 5, was above expectations for pupils of a similar age and progress was good. These standards have been maintained. However, progress is now very good. Pupils with special educational needs and those for whom English is an additional language, attain well according to their abilities and make good progress.

101. Overall, all pupils are achieving standards that are good for their age and provision for art is good. In the lesson observed, pupils studied photographs of their families and tried hard to reproduce them using a choice of pencils, crayons, charcoal or pastels. One pupil showed great initiative. Her picture was taken in the grounds of a church and she decided the background would look so much more interesting if it was set against the door of the church. Her finished picture was very life-like. Throughout the school, pupils study the work of a range of artists including Van Gogh, Monet and Lowry. Year 5 pupils studied the work of Lowry and painted some very good pictures of buildings in Leicester in his style. Pupils enjoy making models in clay such as one of a shoe they had previously designed.

102. In the lesson observed, pupils' attitudes were very good. They enjoyed their lesson and worked with enthusiasm on their family portraits. Pupils worked very well co-operatively. They treat equipment with great care and share resources in a mature and sensible way. Behaviour was good.

103. The quality of teaching and the quality of learning in the lesson observed were very good. The teacher made very good use of time and resources. She made the learning intentions very clear and at the end of the lesson gave the pupils future learning targets. Her management of the pupils was very good. Pupils' ideas and opinions were greatly valued and respected. Pupils made very good progress during this lesson.

104. The curriculum is broad and balanced and the pupils are provided with a good quality and range of learning opportunities. All pupils have equal access to the subject curriculum including those with special educational needs and pupils for whom English is an additional language. There is an appropriate scheme of work that assists teachers in planning their lessons. The subject contributes soundly to pupils' spiritual development giving them the opportunity to appreciate the wonder of nature, for example, in the painting of sunflowers. It makes a sound contribution to the development of pupils' knowledge of their own and western culture.

105. Accommodation is adequate and there is a satisfactory range of working surfaces and sink facilities. Art lessons are usually taken in a specialist practical area. The subject is well resourced, with a wide range of materials and media and teachers make good use of these resources to enthuse pupils, enhance their work and support their learning well. Appropriate use is made of information communication technology to support the art curriculum through the use of graphics programs, especially in helping pupils gain more knowledge about colour combinations.

106. The school celebrates the achievements of pupils in a variety of ways including, well-arranged displays of pupils' work in all available public spaces in the school, as well as in the classrooms. There is a good range of work included in these displays, which are of a high quality and which include coloured paintings, print making, drawings of artefacts, collage and three-dimensional work.

107. The leadership and management of the subject are good. The co-ordinator attends summer school courses. The school uses the Qualifications and Curriculum Authority scheme of work and adapts this to its needs. The co-ordinator monitors planning and displays but rarely has the opportunity to observe the staff teaching. Assessment includes the analysis of pupils' work, discussions with them to ascertain their knowledge and understanding and what they can do.

DESIGN AND TECHNOLOGY

108. Overall, the attainment of pupils, including those with special educational needs and for those pupils for whom English is an additional language, is above the national expectation for age at the end of Key Stage 1 and Year 5. This judgement is based upon the evidence of pupils' work, lessons and groups observed and from discussions with teachers and pupils. The standards achieved represent a good improvement on the judgement made at the time of the previous OFSTED inspection

109. The quality of pupils' work and their interest in the planned activities is very high, especially where learning is linked with other areas of study. For example, in the Reception class, pupils use papier-mâché to construct ladybird shapes, make moving ladybirds with marbles and use bricks to construct pathways for them to move along. In Key Stage 1, pupils explore how to wrap and secure parcels, using a range of materials, in order to solve a problem

set for them. In Key Stage 2, pupils evaluate the designs of shoes, and make miniature models. Their evaluation of sandwich wrappers indicated a high level of understanding and their ability to create a net indicates an ability to transfer knowledge and skills from numeracy and to use them successfully when making their own packaging.

110. The quality of teaching is never less than good, and it is very good where pupils are given time to think for themselves and to use their knowledge and skills when designing, making or evaluating products. Where very good teaching occurs, the aims and pace of the lesson are such that the pupils have a clear understanding of their task and are given time to think about a solution for themselves. Teachers ask clear questions to focus pupils' attention on the problem they need to solve, allow pupils time to consider all the options and to arrive at their own solutions. Teachers are secure in their subject knowledge, use the correct vocabulary and ensure that pupils are aware of safety and any risks involved. In some lessons the main aim of the activity is the acquisition of a new skill, the safe use of appropriate tools and an awareness of the properties of the materials used. Examples include baking buns, sewing purses, using clay, or making winding mechanisms with construction kits or wood and card. This high quality planning and teaching enables the pupils to make good advances in their learning. Pupils are highly motivated, competent and involved with what they make. Across the whole school pupils develop an understanding of the design process and use it well when they plan and record their ideas.

111. The quality of the school's curriculum for design and technology is good. The curriculum is based on the Qualifications and Curriculum Authority's scheme of work, which ensures that there is a breadth and balance in the use of materials and tools. The main emphasis in planning is to introduce and progressively use materials, tools and skills. Adults play an active part in supporting and encouraging groups and individuals, keeping them on task and extending their learning. The subject is well resourced and good use is made of the dedicated practical areas in the school for cooking and whole class activities. A pottery club extends the provision for those with an interest in creative skills.

112. The quality of the leadership and management of the subject is good. The co-ordinator clearly promotes design and technology across the school. She has developed the subject well. The provision for design and technology has improved since the previous OFSTED inspection. In-service training has taken place and teachers are now more confident in teaching the subject and the teaching of skills is secure. Teaching is monitored and clear goals are set to continue to improve standards and to increase pride in accomplishment. Pupils' attainment and progress in the subject is reported annually to the parents and the subject makes a good contribution to the pupils' cultural awareness.

GEOGRAPHY

113. It was only possible to observe one geography lesson during the inspection due to the school's timetabling. However, from evidence gathered from analysing pupils' work, studying teachers' plans and discussions with pupils and teachers, it is possible to judge that the pupils attain standards in line with the national expectation for age. This is a similar judgement to that made at the time of the previous OFSTED inspection.

114. By the age of seven, pupils identify the capital cities of the countries of the United Kingdom, in their study of maps and in acquiring knowledge about their wider community. They use a large-scale map of their immediate locality to locate their house and to trace their route from home to school. They identify specific features on these routes, such as post offices, shops and bus stops to aid their study of land use. In this work they further develop their critical awareness of environmental issues, describing pleasant and unpleasant buildings and features which might harm the environment. The pupils draw graphs to illustrate local land use and use tallies when they record the number of different types of vehicles they see on a school journey.

115. By the age of ten, pupils identify the main rivers, the climate, main cities, most well known foods, most famous football teams and types of terrain of the Netherlands and Germany. They increase their knowledge of the United Kingdom by locating and naming the main motorways on a map, showing how they link the main cities and towns. Pupils compare and contrast their own lives and circumstances with those of children in the Indian village of Chembokolli and know that climates, units of currency, incidence of cars and the main source of income differ significantly between the two communities. By studying statistics, pupils understand how weather affects the lifestyles and occupations of people living in extremely cold conditions in Northern Canada, or in the high temperatures of the Sahara desert, in Tunisia. Pupils become more aware of faraway places when they study Jamaica, particularly studying its weather patterns and recording its monthly rainfall, using column graphs to illustrate their findings. They use Ordnance Survey maps to locate specific features in their immediate locality and use two figure co-ordinates to identify these.

116. The pupils have good attitudes to the subject and behaved in exemplary fashion in the lesson observed. They talk enthusiastically about their work and take pride in presenting their maps and graphs neatly and colourfully. In the lesson observed, the pupils worked together very co-operatively to gather information and to share ideas and opinions.

117. There was limited evidence to make a secure judgement about the overall quality of teaching. The quality of teaching and of learning in the lesson observed was very good. In this Year 4 lesson, the teacher planned the pupils' learning extremely well, prepared them well for the work they would do around the school and set very high expectations of their behaviour and commitment. As a result, the pupils worked conscientiously and took considerable personal responsibility for their learning. By continually prompting the pupils and skilfully questioning them, the teacher ensured that they made very good progress in their understanding of environmental issues around the school. An outcome of the lesson was a letter to the headteacher asking for something to be done about improving playground markings. At the conclusion of the lesson, when the pupils returned to the classroom, the teacher encouraged them to briefly discuss their findings in groups and then talk about these to the whole class. During this session, the pupils spoke confidently and lucidly. There is evidence that teachers use homework well to extend pupils' learning, especially in Year 5.

118. The curriculum is satisfactory. It is broad and balanced and provides pupils with good opportunities to develop their geographical knowledge and skills. All pupils have equal access to the curriculum including those with special educational needs and those who use English as an additional language. The school provides parents with annual information about their children's attainment in the subject. However, assessment procedures are insufficiently developed to enable teachers to identify and record pupils' progress in acquiring key skills in the subject. The school incorporates fieldwork, particularly using the school grounds and local area, to promote the pupils' awareness of environmental issues and to acquire knowledge about physical features.

119. The quality of leadership and management of the subject is satisfactory. The co-ordinator, who has recently assumed responsibility is aware of deficiencies in recording attainment and has identified this as a priority for development in the subject action plan. The school has recently adopted the scheme of work produced by the Qualifications and Curriculum Authority and the co-ordinator has supported colleagues in planning for its implementation. The subject policy provides helpful guidance to teachers about the schools aims for the subject and the resources available to support learning. The quality of those resources is satisfactory providing an adequate range and number of maps, atlases, photographs and reference texts. There is an inadequate range of computer software and CD-ROM to support specific topics the pupils study.

120. The subject makes a good contribution to literacy and numeracy. For example, in Year

1, pupils write postcards from different places they have visited and describe in detail their findings about the environment. They use graphs to illustrate monthly rainfall in Jamaica and to show the frequency with which different vehicles pass them on a journey. The subject makes a good contribution to their cultural development, when they find out about the lifestyles of children in India and Jamaica. The pupils' social and moral development is well promoted when they work together during fieldwork and consider the conflicting pressures which affect environmental issues.

HISTORY

121. Due to timetabling constraints lessons were only seen in Years 4 and 5. Judgements are based on these lessons, scrutiny of pupils' work, displays of work around the school, the portfolio of pupils' work, teachers' planning documents, discussions with pupils and with the subject co-ordinator. From this evidence, it is clear that, by the end of Key Stage 1 and by the end of Year 5, pupils achieve standards that are in line with those expected for pupils of a similar age. This is a similar judgement to that made at the time of the previous OFSTED inspection. Pupils have developed a sense of the past and chronology by comparing their life with that of a child in Victorian Britain. Pupils know that children 100 years ago, often went out to work at an early age, and worked in factories and on farms. They are able to make appropriate use of the language of comparison when describing the differences from their own experiences. All pupils, including those with special education needs and those for whom English is an additional language, make satisfactory progress.

122. By the end of Year 5, pupils have achieved sound standards and have a wide knowledge and understanding about the passage of time and of different periods of the past. They have detailed knowledge about the lives of people in England during Tudor times. Pupils know about the lives of the rich and poor and discuss the similarities and differences between them. Pupils give good reasons why toys in Tudor times were usually made of wood and why present day toy are frequently made of plastic. Many pupils find out about the past from a range of sources, including the Internet.

123. Overall, pupils, including those with special educational needs and those pupils for whom English is an additional language, make satisfactory progress in lessons. In the Year 4 lesson pupils made good progress when they analysed pictures of Tudor scenes and decided what was happening in the pictures and whether the families were rich or poor. They gave logical reasons for their decisions. As pupils move through the school, their knowledge and understanding of historical information increase in depth and breadth. Indications from their work at Key Stage 1 are that progress is sound in the areas of history they study.

124. Overall, pupils' attitudes to learning are satisfactory, and at times very good, especially in Year 4. Most pupils are interested in history and enjoy the subject. Their enthusiasm shows in their eagerness to answer questions and participate in discussion. Pupils' recorded work is at times, untidily presented. Most pupils work and co-operate well together. They treat equipment with care and share resources sensibly. Pupils generally behave well which aids the development of their social and moral skills.

125. Overall, the quality of teaching in Years 4 and 5 is satisfactory and, at times, very good. Teachers plan work carefully and pitch their teaching to the range of abilities within their class. There is usually a good balance between whole-class and group teaching and teachers use plenary sessions effectively to reinforce what has been learnt and to set targets for future improvement.

126. The history policy has recently been updated in line with the Qualifications and Curriculum Authority's guidance on schemes of work and the overall quality of the school's curriculum for history is satisfactory. At Key Stage 1, much of the historical information is taught

through relevant topics based on the pupils themselves, their families, their homes and the homes and houses of the past. They study famous people such as Mary Seacole. Historical studies are well-integrated into work with other subjects and this contributes well to pupils' literacy and numeracy skills.

127. The quality of leadership and management of the subject is good. The co-ordinator is hard working, knowledgeable and enthusiastic about the subject. She monitors all teachers' plans satisfactorily, to ensure progression and continuity across the curriculum. National Curriculum Level descriptors provide a basis for teachers to make a judgement on what pupils know, understand and can do, at the end of each stage. Each child is awarded a 'level' by teachers at the end of each academic year, which is recorded in their Curriculum Transfer Record. Resources are sufficient to support the subject and are supplemented by the loan of artefacts from the County Loan Service.

INFORMATION TECHNOLOGY

128. By the time the pupils leave the school at 10 years old, they attain standards in line with the national expectation for age. Standards in information technology have improved well since the previous OFSTED inspection when they were judged to be unsatisfactory. All pupils reflect this in the quality and range of their work and in their confident use of computers.

129. Pupils, at the age of seven, attain standards in line with the national expectation for age. In Key Stage 1, pupils have the confidence and capability to use computers appropriately. They word process, using a range of text styles and borders to design and print Mothers Day cards. Computers are used successfully when pupils sort, classify and enter data on a variety of pre-prepared spreadsheets, for example when creating pictograms of favourite toys, charts of eye colours, block graphs of the heights of their teddies and a data base about their houses. They use a programmable toy to extend their work in numeracy and use interactive programmes well, to practice their reading skills. Pupils use a digital camera to record the journeys of a bear and stimulate an interest in the wider world.

130. By the time they leave the school, pupils, including those with special educational needs and pupils for whom English is an additional language, attain standards in line with national expectation for age. They use computers confidently and competently, handle information sensibly and effectively, control a programmable toy and use e-mail and the Internet to research projects. They develop word processing skills appropriately, and use all the commands competently. Pupils create and import computer graphics, thus raising the standard of their presentation, for example when writing letters to their Grandfathers. Pupils access and store information, such as pie-charts on leisure activities and they use CD-ROM and e-mail. Computers are used well throughout the school to support all areas of the curriculum. For example, a 'music-compose' program, installed on the laptop machine, is used to consolidate learning about sound, in science, and to develop composing skills in music and to give practice in the use of a different type of computer. Pupils make good progress across the school and all areas of the subject are covered well, apart from the use of sensor equipment in Key Stage 2.

131. The quality of teaching and learning is good. Information technology is taught well to groups of pupils by teachers and other adults either in the classroom or in the small computer base. Instructions are clear and, where appropriate, the teachers demonstrate new programs and commands confidently, allowing time for pupils to try for themselves. The pupils work co-operatively and support each other well when given independent tasks. They are enthusiastic and concentrate well when new skills are being practised and when computers are used to support other areas of the curriculum. Pupils with special educational needs and those for whom English is an additional language use the computer to reinforce their learning effectively.

132. The quality of the school's curriculum for information technology is good and it has

improved since the previous OFSTED inspection. The school has an appropriate scheme of work, based on national guidelines, and ensures that there is breadth and balance in provision. The subject makes a good contribution to the pupils' social, moral spiritual and cultural development. The quality of leadership and management is good. The co-ordinator is enthusiastic, knowledgeable and is able to move the school forward at a pace that is appropriate for the confidence and capability of both teachers and pupils. The subject co-ordinator plans to first increase the confidence and competence of all members of staff before increasing the range of software and sensors. This strategy has been effective and the school has improved, overall, the quality of teaching and learning since the previous OFSTED inspection. In-service training has taken place and is continuing next year to extend teachers' competence and confidence. The subject is satisfactorily resourced with computers located in the classroom and in the small computer suite.

MUSIC

133. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactory standards at Key Stage 1 and good standards at Key Stage 2. This is an improvement on the judgement made at the time of the previous OFSTED inspection. The standards of singing are close to the national expectation for age at the end of Key Stage 1, and when pupils leave the school at the age of ten in Key Stage 2. There are many examples of good and very good standards in music. Over one third of pupils learn to play musical instruments by attending clubs or through having access to specialist provision in Key Stage 2. This contributes well to their musical knowledge and understanding. Pupils sing tunefully and enthusiastically in assemblies, at both key stages, and are able to vary the pitch, tempo and dynamics of songs. Good opportunities are provided, in assemblies, for the pupils to listen to and appraise a range of music by different composers. Pupils understand how to compose and perform a simple sequence and use a variety of instruments in Key Stage 1.

134. Pupils progress to composing and writing music using a specific program on the computer, in Key Stage 2. They know how to use voice control and simple breathing techniques when singing and how to explore and clap out simple rhythms. The pupils who play musical instruments have good subject knowledge, are confident and enjoy their music. Expectations are high and often demanding. The pupils respond well to these and work very hard to make good progress and to achieve high standards.

135. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers use homework very well to reinforce work carried out in lessons. The enthusiasm, enjoyment and expertise of the teachers and other providers are reflected in the learning that takes place. The staff are good role models and encourage the pupils to be confident with and enjoy their music.

136. The breadth and balance of the curriculum is satisfactory. All pupils, including those with special educational needs and English as an additional language, have equality of access to the music curriculum. The subject makes a good contribution to the pupils' cultural development when they listen to music from different countries.

137. The quality of leadership and management is good. The co-ordinator leads by example. The local education authority guidelines provide an effective balance of all the elements of performing, composing, listening and appraising music. The good quality and range of musical instruments and other support materials are used effectively to enhance the learning in music. The provision for music has improved since the last OFSTED inspection. Composing is taught at both key stages and pupils progress well.

PHYSICAL EDUCATION

138. By the time the pupils leave the school at the age of ten, they achieve standards in line with the national expectation for age in gymnastics. There is evidence to indicate that they achieve standards above the expectation for age in swimming as records show that 97 per cent of pupils in Year 5 swim 25 metres unaided. No Year 5 lessons were observed in games, athletics or dance and it is thus not possible to make a judgement about the pupils' attainment in these aspects of the subject. Evidence from lessons observed in Years 3 and 4 makes it possible to judge that overall standards in Key Stage 2, in athletics and gymnastics, are in line with national expectations for age. These judgements are similar to that made at the time of the previous OFSTED inspection.

139. By the age of ten, pupils know that warming up muscles and steadily increasing heart rate leads to safer working. They use apparatus safely and competently to perform sequences of movements to achieve variations in speed, level and shape. Pupils turn, crouch, speed up and slow down using a box or bench. When alighting from apparatus they generally make a good attempt at a star jump. A minority does not possess the technique to finish their sequences gracefully. In Year 4, pupils develop their muscles and fitness by rotating through a circuit of activity which is intended to improve their performance in standing vertical, triple and long jumps or in throwing a ball a long distance. They record their achievement using standard units of length and a variety of measuring instruments. This promotes their numeracy skills well. In Year 3, pupils pass a baton carefully when relay running.

140. During the inspection, no lessons were observed in Year 2. It is therefore, not possible to make a judgement about the pupils' attainment by the end of the key stage. A lesson observed in Year 1 indicates that these pupils achieve standards in line with the national expectation for their age in games. This is a similar judgement to that made at the time of the previous OFSTED inspection. They send and catch a ball with accuracy from short range and they adjust their grip on a racquet to send a ball in the direction they want or to react to a difference in bounce. Most throw a beanbag accurately enough to land it into a hoop from a range of about three metres.

141. Most pupils have good attitudes to their learning and behave well both when working in the hall or outside. They enjoy their activities and most work hard to improve their performance and skills.

142. The quality of teaching and the quality of learning are satisfactory overall. Teachers plan their lesson carefully, identifying what pupils should do and in what ways they could improve. In the Year 4 lesson observed, this resulted in the pupils moving purposefully from one activity to another, systematically recording what they achieved and the degree of improvement on previous attempts that this represented. In a Year 3 athletics lesson, the teacher used her good subject knowledge to instruct the pupils in the use of starting positions and the use of their arms to improve their speed over 40 metres. As a result nearly all the pupils made improvements in their running technique and speed. In most lessons teachers use effective behaviour management strategies to ensure that lessons are orderly and that pupils spend the maximum amount of time exercising and improving their skills. In most classes the quality of relationships is very good resulting in a very positive atmosphere which helps pupils improve and gain self-esteem. In some lessons, the teacher's lack of subject expertise and under use of demonstration means that some of the pupils' technical deficiencies are not picked up sufficiently and that they have too little guidance on how to improve.

143. The school's curriculum for physical education is broad and balanced and promotes their physical development satisfactorily. It fully meets the statutory requirement to teach swimming to pupils in Key Stage 2. Pupils with special educational needs and those for whom English is an additional language have full access to the curriculum and make similar progress to all other pupils. Assessment procedures ensure that the statutory requirement to report to parents annually on the pupils' attainment and progress is fully met. The subject makes a useful contribution to mathematics when pupils record the distance they jump and throw, using standards units of length. Pupils' social and moral development is well promoted when they co-operate in teams and learn to follow rules in games and competition. The school runs a weekly sports club for pupils in Key Stage 2. This is well attended by both boys and girls and encompasses sports such as football, rounders, athletics and netball. The school play football matches against other local schools and has in the past entered area sports competitions. At present there is less involvement in this than formerly.

144. The quality of leadership and management of the subject is good. The subject co-ordinator has good subject knowledge and is aware of the strengths and weaknesses of the provision. He has observed some teachers' lessons and supported them in improving their subject knowledge and lesson preparation. The quality of resources to support learning is satisfactory and the school's hall, playgrounds, and field provide good quality accommodation to support teaching and physical activity.

RELIGIOUS EDUCATION

145. Due to timetabling constraints lessons in religious education were observed only at Key Stage 1 during the inspection. However, from evidence gathered from the analysis of pupils' work, studying teachers' plans, displays, discussions with the co-ordinator, pupils and teachers, together with observation of the acts of collective worship, it is possible to judge that pupils attain standards in line with the locally Agreed Syllabus at age seven and ten. This is a similar judgement to that made at the time of the previous OFSTED inspection.

146. Pupils' attainment at the end of Key Stage 1 and at the end of Year 5, is in line with that expected for their age and with the locally Agreed Syllabus for religious education and progress is good. These findings are similar to the previous OFSTED report; however, pupils' progress is now good. At Key Stage 1, pupils develop skills of how they feel for example, when they feel brave. After listening to the story of David and Goliath pupils discussed the occasions when they have felt brave or when they felt terrified. Pupils spoke about how scared they felt when they went rock climbing. In Years 3, 4 and 5 pupils study the buildings of different faiths, for example, an orthodox Jewish synagogue and the way it is planned.

147. At Key Stage 1, pupils make good progress. They respond well to stories that illustrate current themes for instance, houses and homes and the story of the two men, one of whom built his house on sand and the other on rocks. They identified that, although it took more time to build a house on rock, the results were longer lasting. In Years 3, 4 and 5 pupils made good progress when they studied other faiths such as Hinduism and realised that although their beliefs were a little different there were many similarities to their own faith. Pupils, including those with special educational needs and those for whom English is an additional language, gain a satisfactory understanding and knowledge of other religious beliefs and become increasingly aware of the customs and traditions associated with world faiths. Pupils consider carefully what it means to be a Christian and they reflect on the value of various acts of worship for the individual taking part.

148. At Key Stage 1, pupils' attitudes are very good. Pupils listen very well to stories and are very keen to fully take part in class discussions. Their behaviour is very good and they allow other pupils to express their ideas. Most pupils are confident when talking in front of the class,

especially higher attaining pupils. They are well motivated to complete the tasks set. Pupils' attitudes and their mature behaviour enhance their personal development.

149. Overall the quality of teaching at Key Stage 1 is good and at times it is very good. In the very good lesson the teachers' expectations were very high, she made the learning intentions clear to the pupils and the pace of the lesson was brisk. Pupils were managed very well and the teacher told the story with a sense of awe and wonder. Pupils were totally enthralled and inspired. Two local vicars occasionally visit the school and support the teaching of this subject.

150. The school follows the Leicestershire locally Agreed Syllabus. Assessment is ongoing and includes teachers' observations, discussions with pupils and the scrutiny of their work. At Key Stage 1, the programmes of study are organised over a two-year cycle of cross-curricular themes. In Years 3, 4 and 5 programmes of study are over a three-year cycle and are well organised to ensure progression and continuity. The quality of the leadership and management of the subject is satisfactory. The co-ordinator monitors planning, especially in Years 3, 4 and 5. She meets with teachers from other schools and colleges to discuss developments in the subject, but rarely has the opportunity to feedback information to the rest of the staff. There is a good profile of pupils' work, which indicates the progress pupils have made over time. The quality of resources is satisfactory and there are some artefacts to support the subject. The co-ordinator is aware the need to update the school's scheme of work and check planning in Key Stage 1. The statutory requirements for religious education, including the daily act of worship, are fully met.