

# INSPECTION REPORT

## **EASTFIELD PRIMARY SCHOOL**

Thurmaston, Leicester

LEA area: Leicestershire

Unique reference number: 119968

Headteacher: Mr W T Griffiths

Reporting inspector: Mrs J Penfold  
12443

Dates of inspection: 19 - 23 March 2001

Inspection number: 198320

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Eastfield Road  
Thurmaston  
Leicestershire  
LE4 8FP

Postcode:

Telephone number: 0116 2694692

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Appropriate authority: The governing body

Name of chair of governors: Mr G Love

Date of previous inspection: 27/10/97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12443	J Penfold	Registered inspector	Mathematics English as an additional language Foundation Stage	The school's results and achievements How well are pupils taught? How well is the school led and managed? How good are the curricular and other opportunities offered to pupils?
14324	M Hudson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20752	J Collings	Team inspector	Information and communication technology Design and technology Music Science Equal opportunities	
30705	G Stephens	Team inspector	English Art and design History Physical education Special educational needs	
12997	C Cheong	Team inspector	Religious education Geography	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Eastfield Primary School is an average-sized primary school on the northern outskirts of Leicester. There are 224 pupils on roll, including 56 under the age of six. Most of the pupils come from the local area which consists of a mixture of private, housing association and local authority rented properties. About 45 pupils travel from further afield. The percentage of pupils claiming free school meals is in line with the national average. The ward in which the school is situated is one of three in Leicestershire that has been identified as an area of social need, qualifying for funding for extra places for young children in pre-school settings. The attainment of the children when they start school is similar to that found nationally. There are 35 pupils on the school's register of special educational need, most of whom have general learning difficulties. Three pupils have Statements of Special Educational Need. About 92 per cent of pupils on the school roll are white and of UK heritage. Six per cent are of Indian heritage; the remaining two per cent of pupils are of black Caribbean, black African and Turkish heritage. Seventeen pupils speak English as an additional language, all but one fluently. The main languages spoken are Gujerati, Panjabi, Arabic/French and Turkish. Last year 11 pupils joined the school, and 14 left during the school year. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school with a large number of strengths. It provides well for all its pupils. The school is very well led and managed. All pupils make good progress, including those who speak English as an additional language and those with special educational needs. Standards are above average overall. The teaching is good, with much of it very good. The school provides very good value for money.

#### **What the school does well**

- By the end of Key Stage 2, standards are well above average in information and communication technology (ICT) and mathematics. They are above average in science, history, art, design and technology (DT), physical education (PE) and in the reading, speaking and listening aspects of English.
- The quality of teaching is good overall, and very good or outstanding in almost a quarter of lessons. The teachers and teaching assistants are dedicated to ensuring that all pupils achieve well.
- The headteacher provides excellent leadership that is clearly focused on checking all aspects of the school's performance and ensuring that it keeps improving. He is supported by a very able deputy headteacher and subject leaders who fulfil their roles very well.
- There is detailed analysis of assessment data. This is used very well to keep track of how pupils are getting on, and to help with the diagnosis of the school's strengths and weaknesses.
- The pupils have very positive attitudes to their education. They enjoy their learning, behave very well in lessons and around the school and work productively.
- The school's strong provision for pupils' spiritual, moral, social and cultural development ensures that their personal development is very good.

## What could be improved

- Standards of writing, while satisfactory overall, lag behind those achieved in the other aspects of English due to weaknesses in handwriting, imaginative writing and a lack of opportunities for pupils to write in other subjects.
- The marking of pupils' work does not give enough feedback to help them know what they are doing well, or how they can improve.
- The resources and accommodation for physical development are unsatisfactory for the children in the Foundation Stage. The hard play area used by the older children is too small and lacks play facilities.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and found to be a good school. It has improved very well in many areas since then and is now much better than it was. Standards in almost all subjects are higher than those reported at the last inspection. The leadership and management of the school are now very good and the quality of teaching has improved significantly. The school tackled the areas identified as needing improvement in its last inspection report quickly and effectively. Subject leaders are now very active in monitoring both the teaching and pupils' progress, the library has been improved and now has enough books of a suitable quality, schemes of work are in place for all subjects and the very good systems for assessing and recording pupils' achievements have a very positive impact upon the achievement of pupils.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	A	E	D
Mathematics	D	B	D	D
Science	C	A	E	D

**Key**

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

The performance of pupils in national tests has been uneven over the last three years and the trend in results overall is lower than the national trend because of this. The Year 6 cohort which took the tests in 2000 contained a high proportion of pupils with special educational needs, including five pupils who had Statements of Special Educational Needs. The school's targets for the percentage of pupils achieving the expected Level 4 were exceeded in mathematics and reached in English.

Pupils achieve well. Inspection evidence shows that the standards achieved by the current pupils in Year 6 are well above average in mathematics and ICT. They are above average in science, history, art, PE and DT. They are above average in English overall, with standards in reading and speaking and listening above average, and those in writing in line with what is



expected at this age. Attainment is as expected at this age in music and geography. In religious education pupils in both key stages achieve in line with the objectives set for the locally agreed syllabus for the subject.

Performance in the national tests taken by Year 2 pupils last year in reading, writing and mathematics was below average overall. On the basis of teacher assessments, standards in science were in line with the national average. The picture over the previous four years at this age has been of standards above average compared with those nationally. Inspection evidence shows that the standards achieved by the current pupils in Year 2 are above average in mathematics, science, art, PE and ICT. Standards in English are above average overall with attainment in writing as expected at this age. They are as expected at this age in other subjects. No judgement was made about standards in DT.

By five years of age pupils in the Foundation Stage achieve the Early Learning Goals for their age group in their knowledge and understanding of the world, mathematical, creative, physical, personal, social and emotional development, and those relating to writing, speaking and listening. They exceed the Early Learning Goals in the reading aspect of communication, language and literacy.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn. They live up to the high expectations set for them.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school. They are self-disciplined and polite.
Personal development and relationships	Very good. Pupils use their initiative and act responsibly. They get on very well together and with all adults in the school.
Attendance	Attendance is above average and lessons begin promptly, with little lateness. The rate of unauthorised absence is above average.

The purposeful atmosphere in the school is a strength that has a positive impact upon pupils' attitudes and behaviour. Pupils are treated with considerable respect by staff and they respond very positively to the consistent and sensitive approach they are shown. Relationships between classmates and older and younger pupils are very friendly and constructive. Pupils enjoy responsibility and carry out the tasks they are given with pride, diligence and enthusiasm. One pupil was temporarily excluded last year.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	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 teaching was at least satisfactory in all the lessons seen. It was good or better in 80 per cent of lessons observed. It was very good or better in 24 per cent of lessons. The quality of English teaching is good and literacy skills are taught well. The teaching of mathematics is very good. Numeracy skills are taught very well. The quality of teaching, including that of pupils with special educational needs and pupils with English as an additional language ensures that the school meets the needs of all its pupils well. Lessons are very well prepared and planned, with very good use of time and resources overall. The teachers use a very good variety of methods to keep pupils interested and make them want to learn. Teaching assistants make a very good contribution to the teaching, particularly of pupils with special educational needs. An over-reliance upon the use of printed worksheets means that pupils are not developing their independent writing skills as well as they could. The marking of pupils' work gives insufficient guidance to pupils to help them improve. The pupils are learning at a good rate. They respond eagerly to challenge, are interested and enthusiastic, and remain fully attentive during lessons. They are well motivated and show a good degree of commitment. They have a very good understanding of how well they are doing through the school's individual target setting procedures.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum are addressed thoroughly. There is a strong commitment to teach a wide curriculum.
Provision for pupils with special educational needs	Good. Support for pupils in lessons is well-planned and the pupils make good progress as a result.
Provision for pupils with English as an additional language	Good. Staff think carefully about the needs of the pupils when planning their work and in lessons. These pupils are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a very good range of activities in and out of lessons to help the pupils to develop socially and morally. The programme for pupils to learn about a range of cultural traditions is very good. Opportunities for pupils to explore values through acts of worship and in lessons are good.
How well the school cares for its pupils	Good. Pupils are studying in a safe and secure environment. Staff know the pupils well and pastoral care has a high priority.

The school provides good information to parents and there are good opportunities for them to play a full part in school life although some are reluctant to become involved. There is a wide range of clubs and activities for pupils to attend out of school hours, and those for sporting activities are a strength, leading to the school doing very well in local competitions. The very good assessment procedures help teachers to know the pupils well and plan suitable work to meet their needs. The targets on the individual plans for pupils with special educational needs are occasionally too broad, making it difficult to check if the pupils have achieved them. Health and safety procedures are followed carefully and there are good procedures for child protection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's excellent leadership provides a very clear direction for the school's improvement. A strong and professional team shares a common purpose, tackling new initiatives and challenges very positively.
How well the governors fulfil their responsibilities	Good. Governors support the school and contribute to its overall direction well. They are knowledgeable about its strengths and weaknesses.
The school's evaluation of its performance	Very good. There is very close monitoring of the performance of pupils and teaching through observation and analysis of data. Any areas for development highlighted through this process are tackled quickly and effectively.
The strategic use of resources	Very good. Funding is spent wisely to ensure that the school continues to improve. The school provides very good value for money.

The school applies the principles of best value very well. The staffing of the school is very good. The school's decision to increase the number of teaching assistants has been very successful, having a positive impact upon the teaching and learning. The professional development of all staff is organised very effectively. The resources available to support the teaching of subjects are now good. The accommodation for teaching is good but the lack of a secure outdoor play area for children in the reception class is a weakness. The playground is cramped for the number of pupils on roll, particularly the 'overspill' playground used by older children. The headteacher's very clear vision for the school is shared and put into practice by all staff, and the school's aims are reflected fully in the day-to-day life of the school. The deputy headteacher provides a very good model for colleagues through the significant strengths in her teaching. The subject leaders steer the planning, assessment, teaching and learning in their subjects very 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"> <li>• They find the school approachable.</li> <li>• Their children make good progress.</li> <li>• Their children enjoy school.</li> <li>• The children are expected to work hard and do their best.</li> <li>• The quality of the teaching.</li> <li>• They feel that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant areas of concern were identified by parents.</li> </ul>

The inspectors agree with the positive views of parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. At the last inspection standards were judged to be in need of some improvement. Standards have improved significantly since then and are now above average in most subjects by the time the pupils reach Year 6, and well above average in mathematics and ICT. In no subject is attainment lower than at the time of the last inspection. This improvement has been achieved by a rigorous programme to improve further the quality of teaching. The school's targets for the percentage of pupils achieving the expected Level 4 were exceeded in mathematics and not reached by a narrow margin in English. The school's targets for achievement in the English and mathematics tests in 2001 and 2002 are appropriately challenging.
2. Performance in national tests at the end of Key Stage 2 has been very uneven over the last three years and the trend in results overall is lower than that nationally because of this. In the 2000 national tests taken by pupils in Year 6 performance was well below average in English and science, and below average in mathematics. The results were well below average because the percentage of pupils achieving the higher Level 5 was low in English, mathematics and science and a relatively high proportion of pupils achieved below Level 3. The Year 6 cohort which took the tests in 2000 contained a high proportion of pupils with special educational needs, including five pupils with Statements of Special Educational Need, and a third of the year group had joined the school during Years 3 to 6. Analysis of the individual progress of pupils in this cohort indicates that all groups, including those with special educational needs, had made good progress since the age of seven. The school's analysis shows that pupils who speak English as an additional language achieve very well in tests at the end of Key Stage 2. Performance was below average in English, mathematics and science when compared with similar schools. There have been no significant differences between the standards achieved by boys and girls over the last three years.
3. Performance in the national tests taken by Year 2 pupils at the end of Key Stage 1 in 2000 in reading and writing was below average overall. This is because a relatively high number of pupils who had joined the school with low attainment achieved below Level 1. Also the percentage who achieved Level 3 was below average. In mathematics the percentage attaining Level 3 was above average, but performance was below average overall due to the proportion of pupils who did not achieve Level 1. On the basis of teachers' assessments, standards in science were close to the national average overall, and below average at the higher Level 3. Pupils who speak English as an additional language achieve similar standards to those of other pupils. Over the last three years girls have done better than boys in reading tests, however no significant difference was found during the inspection. The picture over the previous four years at this age has been of standards better than those nationally, with a sound rate of improvement.
4. Inspection findings at both key stages differ from the picture painted by the test results, showing that pupils achieve well and make good progress in their learning as they move through the Foundation Stage, Key Stage 1 and Key Stage 2. Attainment is now generally even across the different year groups, and standards are above average overall. All groups of pupils including those who speak English as an

- additional language, higher attaining pupils, those with special educational needs make similarly good progress.
5. By the end of Key Stage 2 standards in English are above average overall and pupils have made good progress since they joined the school. Teachers give pupils many opportunities to practise their speaking and listening skills to good effect with the result that pupils show a good ability to adapt their talk for different uses and listen carefully in a wide range of contexts. In writing, pupils use grammar and punctuation correctly when writing for a range of different purposes but few use fluent joined handwriting consistently. They apply their knowledge of spelling rules appropriately and can use dictionaries and spell-checks when word-processing. Stories are structured logically, but limited in the imaginative detail that would create interest, humour or suspense, although there are signs that this aspect of writing is improving. Pupils do not write at length in other subjects of the curriculum and this holds up their progress in writing. Pupils read their chosen books very fluently and put forward their opinions about books confidently. They can identify the key points in a text and use examples to support their views. Their library skills using reference books, the Internet and CD-ROMs are well developed.
  6. Standards in mathematics are well above average at the end of Key Stage 2, with almost all pupils working confidently at Level 4, and many achieving Level 5. Pupils make very good progress across Key Stage 2. As a result by the time they are in Year 6 they have a very good grasp of the number system. For example, they understand the relationship between fractions, decimals and percentages and can construct and interpret different forms of graphs and charts including pie charts and conversion graphs. In their work on measures they convert between imperial and metric units of capacity correctly using conversion graphs. Their mental calculation skills are very well developed and they tackle challenging questions using a very good range of methods. All pupils including those with special educational needs, can find the area and perimeter of rectangles, applying the relevant formula correctly and calculate the profit made on items by comparing the items and their selling price.
  7. Standards in science are above average by the end of Key Stage 2. Pupils make good progress and have a good understanding of the need for fair testing and explain clearly how they use their numeracy skills in interpreting results, calculating the mean, mode and median of sets of data. They understand how organisms are adapted to their environment using the differences between animals such as fish and polar bears to help them explain this. They give good examples of reversible and irreversible reactions. They are able to deduce that although the melting of candle wax is a reversible reaction the burning of fuel is irreversible.
  8. In the remaining subjects, standards are well above average in ICT by the end of Key Stage 2. A notable strength lies in the use pupils make of computers to support their learning across the curriculum. Standards are above average in history, art, PE and DT. Standards are as expected for pupils' age in music and geography. Pupils achieve the objectives for their age in the locally agreed syllabus for religious education.
  9. Inspection evidence shows that the standards achieved by the current pupils in Year 2 at the end of Key Stage 1 are above average in English. Pupils clearly enjoy reading. They are keen to talk about books. As a class they can identify rhyming words in stories and read the text from a big book well. Higher attaining pupils have a good grasp of tenses and the use of 'connectives' when writing sentences and all pupils' spelling is plausible with a good degree of accuracy shown in their independent writing. Most sentences are punctuated using capital letters, full stops and question

- marks. Handwriting is unsatisfactory, with little progress having been made towards writing with a joined hand, and letters inconsistent in size with irregular spacing.
10. Standards in mathematics are above average at the end of Key Stage 1, with almost all pupils on line to achieve the expected level for their age by the end of Year 2. Pupils can put three-digit numbers in order and know what each digit represents. They have a good grasp of division and can divide numbers by two, and then four, using the correct notation to record their work. They use standard units when weighing and measuring length and some can draw bar charts with intervals labelled in twos.
  11. Standards in science are above average at the end of Key Stage 1. Year 2 pupils can sort materials by their properties. They can identify when some materials, like plasticene, change their shape and know that force is needed to change them back to their original shape. They compare this to other materials like foam which return independently to their original shape. They then compare these reversible changes to that of popcorn which cannot be returned to its original form.
  12. In the remaining subjects, standards by the end of Key Stage 1 are above average in ICT, art and PE. They are as expected at this age in music, geography and history. No judgement was made in DT as no teaching was observed. In religious education pupils achieve in line with the objectives set by the locally agreed syllabus for the subject.
  13. Children join the reception class with attainment that is in line with that commonly found nationally. They are on target to achieve the standards expected for their age group in their knowledge and understanding of the world, mathematical, creative, physical, personal, social and emotional development, and those relating to writing, speaking and listening by five years of age. They exceed the Early Learning Goals for their age in reading. Children listen to stories with rapt attention, they know the sounds made by the letters of the alphabet well before they reach the age of five and can hear and say the initial sounds in words. They have firm opinions about the stories they hear and read. All can recognise their name and some achieve Level 1 in reading, recognising familiar words and using their good knowledge of sounds to help them work out unfamiliar words. Most children can write their names correctly. In mathematics they can count out a given number of objects accurately, know a very good range of number songs and identify common shapes such as squares, circles and triangles.

### **Pupils' attitudes, values and personal development**

14. Since the last inspection pupils' attitudes have improved and are now very good and a strength of the school. Parents confirm their children enjoy school and work hard. The great majority of pupils are happy to learn, respond eagerly to challenge, sustain interest and enthusiasm, and remain fully attentive during classes and assemblies. They are well motivated, show a high degree of commitment and stay focused on tasks. Children in the Foundation Stage have a growing willingness to take turns and share equipment. Pupils work very effectively both on their own and in paired and group activities such as when playing equivalent dominoes in mathematics. They are pleased to share the pleasures of achievement. Pupils take obvious pride in working hard, and their recall and evaluation skills are appropriate to their year groups. They offer constructive ideas, listen to what others have to say, and their contributions to discussions such as in poetry and report writing, are often thoughtful and imaginative. Pupils on the playground council say "The school is brilliant and we don't want to leave". Pupils' very positive attitudes enhance their learning substantially.

15. Pupils' behaviour has improved since the last inspection and is now very good and a strong feature of the school. Parents are very content with the standards achieved. Pupils in the Foundation Stage are set clear and realistic behavioural guidelines which they quickly learn to follow. The behaviour policy and golden rules of conduct are understood well and properly observed by pupils. They are applied sensitively by staff. Pupils have a high level of self-discipline and respond very willingly to what is expected of them. The atmosphere in lessons and assemblies is calm, orderly and purposeful, and there is minimal fidgeting and background noise. In and about the school pupils are well behaved and have noticeable respect for property such as computers and wall and tabletop displays. At lunch they are well mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors for whom they open doors and offer help. There are no signs of abuse, harassment or aggression. There was one fixed exclusion in the last school year. Pupils' very good behaviour substantially benefits their attainment and progress.
16. Personal development has improved since the last inspection and is now very good and a strength of the school. Pupils enjoy responsibility and carry out the tasks they are given, such as classroom monitoring and tuck shop duties with pride, diligence and enthusiasm. Pupils show initiative in many different ways, for example, in the early years choosing the activities they undertake and among the older pupils creating newspaper headlines that have greatest impact. Pupils are very self-assured and have high personal esteem. They show evident satisfaction when their individual or collective efforts and achievements are recognised in merit awards and at celebratory assemblies. Members of the playground council correctly see themselves as 'very important people within the school'. Pupils discuss major moral and social issues such as racism and drug abuse in circle time and during personal, social and health education lessons. They appreciate the purpose of charities and benefit from visits and community events. Pupils develop considerable independence and maturity as they progress through the school and their sense of citizenship is very strong.
17. Relationships have also improved since the last inspection and are now very good. Pupils are treated with considerable respect by staff and they respond very positively to the consistent and sensitive approach they are shown. Relationships within peer groups and between older and younger pupils are very friendly and constructive. Older pupils help younger ones with reading and those in the playground council supervise them during activities such as the adventure area. Pupils from different ethnic groups and of both genders work and play very happily together and playtimes are relaxed and positive. There are many harmonious and constructive relationships, some of them between children from very different backgrounds. Pupils are considerate and tolerant and co-operate successfully. At lunches pupils sit very happily together at mixed tables. They have respect for the values and beliefs of others, and a good understanding of peer group feelings. Relationships are enhanced during extra-curricular activities and residential visits. Pupils with special educational needs and with English as an additional language are very well integrated into the school community.
18. Attendance is good, with the attendance rate in the last school year being higher than the national average. This is better than at the last inspection. In the same year unauthorised absence was above the national average which is worse than at the last inspection. The rate of unauthorised absence is due to some parents not recognising the importance of their children's regular attendance or failing to return them on the required date after annual holidays taken in term time. Although a few parents are still dilatory in their time keeping, punctuality is generally satisfactory. Registration is

prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions. Lessons begin on time. The good attendance has a positive affect on pupils' learning, but the late arrival of some pupils disrupts their classes.

## **HOW WELL ARE PUPILS TAUGHT?**

19. The overall quality of the teaching is good. Teaching is often very good. It was at least good in 80 per cent of lessons observed, and very good or better in 24 per cent of lessons. Two lessons in which the teaching was excellent were seen, one in English and one in mathematics. No unsatisfactory teaching was observed. The quality of teaching has improved significantly since the last inspection. At the time of the last inspection the teaching was good or better in 49 per cent of lessons and unsatisfactory in five per cent. There was insecurity in teachers knowledge in ICT and PE, and the quality of teaching at Key Stage 2 showed too much variation. Teachers' competence in using ICT across the curriculum is now very good. The school has successfully addressed these weaknesses.
20. The quality of the teaching has a strong impact upon the quality of pupils' learning which is good throughout the school. It has been a key feature in the raising of standards since the last inspection. The pupils are learning at a good rate. They respond eagerly to challenge, are interested and enthusiastic, and most remain fully attentive during lessons. They are well motivated and show a high degree of commitment.
21. A very good programme for monitoring the quality of teaching has ensured that there are no significant differences in the quality of teaching overall at Key Stages 1 and 2. The teaching is strongest in the core subjects of English, mathematics and science and in Year 5 where almost all was very good or excellent and pupils make very good progress. The teaching of mathematics is very good at both key stages. The teaching of English, science, art, ICT, music and PE is good at both key stages. Teaching is good in history and DT at Key Stage 2, and sound in religious education and geography throughout the school. Insufficient teaching was observed in DT and history at Key Stage 1 to enable secure judgements to be made.
22. Teachers have a good knowledge and understanding of the subjects they teach. This is evident in the quality of their planning which shows a good awareness of the best ways to teach the subjects, taking into account the way they develop. For example, in a PE lesson for Year 6 pupils the teacher modelled football skills well, demonstrating how to pass the ball correctly before the pupils went on to explore different ways of controlling and passing the ball using both feet. Explanations given by teachers are almost always very clear, with the result that pupils acquire new knowledge and understanding at a good rate.
23. Teachers plan their lessons very effectively, taking into account the age and capability of the pupils very well. This is particularly evident in the main part of most mathematics lessons, where the activities that pupils tackle independently are very well matched to their needs. Very good use is made of support staff who are well briefed, and teachers plan a very good variety of activities to keep pupils interested and involved. Teachers achieve very good standards of discipline almost unobtrusively, dealing with the few pupils who are not participating fully in a quiet but firm manner that does not disrupt the learning of other pupils. Very good work habits have been established.



24. Teachers assess how well the pupils are doing effectively during lessons through questioning and in the final parts of some lessons when they check how well the pupils have done. The school's group target setting system is used well in English and mathematics and has a positive impact upon pupils' learning. Targets for groups of pupils are stuck to tables or pinned to walls, and the pupils have a very good knowledge of how well they are progressing towards achieving the targets on their cards. In addition to this, in Key Stage 1 individual 'assessment ladders' are used to show pupils the steps they need to take towards achieving goals, with stickers awarded in lessons if pupils have moved on to the next row. The ladder is photocopied and sent home when all the rungs of the ladder have stickers. This motivates the pupils and also keeps them firmly focused on what they are expected to learn during lessons. The use of marking as a means of providing feedback to pupils as to how well they are doing is inconsistent between classes, and unsatisfactory overall. This weakness was identified at the time of the last inspection but some teachers do not follow the school's guidance. Marking is too often confined to the 'ticking' of pupils' work and comments are not specific enough to be helpful to pupils.
25. Homework is used well to complement what is learned at school in English, mathematics and in other subjects for example in history in which pupils undertake research related to topics such as 'The Victorians'. There is a regular programme of carefully planned tasks and pupils and parents are clear about what they need to do.
26. The teaching of pupils in the Foundation Stage in the reception class is good overall, with strengths in the teaching of communication, language and literacy, resulting in very good progress in this area of learning. There are good knowledge and understanding of what interests these young children, with a strong emphasis on learning through practical and play activities. The planning of daily lessons is good and includes a rich variety of tasks. The lessons are fun, and the quality of the children's learning is good as a result. At times they are rather too enthusiastic and become noisy, affecting the ability of children carrying out quieter activities to concentrate. This is particularly evident when they are engaged in imaginative role play and there is insufficient adult supervision or interaction with the children. The use of homework in the Foundation Stage is very good. As well as daily reading which is monitored and supported carefully by the teacher, pupils are given interesting weekly mathematics tasks related to their work which are designed for them to share with their parents.
27. In the lessons where the teaching is excellent or very good there are strengths in the planning of the lessons, the preparation and use of resources and the pace of the lesson which is often demanding without leaving pupils behind. This is achieved by checking how pupils are doing, diagnosing difficulties and providing good guidance to help pupils overcome problems. For example, in a science lesson Year 5 pupils were helped, through skilful questioning to understand why it was difficult to get three 1.5 volt bulbs in a series circuit to light, using a 1.5 volt battery as the source of energy. In an excellent mathematics lesson the teacher kept the pupils on the ball continually throughout the lesson with her fast delivery, high expectations and excellent variety of methods.
28. Literacy skills are taught well overall, with good teaching of word and sentence level work and careful attention paid to the processes of writing, including planning, drafting and editing. The teaching of reading through shared reading in literacy lessons is very successful, giving pupils a good phonic knowledge and love of reading. Scrutiny of pupils' written work shows that the contribution that can be made to the teaching of writing through other subjects is underdeveloped. Teachers plan few writing tasks that require sustained independent writing in subjects such as geography, history,

science and religious education. The teaching to overcome weaknesses identified in the pupils' ability to write creatively and imaginatively is having a positive impact, but weaknesses in the handwriting remain due to inconsistencies in the teaching.

29. Numeracy skills are taught very well, and pupils make very good progress in mathematics as a result. The three-part daily mathematics lesson is very well established. Lessons begin with enjoyable and challenging oral and mental starters that develop pupils' mental skills very well. They move smoothly on to well-planned activities for all groups, with pupils having a good knowledge about what they are learning because of the sharing of the objectives and the very good links made to previous work. The final part of lessons are used well to reinforce what has been learned, sometimes giving pupils an opportunity to apply their new skills in a different way.
30. The teaching of pupils with special educational needs is good overall. The liaison between support staff and teachers is good and teaching assistants are well briefed before a lesson. The planning details relevant activities that meet the pupils' needs well and are linked securely to what the rest of the class is doing. In all classes the teaching assistants work with these pupils in small groups and support them during whole-class sessions, quietly explaining and repeating all that the teacher says. A strength of their work lies in the way that they rephrase questions when necessary, and give pupils the opportunity to reply to them first when the teacher seeks answers from the class. This ensures that these pupils are fully included in lessons and often feel confident enough, with the support, to volunteer answers and express opinions in front of the class. Teaching assistants give useful feedback to the teachers about whether the pupils have achieved the expected outcomes in the lesson and there are informal ways of recording this using sticky notes which are added to the teachers' plans, and usually transferred to records of progress.
31. The teaching of pupils with English as an additional language is good. Almost all pupils are fluent in English, but where this is not the case teachers use physical gestures well to reinforce what they are saying when pupils are struggling to understand. Teaching assistants make sure that key vocabulary is understood and give good opportunities for pupils to practise and understand this. The school has identified clear targets for the pupil who is at an early stage of learning English, with good progress evident.

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

32. The quality and range of learning opportunities provided for the children in the Foundation Stage are good. The curriculum is planned effectively to promote the six required areas of learning. Good use is made of the information gained from baseline assessments made during the children's first few weeks of school to provide work that is well matched to their needs using an approach based upon talk, investigation and play. Staff provide very good opportunities for children to talk about what they are doing and provide an environment that promotes children's love of books and reading very effectively. Opportunities for pupils to develop physically are limited by a lack of resources, specifically outdoor play equipment on which they can climb safely, and a safe secure area in which they can run and play at times other than playtime. The school is expecting delivery of wheeled vehicles shortly. The activities provided for children in the reception class given them a good start to their learning and prepare them well for Key Stage 1.

33. The quality and range of opportunities for learning are good in Key Stages 1 and 2. The statutory requirements for religious education and the National Curriculum are fully met. The school has been particularly successful in maintaining a good balance within the curriculum whilst concentrating on the demands of the literacy and numeracy strategies which have been implemented well. This is evident from the above average standards in many subjects by the time pupils are in Year 6. Provision for the performing arts through music and drama productions such as 'Joseph' and 'Grease' has become stronger since the last inspection and the school does very well in local sporting competitions. The school is aware through monitoring of teaching and analysis of data that attainment in some aspects of writing is not as high as it should be. Staff have identified the need to improve the opportunities for imaginative story writing and a good plan has been devised to address this area through themed weeks, with titles such as 'myths and legends' and theatre visits to help to stimulate pupils' imagination, widen their vocabulary and develop their appreciation of audience.
34. The curriculum is enhanced by a good programme of residential visits for pupils in Years 3 to 6 and a wide range of extra-curricular activities, most taking place after school. Sporting activities such as football, netball and cross-country feature strongly as do the recorder and keyboards clubs. A noteworthy addition to the provision is the recently instigated orchestra club for pupils who learn musical instruments as well as those who enjoy music but have no specific expertise. The pupils greatly enjoy learning to play rock music on violins, recorders and percussion instruments. The computer club is very popular. The school's commitment to social inclusion is reflected in the weekly lunchtime homework club for pupils who are unable to do their homework at home or who want to talk elements over with a member of staff. The school makes good use of the contribution that the community can make to pupils' learning through involvement from local sports clubs, representatives of different cultures, the church and through wider links using the Internet. There are good links with the local secondary school, other local primary schools and the playgroup which rents its premises from the school.
35. At the last inspection the need for schemes of work and policies to be provided in some subjects was identified. There are now schemes of work and policies of sound quality for all subjects which are being used in conjunction with the Qualifications and Curriculum Agency's schemes of work in most subjects. The use of the exemplar schemes provide further useful detail to help teachers plan effectively as in some subjects, for example, in science, the school's scheme is rather brief and does not give sufficient detail, leading on occasions to the setting of inappropriate work. The school continues to provide effectively for personal and social education, including health education, sex education and attention to drug misuse. Sex education and drugs awareness are dealt with in Year 6 after pupils have completed their national tests. Arrangements for the teaching of the personal, social and health education curriculum are currently under review. There is a good quality draft scheme of work and policy which sets high aspirations for the teaching and learning of personal, social and health education.
36. The planning of the curriculum ensures that the needs of all pupils, including those who speak English as an additional language are addressed well. Careful attention has been paid to the grouping of pupils in the mixed-age classes in Years 1 and 2 so that they have opportunities to work alongside pupils of the same age in some lessons. The expertise of teachers is used well on these occasions, for example, a teacher with a music specialism takes the lead when Year 1 and Year 2 pupils are grouped together for music. This is an effective strategy, both in terms of the quality of teaching and the opportunities for staff development. In English pupils of similar

ability are taught together twice a week. The school's assessment systems ensure that their class teachers are kept well informed about what their pupils have learned when they return to their own class. The use of ICT in other subjects of the curriculum, for example, mathematics, English, religious education, history and geography is very good, adding a wider dimension to the pupils' studies.

37. Provision for pupils identified as having special educational needs is good. The school provides a flexible range of support to meet the various needs of individual pupils and they all have access to a broad and balanced curriculum. Teachers work very closely with teaching assistants, often planning work together to ensure that the pupils' needs are met. Consequently these pupils make good progress. Pupils with Statements of Special Educational Need are well provided for and staff, both teaching and non-teaching, take great care to ensure that their needs, as identified in their statements, are met. One of these pupils is withdrawn regularly for support with language and numeracy when the rest of the class are studying these subjects and although not included for these periods, observation indicates that the pupil benefits from the attention and support she receives.
38. Since the previous inspection the school's overall provision for pupils' personal development has improved. It is now very good and a strength of the school. There are positive spiritual, moral, social and cultural references across the curriculum. Opportunities are taken for spiritual reflection in art, music and dance; moral and social understanding in mathematics, computer studies and Early Learning Goals; and cultural enhancement in literacy, history and geography. Some lessons suitably link two or more of the four aspects together.
39. Provision for pupils' spiritual development is good. Spiritual development is fostered through daily acts of collective worship which are broadly Christian in character. Not all staff attend daily worship and only occasionally are parents present. The services are simple and well directed and use themes that promote contemplation, feelings and imagination. For pupils in the early years, awe and wonder are infused through topics such as rainbows and spiders' webs. Among older pupils spiritual consciousness and an appreciation of non-material values are raised through fables, legends and holy readings with lessons drawn to relate to contemporary life. Prayers and periods for meditation are suitably included. Paintings and displays within the school, such as those depicting seasonal changes and making an Egyptian mummy, promote aesthetic awareness and intellectual curiosity, while familiar subjects used in art are animals and plants which help pupils to appreciate the beauty of the natural world.
40. Very good provision is made for pupils' moral education. The school places a high priority on equipping pupils with a clear set of moral values which encourages them to be discerning and self-regulating in behaviour. From their first entry into school pupils are taught right from wrong with an emphasis on good manners, courtesy and fair play. Moral principles are considered across the curriculum and issues are dealt with as they arise in a calm and sensitive way. Staff are caring and patient and act as very good role models. Their approach to pupils is consistent and mutual respect is evident. Circle time is used to reinforce a proper understanding of what is acceptable and unacceptable and in assemblies pupils consider the consequences of inappropriate behaviour such as abuse, bullying and racism. Pupils learn to appreciate the purpose of charities such as Barnados and to realise that helping others can be a rewarding experience. The police liaison officer talks to classes and assemblies in a moral and social context about drug abuse, alcohol and smoking.

41. The school makes very good provision for the development of pupils' social and interpersonal skills. The importance of relationships is stressed and a proper understanding of social integration is promoted very effectively. Boys and girls mix and play very happily together, older pupils support the younger, and those with special educational needs and English as an additional language are very well integrated into the school community. Social issues are discussed in circle time and assemblies, and reinforced by school routines, extra-curricular activities and residential visits to Beaumanor and Scarborough. The school strongly encourages teamwork, co-operation and collective endeavour, and it participates with other schools in a number of sports. The duties incurred by pupils as designated helpers, class monitors and tuck shop assistants promote their social responsibility, while membership of the playground council gives pupils in Years 5 and 6 an opportunity to voice opinions and see them acted upon. Pupils' social development is further enhanced through fund-raising and community service and they are gaining a very good foundation in citizenship.
42. The provision for pupils' cultural development is very good. The school has pupils from several cultural backgrounds and actively celebrates the diversity they represent. Pupils study British cultural traditions and practices through local architecture and occupations, and by visiting museums and historic buildings. It also respects and appreciates the beliefs, values and ways of life of other cultures, many of which are highlighted in paintings and wall and table-top displays. Visitors to the school include musicians, artists and theatrical groups from different cultures. Pupils have recently enjoyed demonstrations of Indian dancing and Chinese cooking and some have visited a Sikh temple. Assembly themes are drawn from many cultures and all major religious celebrations such as Diwali and Eid are recognised. In lessons opportunities are taken to demonstrate cultural equality such as using dolls from a range of cultures to illustrate a story. The school is suitably addressing the need to maintain the cultural roots, traditions and ethnic identities of its pupils and they are being given a very good understanding of the multi-cultural nature of Britain today.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. Procedures for child protection and pupils' welfare are good overall, as they were at the time of the last inspection. Staff know pupils very well and pastoral care has a high priority. Pupils feel safe and secure. Procedures for accidents, illnesses and medicines are very good and most members of staff have in-date first-aid qualifications. The child protection policy is satisfactory and the related procedures are good. The designated child protection officer is trained and good links are established with the requisite agencies.
44. The responsibilities for health and safety are well co-ordinated and most procedures are good. The health and safety policy is clear and well structured and staff have good health and safety awareness. The school runs cycle proficiency courses and pupils study fire safety. External risk inspections are carried out periodically and remedial action is taken. Cleanliness and hygiene are satisfactory, hazardous substances are well managed and equipment inspections are in-date. Arrangements for the kiln, both when active and inactive, are being reviewed. The design of the main school building creates some health and safety issues about which the school is seeking advice, examples being the height of the balcony rail outside the headteacher's office and the bricked decoration with a sharp protruding edge on the stairs. Emergency evacuations of the school are practised and security is reviewed regularly.

45. Procedures for monitoring and supporting pupils' personal development are very good and a strength of the school. The teaching of personal, social and health education, drug abuse and sex education is well conceived and sensitive. Pupils are given an appropriate range of responsibilities as they move through the school to help them develop self-esteem and independence and to play a meaningful role in school life. Pupils in the Foundation Stage take registers to the school office and tidy their classroom and resource areas. Key Stage 1 pupils have tasks such as the classroom monitoring of cloakrooms and libraries. Key Stage 2 pupils assist with assemblies, do paired readings with younger pupils and have tuck shop duties. In Years 5 and 6 elected pupils join the playground council and are given whole-school responsibilities for behaviour, care and supervision. Pupils undertake educational and residential visits, learn about charities and take part in community events. The school encourages pupils to be involved in sport. Pupils' individual and collective efforts and achievements are recognised in merit awards and at celebratory assemblies.
46. The school's procedures for monitoring and improving attendance are satisfactory. The attendance policy which is outlined in the prospectus, clearly states the absence procedure to be followed by parents and the importance of pupils being punctual. Some parents fail to observe the absence procedure and unauthorised absences result. Others do not ensure their children are consistently punctual. The completion of attendance registers meets statutory requirements. A late book is not kept and the school does not require parents to complete a formal application before taking their children on holidays in term time. Absence rates are published as required in the prospectus and the governors' annual report to parents.
47. Procedures for monitoring and promoting good behaviour have remained good since the last inspection. The school's behaviour policy, which complies with statutory requirements, suitably defines standards and expectations. It includes a balanced range of rewards and sanctions which are implemented by staff with consistency and common sense. The policy is supplemented by golden rules of conduct which are displayed in classrooms and resource areas. The rules, to which pupils have input, help them to promote tolerance and respect towards their peers, staff and visitors. Supervisory arrangements for lunch and playtimes, including wet playtimes, are good and well supported by the playground council. The school's procedures for monitoring and eliminating oppressive behaviour are also good. The procedures work well and no groups or individuals are unfairly treated or disadvantaged. The equal opportunities policy is good and meets statutory requirements. Bullying is included in the behaviour policy. Pupils are fully aware that any signs of abuse, aggression, harassment, including that of a racist nature will be dealt with firmly.
48. The assessment and monitoring of pupils' academic performance are very good. The school has developed a comprehensive series of procedures to collect data on its pupils' performance in the core subjects of English, mathematics and science. These build up to form a comprehensive picture of how well pupils do as they move through the school. In most foundation subjects the school has developed a useful bank of statements against which pupils' learning is monitored in the key skills in all year groups. These records are incorporated into a general record for foundation subjects. The school is reviewing this policy in favour of having separate records for each subject so that they can be used more effectively to plan work that is clearly based on prior achievement and matched to the needs of individual pupils. There is a separate system for assessing and recording pupils' progress in ICT which provides useful information to teachers to help them plan the next steps in pupils' learning.

49. The results of assessments are used very well to identify those pupils who would benefit from additional support and to help teachers plan suitably challenging work for different groups of pupils. The level of challenge for higher attaining pupils was not always high enough at the time of the last inspection. The school has addressed this successfully through its planning and assessment procedures and these pupils are now suitably challenged. Inspection evidence indicates that those capable of achieving the higher levels by the end of their time in school are on track to do so. The individual education plans for pupils with special educational needs contain achievable and, in the main, measurable targets, although occasionally they are too general which makes the monitoring of progress difficult. The procedures for placing pupils on the school's register of educational needs work well. The headteacher monitors the progress of pupils with English as an additional language carefully through the school's assessment systems and by specific analysis of test results in the annual optional and standardised tests that are carried out.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. Parents' views of the school are very good. Opinions expressed at the parents' meeting, through questionnaires and in discussions during the inspection indicate that parents strongly support the school's provision for their children. Parents say that the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy school, they are becoming more responsible and mature and their behaviour is good. Parents agree that the school works closely with them. They find it easy to approach staff with questions and problems and they are kept well informed about their children's progress. Parents are happy with the amount of homework their children receive. Evidence gained during the inspection upheld these views. A few parents expressed some reservations about the range of extra-curricular activities the school provides. The inspection found the provision of extra-curricular activities was good for a school of this type.
51. The effectiveness of the school's links with parents continues to be good, and pupils' attainment and learning benefit accordingly. The quality of information provided for parents, including that on pupils' progress, is also good. The school's prospectus for parents is comprehensive and imparts useful information. The governors' annual report is well presented and concise. Except for some minor omissions in the governors' annual report, both documents meet statutory requirements. Notices and newsletters keep parents up to date with school activities and events. Parents especially welcome the opportunities they have to talk to staff at the end of the school day and see their children's work. There are two parents' evenings each year with an optional third for those parents who wish to discuss their children's school reports. School reports are very good. They provide a very clear commentary on pupils' progress, set appropriate targets for improvement and include comments by pupils and parents. The school's complaints procedure is satisfactory and contained in the prospectus.
52. The impact of parents' involvement in the work of the school is satisfactory. The school values the part parents play in pupils' education and welcomes their interest in all aspects of school life. Some parents help with classes and activities and accompany educational visits. Fund-raising events organised by staff, such as the school fete, attract good parental support. School concerts and carol services are well attended. Most classes have reading records and homework diaries which are carefully maintained by many parents. Parents of pupils with special educational needs work closely with staff in drawing up and implementing their individual plans.

The home-school agreement is satisfactory but has no pupil input. Some parents fail to comply with their undertakings about attendance, punctuality and holidays taken in term time. The contribution most parents make to pupils' learning is sound overall, however a few still rely heavily on the school to educate their children and are reluctant to become involved in the learning process either in school or at home. Governors are keen to promote further involvement from those parents who are currently rarely support their children's learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The overall leadership and management of the school were good at the time of the last inspection. They are now very good and, as at the last inspection, strengths of the school.
54. The school is led by an energetic headteacher who provides excellent leadership. This gives very clear direction for the school's improvement, and the shared school commitment to improvement is excellent as a result. He is well supported by a very able deputy headteacher and effective staff team. He has put in place detailed analysis of assessment data which is used very well to keep track of the achievements of both individuals and groups. The information gained from this analysis provides the school with a clear picture of the school's strengths and weaknesses, both in relation to the national picture and other similar schools, and areas for improvement are acted upon swiftly and effectively. Particularly good use is made of assessment information in predicting pupils' future attainment and in setting targets that will help the pupils reach the overall standards expected of them at key points in their school career. The school's aims are linked fully to its expectations for the pupils' personal development and achievements in learning. They are fully reflected in the day-to-day life of the school.
55. All teachers have curriculum co-ordination roles which they fulfil very effectively. The headteacher has made the delegation of responsibility a priority since the last inspection, when the roles of the subject leaders were identified as requiring improvement. This has been managed very well, and as a result the contribution made by subject leaders to checking up on the teaching and learning in their areas is now very good, with clear guidance provided to teachers after observations to help them improve. The link between what is observed in classrooms and what the school needs to do as a result is very good. Annual reviews of all subjects build into the school's development plan which is a useful and easily understood document with clear costings.
56. The performance management process is well established as a key part of the school's system for improving teaching. The headteacher and governors are fully aware of the school's strengths and areas for improvement. For example, concerns about pupils' writing, and the attainment of a small group of boys have been given focus, with actions being taken to address these issues to ensure improvement.
57. The special educational needs co-ordinator makes sure that the register for special educational needs is carefully and fully maintained. She works closely with the headteacher to monitor the quality of provision for the pupils. There is a good policy for special educational needs, and the named governor with responsibility for this aspect of the school's work is well informed and active in her support. The school provides a good level of resources and staffing to meet the needs of these pupils.



58. Governors are well led by the chair of governors, supportive of the school and contribute well to its overall direction. Specific governors have good knowledge of the provision and standards in English, mathematics and special educational needs. They have instigated a good programme of monitoring to ensure that they are not over-reliant upon the headteacher in making judgements about how well the school is doing. Most governors visit during the school day and report after these visits, noting what has been seen and learned. They have received training for this aspect of their roles. A notable feature of these visits is the way in which they link to the priorities on the school's development plan. The governing body receives reports from subject leaders, discusses the school's results and asks questions to ensure that the evidence is acted upon. These activities enable the governors to have a good understanding of the strengths and weaknesses of the school and help them to speak knowledgeably about what still needs to be done.
59. Teachers are well qualified. There are as many as funds can afford. The use of a very good number of teaching assistants eases the problem of having some large classes very successfully. The arrangements for the induction of new staff to the school, particularly newly-qualified teachers, are very good and help them to use their skills and expertise to good effect within a short period of time. The training needs of all staff are identified and addressed through a very good programme. All staff are fully committed to improving their knowledge in key areas. For example, teaching assistants identified the need for extra training in the use of information technology, which is being provided by the ICT co-ordinator each Friday at the end of the school day. Teachers are making very good use of the New Opportunities Funding training to improve their use of ICT, particularly the potential of the Internet to support pupils' learning. Training in literacy and numeracy has helped to improve the teaching and standards in English and mathematics since the last inspection.
60. The accommodation is good overall. The school premises consist of a two-storey open-plan building and a 'mobile' classroom for Year 6. The interior is bright and cheerful and has many good features. The hall is spacious and the central courtyard provides pupils with a quiet area where they can study bird and pond life. There is a good range of resource and activity rooms including a library and computer suite, as well as offices and storerooms. Although building extensions have improved the available space, some classrooms are small for the number of pupils in the classes. There are two hard play areas, the larger one having a good surface and being well marked for play activities. The smaller one, which is used by Years 5 and 6, is very cramped and without interest. Pupils in the Foundation Stage have no secure play area of their own and are not able to engage in outdoor play activities on a regular enough basis to improve their physical skills. There is a well-maintained adventure area and a large playing field which is suitable for sporting activities.
61. The school is clean and tidy and has a warm, friendly atmosphere. Corridors and classrooms are interesting and colourful. There is a wide range of imaginative and exciting paintings, posters and wall and table-top displays, some of them such as the Victorian cooking range being of a very high quality. Many displays have a multi-cultural theme with good use of pictures and artefacts. The balance between teaching aids, topic materials and the celebration of pupils' work is good. There are now good resources to support the teaching in many subjects. Resources are good in English, science, history, PE and religious education. They are sound in mathematics, art, DT and for children in the Foundation Stage. The school has invested significantly in ICT and resources are very good. At the time of the last inspection there the library facilities were inadequate. Much has been done to improve the library. It is now a comfortable and welcoming area with a sound range and supply of books. The library

is used throughout the day by groups of pupils looking at books and using computers both with adults and independently.

62. Financial planning is very good and the headteacher and governors make good use of the services provided by the local education authority. The governing body is very successful in ensuring that expenditure not directly related to pupil performance is kept to a minimum. The finance committee oversees the school's budget very well. The school evaluates the effect of its initiatives thoughtfully, with governors involved well. For example, governors are aware that there has been a high amount of spending on provision for ICT over the last two years. They have scrutinised records of pupils' ICT skills and plan to repeat this exercise at the end of the school year in order to evaluate the progress made by pupils and the impact of the New Opportunities Funding training. All specific grants are used very well for their intended purposes. Teaching assistants support all English and mathematics sessions and pupils with special educational needs for much of their time. Lesson observations and the good progress made by pupils with special educational needs show that this strategy has been successful. This support also means that pupils in the larger classes are not disadvantaged.
63. Very good procedures are in place to ensure that principles of best value are applied. Governors and the senior management team meet early in the autumn term to make strategic expenditure decisions linked the school's development plan. Curriculum leaders are allocated funds to spend in their subject areas linked to these strategic decisions. The systems for financial administration in the school are very effective, with a strong emphasis on ensuring that services are bought at the right price. The recommendations from the most recent audit report have been addressed successfully. The overall leadership and management, and the education that the school is providing, are very effective, enabling pupils to achieve above average standards despite the lower than average costs. The school gives very good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. The headteacher, staff and governors should:
- (1) raise standards in writing throughout the school by implementing the plans to improve pupils' imaginative writing, adopting a consistent approach to the teaching of handwriting and providing challenging opportunities for pupils to write at length in other subjects; (see paragraphs 5, 80, 81, 99)
  - (2) make sure that all marking gives pupils helpful feedback about how well they have done and what they can do in order to improve; (see paragraphs 24, 80, 92)
  - (3) provide suitable access for the children in the reception class to a secure outdoor play area with equipment designed to help them develop their physical skills safely, and improve the play area and facilities for pupils in Years 5 and 6. (see paragraphs 60 and 74)

One minor issue which should be considered by the school is to reduce the level of unauthorised absence over the school year. (see paragraph 18)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	20	56	20	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	35
Number of pupils on the school's special educational needs register	3

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	15
	Girls	9	11	11
	Total	22	23	26
Percentage of pupils at NC level 2 or above	School	79 (91)	82 (94)	93 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	11	10	11
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	89 (94)	86 (94)	93 (94)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	11	13	15
	Total	25	28	31
Percentage of pupils at NC level 4 or above	School	64 (89)	72 (80)	79 (100)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	17	17
	Girls	12	16	16
	Total	20	33	33
Percentage of pupils at NC level 4 or above	School	51 (66)	85 (71)	85 (83)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	13
Pakistani	0
Bangladeshi	0
Chinese	0
White	187
Any other minority ethnic group	2

*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	1	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 – Y6**

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	26
Average class size	29.6

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	234.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	401,307
Total expenditure	401,335
Expenditure per pupil	1,722
Balance brought forward from previous year	18,417
Balance carried forward to next year	18,389

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	1	0	1
My child is making good progress in school.	65	34	1	0	0
Behaviour in the school is good.	51	42	4	0	4
My child gets the right amount of work to do at home.	47	43	5	3	3
The teaching is good.	71	27	0	0	1
I am kept well informed about how my child is getting on.	58	38	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	30	0	0	1
The school expects my child to work hard and achieve his or her best.	71	26	0	0	3
The school works closely with parents.	47	47	5	0	1
The school is well led and managed.	61	35	3	0	1
The school is helping my child become mature and responsible.	64	31	1	0	3
The school provides an interesting range of activities outside lessons.	52	27	8	3	10

## **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**

65. At the time of the last inspection provision for children under five was good. The school has maintained this strength in the Foundation Stage, employing one full-time and one part-time teaching assistant who work well as a team with the class teacher. Pupils in the Foundation Stage are taught in a reception class. The good teaching the children receive, along with the detailed planning and records kept of learning, ensures that they make good progress. Activities are planned with a great deal of thought to appeal to children of this age, and the classroom provides an environment that is interesting and stimulating to the children.
66. Most children have attended local playgroups on a part-time basis before starting school. Baseline assessments carried out during their first few weeks at school indicate that children join the reception class with skills that are generally in line with those commonly found nationally in their personal development and in mathematics, speaking and listening, reading and writing. The children are on target to achieve the Early Learning Goals in personal, social and emotional development and in mathematical, creative and physical development and their knowledge and understanding of the world. They are already exceeding the Early Learning Goals in the reading aspect of communication, language and literacy.

### **Personal, social and emotional development**

67. The children join the reception class with a wide range of personal and social development. By the age of five they are motivated and confident learners, very interested in what is around them and able to initiate ideas as a result of the good teaching. For example, in an afternoon session two children found that they could make 'wheels' using connecting straws which they could spin 'like a fairground', laughing with delight. Once the other children saw this, many were keen to make their own, initially under the guidance of these children, and the classroom was soon full of similar wheels. Boys and girls play easily together and children cooperate and share well, for example, when playing with train sets or sharing out the cakes they have made. There are very few instances of disagreement. Children are very excited by new experiences and eager to explore, persevering with tasks like doing a challenging jigsaw puzzle.
68. The adults have high expectations of children's ability to work independently. For example, one child was keen to have the teacher's help in tracing over a handwriting pattern but she was quietly insistent that he could manage on his own which he eventually did successfully. The teacher plans suitable activities to help the children learn about a range of lifestyles, for example, by looking at bread from around the world. Stories are used well to promote children's personal, social and emotional development, for instance, by considering the importance of friendship using stories such as 'The Paperbag Princess'. Adults make it very clear how they expect the children to behave on occasions such as PE lessons in the school hall, and children respond satisfactorily in these situations. There are good links with the adjoining class of Year 1 and Year 2 pupils which help the children to learn to get along with older children.

## Communication, language and literacy

69. Adults are encouraging enormous enjoyment in books in the Foundation Stage and this has a positive impact upon their attainment in reading which is above average. The children listen to stories with rapt attention because the teacher tells them in such a lively enthusiastic way. They are learning to distinguish between the different elements of stories and to justify their opinions about them. When the teacher had finished reading the children 'Elmer on Stilts', children called out "I love that story" and were then able to explain which were their favourite bits. Many liked the part when Elmer the elephant squashed the hunters, and some were able to talk about the ending and why they thought it was good. They invent simple stories, using the excellent 'story boxes' as a source of ideas, showing a good grasp of structure, and recording them on a tape recorder before they are typed out by the teacher. Their stories begin 'One day...' or 'Once upon a time' and end with 'And they all lived happily ever after'. The children gain a very good knowledge of sounds because teachers place a high priority on this aspect. By the age of five they can hear and identify the first sounds in words, for example, 'w' in 'wellington boot', and create new words by substituting the first sound in a word with a different one. One girl explained that if a 'mitten' began with a 'w' it would be called a 'witten'. Children can say the sounds made by all letters of the alphabet by the age of five. Some children are reading simple books, achieving Level 1 of the National Curriculum for English. They recognise some words and are beginning to work out what unfamiliar words say by using their knowledge of sounds. All children can read their own names. They achieve appropriately in writing. By five, most can write their first name correctly without tracing or copying and some are 'copy writing' underneath the teacher's writing. Their independent writing, for example, of lists, uses individual letters, sometimes grouped as words. The good teaching in this area of learning is having a positive impact upon the children's attainment and progress.

## Mathematical development

70. Most children are on target to reach the Early Learning Goals for mathematics by the age of five. They can count out loud to ten and know a good range of number songs and rhymes which they sing with enjoyment. They can find a given number of objects and recognise most written numerals to ten, and are quick to find the numeral that represents their own age. They throw dice and draw the correct number of objects. They can identify and name circles, squares and triangles, with some recognising rectangles. When making bread they describe the baking tin as 'square'. They write some numerals with confidence. They have a sound knowledge of the words used to describe position, putting small toys 'on', 'under' and 'behind' other toys. When playing 'What's the time, Mr Wolf' they can count out five steps, saying one number for every step. They are developing an early understanding of addition using practical objects.
71. The teaching in this area of learning is good overall. As with the teaching of other areas of learning, the teacher uses stories in an interesting way to stimulate the children's interest in numbers and shapes. During the inspection the theme for the week's work was 'shapes'. Stories such as 'Patchwork Squares' and Elmer the Elephant were used as a focus for activities. Circle games in the hall are used appropriately to develop counting skills, and the cooking of small cakes help the children to learn about the weight of ingredients and to count out one cake to one person when sharing. The teacher has forged very good links with parents, and all children share a mathematics task weekly with their families in their 'homework books'. These are full of interesting contributions from both parents and children because the activities are planned very carefully to allow both to contribute.



## **Knowledge and understanding of the world**

72. Children build on their early knowledge to help them understand about where they live, and the features of the school building. Some know their addresses. They talk with good knowledge about their local shops and explain that they can buy a greater variety of items in the local supermarket. They explain readily the features they like about their school, such as the steps in the hall and the computers in the library. They describe the school grounds, including the grass and playground. They use computers with confidence, navigating their way through a 'talking book' to go backwards and forwards to their favourite parts. All can use a computer to word process their names. They understand that tape recorders record sound, and can stop and start a tape. They build models using boxes with enjoyment and independence using scissors and glue to cut and join as expected for their age. They understand that the texture of dough changes after it has been baked in an oven and that it will not return to its original state. They enjoy the feeling of play dough as they use plastic letter shapes to stamp out their names.
73. Adults are keen to encourage the children to find things out for themselves. The children benefit from the good range of activities planned to help them learn about the world around them using their senses as when they work with dry sand. They make good use of computers to support the children's learning, such as programmable toys to help the children learn about numbers to 20. They provide enjoyable activities for the children which capture their interest and develop their concentration at the same time.

## **Physical development**

74. Children move confidently in the large school hall as they work with small equipment such as balls. They show a sound ability to control their own and others' space when moving around, generally avoiding bumping into others. They join in warm up activities wholeheartedly and can throw and roll a ball with a reasonable degree of accuracy. They have control over their bodies and can handle small tools such as scissors, crayons, paintbrushes and a computer mouse with satisfactory dexterity. There is no safe secure outdoor play area for children to use during the course of the day, for example, by riding and pushing wheeled vehicles, some of which have recently been ordered. There are no suitable opportunities other than the formal PE lessons for pupils to develop control and co-ordination by using climbing apparatus. The school is very aware of this weakness in its provision. The classroom is adequate in size overall, but there are too few opportunities for the children to let off steam during the day, and they can become restless toward the end of the morning and afternoon as a result. Adults do their best to compensate for this weakness in provision by taking children in the hall to work with small apparatus, with good teaching, play parachute games and to explore the older children's adventure playground on occasions.

## **Creative development**

75. By the age of five most children can distinguish between fast and slow beats and loud and quiet sounds and beat their feet in time when singing 'The Giant's Song'. Children have many favourite songs, for instance 'The Wheels on the Bus', 'Bananas in Pyjamas' and 'Three Crows'. They sing with gusto, taking their lead from the teacher's confident voice, and enjoy her guitar playing. Children enjoy exploring colour. They recognise and can name the main colours and know that they can mix primary colours to produce a third colour. They decorate plates using their 'new'

colours, appreciating that they can make colours darker and lighter and explain that daffodils are yellow, and post office vans red. Their drawings and paintings are bold and colourful. They use a wide range of materials to make pictures and prints, for example, they make string pictures. The teaching in this area of learning is satisfactory overall. At times the use of printed worksheets limits children's capacity to show what they are really capable of, and they are constrained by the small size of the outlines of shapes which they have to cover. They recognise the smell of cakes cooking. They play together confidently on an imaginary 'hot island' using boxes as boats, dressing up as pirates and pretending to catch fish. However, adults do not join in the children's imaginary play sufficiently to develop their ideas or vocabulary. At times the children's play becomes noisy and they resort to playing chasing games because of the lack of supervision. In other respects the teaching of creative development is satisfactory.

## ENGLISH

76. Standards have improved since the last inspection. This improvement has been achieved by a rigorous programme to improve further the quality of teaching which has been carefully monitored by the school. Pupils now achieve well and attainment is above average at the ages of seven and 11 in reading and speaking and listening. Standards remain average in writing. Performance in the 2000 national tests taken by pupils in Year 2 was below average in writing and in reading. The group included a relatively high proportion of pupils who had joined the school with weaker than expected language and literacy skills. The performance at Key Stage 2 last year was influenced by the large percentage of pupils with special educational needs and was well below the national average. The school has carried out a detailed analysis of these results and has targeted aspects of writing as an area for further improvement. There is no significant difference in the performance of boys and girls and all pupils make good progress overall including those with special educational needs. Pupils who speak English as an additional language achieve well and reach similar standards to those of their classmates.
77. Standards in speaking and listening are good at ages seven and 11. All pupils listen well to stories, explanations and instructions. For example, in one lesson a Year 2 pupil read a passage trying to give expression to the different voices of the characters. A younger pupil noticed that their voices change as they read and the readers explained that the mice in the story "Don't all sound the same". In another class a Year 2 pupil listening to the teacher reading the 'Three Wishes', became excited as he recognised alliteration and was keen to share his knowledge with the rest of the class. The teacher gave him this opportunity and praised him for listening so well. In Year 6, pupils listened intently as the teacher models well, reading with expression as she deliberately creates an anti-climax and asks the pupils to reflect on their reaction to the story. A pupil exclaims that "it makes you feel low" and the teacher then encourages the class very successfully to share their feelings. The teaching assistants in all classes ensure that pupils with special educational needs are well supported when the class is listening to the teacher, often sitting with them on the carpet explaining the meaning of all that is said. This ensures that these pupils understand the main teaching points and are fully included in the lesson.
78. Teachers present excellent role models throughout the school when speaking to pupils. They speak clearly and ask questions that demand considered answers. For example, in a Year 1 and 2 lesson the teacher read a story accompanied by the pupils who attempted to copy the teacher's deliberately exaggerated expression. She then asked "What do you think about ....?". This forced the pupils to reflect on what they

had heard, before they answer the question. In the same class a pupil with special educational needs received spontaneous applause from his peers as he read, clearly and confidently in front of the class. In a Year 3 lesson the teacher asked a pupil to 'read on' copying her expression if she could. The pupil succeeded and received a 'thumbs up' from the class. Year 6 pupils naturally use appropriate language such as 'setting', 'transition' and 'resolution'. Throughout the school, teachers give pupils many opportunities to practise their speaking and listening skills to good effect, for example, in the Year 5 assembly when pupils acted out a Victorian play in front of staff, pupils and parents.

79. Standards of reading are also above average at both key stages. Pupils in Key Stage 1 are taught systematically and well as teachers continue to follow the guidance of the National Literacy Strategy. Higher attaining pupils read widely and have a good understanding of the fiction and non-fiction texts. They talk enthusiastically about the books they read and many understand and can use the contents and index pages of non-fiction books in the school library. Less able pupils are supported well both through effective planning that clearly identifies their needs and how they might be met, and also by the excellent support afforded by the teaching assistants. Pupils take reading books home regularly and home/school reading records are well maintained. In Key Stage 2 pupils continue to make good progress and begin to use their reading skills to support learning across the curriculum. In Year 6 pupils are reading to research information about the Tudors in history and in Year 3 they read sagas, traditional tales and fairy stories fluently and comment on the different styles of writing. In the same year a pupil with special educational needs is confident enough to volunteer to read his story in front of the class. Both pupils and teacher listen with rapt attention and burst into spontaneous applause, boosting the pupil's self-esteem and increasing still further his confidence with regard to reading. Teachers use resources well to motivate the pupils such as the dolls and large letters used in a game identifying sounds in Key Stage 1 and the adjectives used very well to create a 'mood spectrum' in Year 5.
80. Pupil's standards in writing are satisfactory overall at both Key Stages 1 and 2. The school has made writing a priority in its development plan as it has rightly identified it as an area where improvements could be made. Scrutiny of work confirms that standards are improving throughout the school. The handwriting of the majority of pupils at Key Stage 1 is unsatisfactory because the school policy is not applied consistently. The use of joined letters for the many pupils who form their letters well, is not taught consistently until Year 3. Neither do teachers in Key Stage 1 regularly use 'joined' writing on worksheets or in whole-class activities. Some classes in Key Stage 2 have handwriting books and practise their handwriting skills regularly, but scrutiny of pupils' work in English and other subjects shows that handwriting is not consistently neat or joined by Year 6. Pupils make sound progress in spelling. By Year 2 their spelling of common words is accurate, and of more complex words is plausible, for example, a higher attaining pupil spelt the word 'weakness' as 'weekness'. By Year 6 their spelling is satisfactory as a result of the learning of well-targeted spelling lists, and teaching that focuses carefully on spelling patterns. Pupils have a sound grasp of more demanding spelling rules which they usually apply correctly. At times the incorrect spelling of key words is not picked up by teachers in their marking.
81. Pupils are given good opportunities to write for a range of purposes and audiences. In Key Stage 1 they write about 'My Favourite Gran' and 'The Lost Hamster.' They write simple play scripts, reports and letters such as one to Father Christmas. In Key Stage 2 the range of writing tasks broadens to include poetry, reviews, newspaper

accounts, the use of direct and indirect speech and writing carols and prayers at Christmas. While there are examples of pupils writing with a purpose across the curriculum in other subjects such as the excellent Victorian newspapers produced in Year 5, the use of many worksheets lack challenge for pupils who are competent at writing and prevents pupils from developing their writing skills through extended writing in other subjects. Pupils' independently written stories are usually well structured by the time they are in Years 5 and 6, and show a good grasp of grammar. However, their final efforts lack the descriptive detail that would improve their writing, and characters are not as convincing as they could be. These weaknesses mean that the standards in writing are lower than those in the other aspects of English. The marking of pupils' work varies too much between classes, and consequently its role in contributing to the improvement in standards of writing, including spelling and handwriting, is weak.

82. Pupils with special educational needs are well supported throughout the school and consequently make good progress in all aspects of English. Their needs are identified early and the school works closely with both parents and support agencies to ensure that appropriate work is prepared. Teaching assistants are fully involved from the start in helping to set targets and then in supporting pupils very effectively in lessons. They work quietly and sensitively ensuring that these pupils understand all that is being said and also the tasks that are set. Consequently pupils are fully included in lessons and often gain enough confidence, because of the support given, to speak and read in front of their peers. Teaching assistants make useful notes about the progress made by the pupils with whom they work which they pass on to teachers.
83. The quality of teaching and learning is good at both key stages. It is never less than good, and was excellent in one lesson in which Year 6 pupils turned 'The Highwayman' poem into a newspaper report. The strengths in this lesson lay in the excellent planning and preparation of an activity that really caught the pupils' interest, the use of resources such as the local newspaper and very successful questioning which led to very good progress in the lesson. As a result all pupils responded with considerable enthusiasm, working very well together to exchange ideas such as those for the title of the newspaper report and achieving very well. Teachers are knowledgeable and enthusiastic and plan their lessons well making both the learning objectives and the plenary of the lessons clear and therefore very effective. They celebrate success with the pupils by encouraging applause or the 'thumbs up' and pupils respond well by striving to do their best and behaving very well. All the teachers are very skilled at asking challenging questions often beginning with "Explain why" or "Why do you think?" This encourages the pupils to be reflective and to give considered answers that often generate very good discussion thereby improving speaking and listening skills. Several teachers are skilled at setting the mood in lessons. The pupils respond positively to this and become engrossed in the lesson, showing very positive attitudes to the subject as a result. Teachers make good use of the library and of ICT to develop pupils' research skills using both books and computers.
84. The subject leader for English has a good overview of the curriculum and there is a well-planned programme for the monitoring of teaching which, alongside analysis of test results has helped to identify some of the weaknesses in writing.

## **MATHEMATICS**

85. Performance in the 2000 national tests taken by the pupils in Year 2 was below average. The picture over the last three years has been above average in the national tests. Pupils build very well on what they have already learned and make very good progress in Key Stage 2. As a result, the attainment of the pupils now in Year 6 is well above that expected for their age. The 2000 national test results at Key Stage 2 were below average. There was a very high proportion of pupils in the cohort with Statements of Special educational Need. Few pupils achieved the higher Level 5. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs make good progress. Those who speak English as an additional language make similarly good progress to that of their classmates, and achieve well in national tests.
86. The National Numeracy Strategy has been implemented very well. Inspection evidence indicates that pupils in Year 2 are now achieving standards that are above average, and that standards in Year 6 are well above average. This improvement has been achieved by a rigorous programme to improve further the quality of teaching which has been carefully monitored by the school.
87. By the age of seven pupils have a good grasp of the value of numbers up 1000. Many can put three-digit numbers in order and know what each digit represents. Most can divide numbers mentally by two, and then four, using the correct notation to record their work. They use their recall of number facts well in tackling calculations. They use standard units such as grams, kilograms, centimetres and metres when weighing and measuring length, and higher attaining pupils can draw bar charts with intervals labelled in twos. Lower attaining pupils can subtract two numbers less than 100 accurately and are beginning to learn to multiply.
88. By the age of 11 pupils have a very good grasp of the number system. They use confidently the relationship between fractions, decimals and percentages. They can construct and interpret different forms of graphs and charts including pie charts and conversion graphs to help them convert between metric and imperial units of capacity. Pupils' mental calculation skills are very well developed and they tackle real life questions confidently, using a very good range of methods in problems involving many steps such as the calculation of VAT on mobile telephone bills. Most pupils can halve decimal numbers such as 6.3 mentally, and quickly work out the answer to addition, multiplication, division and subtraction questions involving money. All pupils including those with special educational needs, can find the area and perimeter of rectangles, applying the relevant formula correctly and calculate the profit made on items by comparing the items and their selling price.
89. The quality of teaching is very good, and pupils achieve very well, acquiring new knowledge and increasing their understanding at a good rate as a result. The teaching seen was never less than good, and in one lesson was excellent. Pupils cover a very good amount of work in lessons, working very productively because the teachers make sure that the lessons continue at a good pace and have high expectations of their work habits. In some lessons the teachers' good use of time deadlines have a clear effect upon the pupils' ability to manage their own time well. Teachers draw the pupils' attention to the targets for learning in mathematics during lessons and pupils have a very good knowledge of the progress they are making.
90. In the lessons where the teaching was very good or excellent, the lessons were very well planned, with activities in the main part of the lesson that provided very good challenge for pupils of all abilities. Teachers plan very good opportunities for the pupils to contribute through the use of interesting and often challenging questions. All

teachers make very good use of explanation and questioning during these lessons and usually have high expectations of how the pupils should explain their work, building this in to the lessons well. For example, in an excellent lesson for Year 6 pupils groups were given posters showing the tariffs for three different mobile phone companies. They were given a short amount of time in which to decide which offered the most suitable deal for children, and then had to justify their judgements about the best deals. This has a positive effect upon pupils' speaking and listening skills. Teachers revisit aspects of the work that are causing difficulty because they have diagnosed the mistakes they are making. For example, in the introduction to a lesson in which Year 4 pupils were learning about equivalent fractions, a group of pupils had trouble with the placing of divisions to show thirds correctly on a number line. The teacher demonstrated a different way to think about what they were doing using eighths, and then returned to thirds with the result that all pupils could then mark on their lines correctly.

91. Teaching assistants make a considerable contribution to the lessons, usually working with lower attaining groups of pupils,. They are very careful to use the same correct mathematical vocabulary as the teachers, to encourage the pupils to work independently and to rephrase questions if they have not been understood. They have a good knowledge of the school's approach to teaching mathematics as a result both of the training they have received and their involvement in the planning of lessons with the teachers. Teachers make very good use of ICT to support the work in mathematics. For example, Year 6 pupils have researched the value of the pound against different currencies using the internet as part of their work on data handling to help them, learn about conversion graphs. In a lesson for Year 1 and 2 pupils the teacher used the computer in the first part of the lesson by putting up six numbers, which the pupils then had to rearrange into the correct order. In another lesson Year 3 pupils went to the ICT suite with a teaching assistant and logged on to the Internet to use a website which had interesting tasks to help them learn about the equivalence of fractions. One boy commented: "This is wicked".
92. The analysis of pupils' work shows that the marking is inconsistent in its quality. A few teachers mark well, giving pupils useful feedback about how well they have achieved objective for their learning, picking up mistakes and helping the pupils to overcome them. However, too often the marking is confined to ticks, with few remarks to help the pupils know what they must do to improve. In some classes, the overuse of worksheets is limiting the pupils' progress in recording their mathematics independently, and there is little evidence of the use of the personal jottings which form a bridge between mental and written calculations, particularly towards the end of Key Stage 1 and in early Key Stage 2. The subject leader is aware of this through her monitoring, and the local education authority numeracy consultant has recently carried out a training session with teachers to help address this issue.
93. The school has made very good improvement since the last inspection. At the last inspection attainment was average at both key stages and inspection evidence shows that standards have risen considerably. Assessment and record-keeping procedures are now very good, having been identified as a weaknesses, and teaching assistants are fully involved in the planning and assessing of pupils' work. The role of the subject leader has been strengthened considerably and she has carried out some very useful evaluations of aspects such as the school's provision for higher attaining pupils by observing lessons and interviewing pupils. The results of these studies have been used to improve teaching, for example, by livening up the final parts of lesson which pupils had said were rather uninteresting.

## SCIENCE

94. In 2000 teachers assessed the standards achieved by pupils at the end of Key Stage 1 as average compared to those of other schools nationally. The percentage of pupils judged to have reached the higher Level 3 was below the national average. In the tests at the end of Key Stage 2 in 2000, performance was below the national average. However the group of pupils taking the 2000 tests included a high percentage of pupils with special educational needs. Over the previous three years, performance in science tests at Key Stage 2 has been above average overall.
95. Pupils, including those with English as an additional language achieve well in science. Pupils with special educational needs make good progress in building upon what they already know, understand and can do. Inspection evidence shows that the above average standards reported at the last inspection have been maintained at both key stages. This is due to a very clear focus on the monitoring of standards and classroom practice and setting of clear expectations and targets. Year 2 pupils sort materials by their properties and identify when materials like plasticene change their shape, force is needed to change them back to their original shape. They compare this to other materials like foam which return to their original shape when their shape is changed. They then compare these reversible changes to that of popcorn which when heated changes its size and cannot be returned to its original form.
96. By Year 6, pupils understand how organisms are adapted to their environment, for example, fish breath through gills and polar bears have thick, white, water resistant fur to keep warm and to swim without being water logged. They give good examples of reversible and irreversible reactions and are able to deduce that although the melting of candle wax is a reversible reaction the burning of fuel is irreversible. They are able to describe how to carry out fair tests. For example, they can describe the importance of keeping the variables in an investigation constant except the one being altered. They understand the need to repeat tests to demonstrate the reliability of the results and the need to use simple statistics such as 'mean', 'mode' and 'median' to make meaningful interpretations of the results.
97. Science contributes to literacy through, for example, the discussion in Year 4 when devising an investigation into the amount of water a plant needs to stay alive and in Year 6 when discussing the means by which seeds are dispersed. There are good links to numeracy and ICT when, for example, pupils interpret the graphs created from monitoring of the environment using electronic sensors for light, temperature and sound. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
98. Teaching is good overall. Teachers plan in detail with very clear objectives firmly based on the Programmes of Study of the National Curriculum. Good use is made of open-ended questions to establish understanding of plants and fair testing, for example, in Year 4, where pupils were encouraged to devise their own questions to investigate a plants need for water. Questioning is also used well to address pupils' misconceptions, for example, when establishing Year 5 pupils' understanding of electricity and the relationship between the brightness of bulbs and the number of batteries and bulbs in a circuit. Teachers use their knowledge and understanding and resources well to provide a stimulating range of investigative work that stimulates pupils' interest and participation, for example, through the research work on 'adaptation' in Year 6 and the range of materials created for pupils to systematically explore in Year 2. Pupils' attitudes to science are very good. This makes a significant contribution to standards, particularly in investigative work where their responsible

behaviour enables teachers to introduce an extended range of activities, for example, where pupils in Year 6 use electronic sensors to investigate opaque or transparent materials.

99. There are occasional mismatches in teachers' interpretation of the Programmes of Study of the National Curriculum in planning. This leads to some inappropriate work being done, and lack of challenge for the higher attaining pupils and the use of unsuitable worksheets that limit extended writing. This is a result of a lack of a sufficiently clear scheme of work that restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next. The subject leader for science has a good grasp of what needs to be done and has good expertise.

## **ART AND DESIGN**

100. The attainment of pupils at the ages of seven and 11 is good. All pupils, including those with special educational needs, make good progress. This is an improvement since the last inspection when standards were as expected for pupils' ages. At the time of the last inspection there was no scheme of work for art and there was no policy. The recently written policy is useful, and the Qualifications and Curriculum Authority's schemes of work are now used to guide the planning. The subject is well co-ordinated.
101. Throughout the school artwork is clearly valued by all staff and is displayed with care. Photographic evidence confirms that the high quality of display is not a recent phenomenon. There is a good range of work including direct observational drawing, work on tone, three-dimensional modelling, digital imagery, clay work and study of famous artists. The standard of this work is above average. In the two lessons observed pupils display a very positive attitude to the subject clearly enjoying the work and concentrating for long periods. In Year 4 pupils use different media and focus on shape, space and form to create a design. Others, in groups of two, work with a support assistant and learn the skill of marbling, becoming very excited and pleased as they see their unique designs materialise. One pupil with special educational needs uses the computer to create and save designs on a program called Colour Magic. In the other lesson in Year 3 pupils focus on observational drawing. The teacher tries to engender the idea of tone and pupils try very hard to explain what they see as they concentrate on the daffodil in front of them. One exclaims that "It's dark inside", another says that "It's different yellows" and finally another exclaims "It's got light and shade!". Three other pupils work with a parent designing and then making in clay, masks, using ancient Egyptian death masks as a stimulus for their own designs.
102. Teaching in the lessons observed was good. The lessons were well planned and proceeded at a brisk pace with the teachers offering pupils good advice and encouragement as they circulated around the classrooms. The quality of the advice had a marked impact upon the standards of pupils' work. Resources were well utilised and the adults deployed to good effect. Teachers make good use of links across the curriculum. For example, in Key Stage 1 there is a collage of fairy stories incorporating felts, painting, colouring, different materials and pupils' drawings. In Key Stage 2 good quality portraits of the Tudor kings and queens hang in the hall, scenes from ancient Egypt adorn one classroom and ICT has been used well to create an 'illustrated' Victorian newspaper.

## **DESIGN AND TECHNOLOGY**



103. Insufficient evidence was seen during the inspection to come to a secure judgment on standards at Key Stage 1. However the standards achieved by pupils in Year 6 are above those expected at this age. Since the last inspection, a policy, scheme of work and assessment procedures have been put in place. There is now a knowledgeable co-ordinator who monitors teaching and the progress of pupils.
104. In Year 2 pupils investigate and compare joining techniques. They are able to identify the advantages and disadvantages of, for example, sewing and gluing in the context of making a puppet. At Key Stage 2, Year 4 pupils design and make a board game. They use a range of techniques competently including, planning, evaluation and measuring. They are aware of the need to consider the requirements of a user when developing designs for bookmarks. By the end of the key stage, pupils consider carefully the importance of selecting suitable materials for a slipper and can discuss the advantages and disadvantages of each. They review their designs and plan their work listing the materials and tools required. Pupils' attitudes are good. They are enthusiastic, take pride in their work and construct high quality artefacts with care.
105. Overall, teaching is good. Where teaching was most successful teachers had good subject knowledge and understanding to use open-ended questions to establish the extent of pupils' understanding and encourage discussion to maintain interest, and had high expectations of pupils to think for themselves. For example, in Year 6, the reasons for choosing leather as the sole of a slipper were established, and through good organisation pupils collected their own materials and tools promptly and responsibly so little time was lost. Teaching is less successful when the pace of the lesson is slow, introductions are long and pupils lose concentration. Speaking and listening skills are developed well when, for example, pupils discuss the advantages and disadvantages of different methods of construction of the puppets in Year 4. The teaching of the subject makes a good contribution to pupils' numeracy skills through the measuring of materials, and the creation of two-dimensional plans for a three-dimensional slipper in Year 6. Good use is made of ICT when, for example, pupils use computers to create a cover for their board game in Year 4. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.

## **GEOGRAPHY**

106. The last time the school was inspected, standards in geography were average at both key stages, and this is still the case. There was insufficient detail and specific guidance given in lesson planning for pupils with special educational needs. This has improved and pupils with special educational needs now make sound progress in lessons and over time as do their classmates.
107. By the time they are in Year 2, the children can ask questions of a geographical nature. They identify places that are in their locality and have a good awareness of places that are not local. Helped by the teacher's good questioning and choice of resources, pupils in Year 2 form a substantial list of similarities and differences in climate, clothing and food for contrasting places. They are beginning to locate regions on a map and become familiar with the use of an atlas and globe. When studying Africa they are starting to use appropriate geographical terms such as 'continent' and 'bush'. Teachers provide strong links with the English curriculum and literacy is supported well. In Year 3, pupils used a computer program very competently to place features on an imaginary island and reinforce their knowledge of points of the compass. They were fully involved in their work. Another group used maps satisfactorily to find features of a Beaumanor Hall where they had stayed the

previous week on a residential visit. By the time they are in Year 6 pupils have developed good skills of map reading and finding information from reference books. They have a satisfactory knowledge of the British Isles and of contrasting locations such as Brazil. They are beginning to understand how people can both improve and damage the environment. Throughout the school, pupils are keen to answer questions and co-operate well when given the opportunity.

108. The quality of teaching is satisfactory overall with a small proportion of good teaching. In the lessons where the teaching was good, questioning was well used to reinforce learning. The teacher used her own experiences of travel, and those of the children, to further their understanding. Teachers provide sound opportunities for pupils to develop knowledge and skills through the use of a good range of maps, charts and photographs. Opportunities are sometimes missed to use these good resources to challenge higher attaining pupils; for example, when using aerial photographs to look at physical and human features. In some lessons pupils are not sure why they have been set a particular task or what they are expected to learn. Pupils with special educational needs make satisfactory progress and are well supported in lessons by the teaching assistants. Pupils with English as an additional language take part fully and make similar progress to the rest of the class.
109. The newly appointed co-ordinator is putting into action a good long-term planning document and an innovative form of assessment and record keeping which focuses on the development of skills. She monitors the subject well.

## **HISTORY**

110. Standards are in line with those expected for pupils age in Year 2 and above those expected by the time pupils are in Year 6. This picture is similar to that found at the last inspection. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
111. No lessons were observed in Key Stage 1. Pupils have studied the lives of notable men and women taken from the history of Britain such as Florence Nightingale and Samuel Pepys and also aspects of pre-history, notably dinosaurs. There was little evidence of work to develop pupils' understanding of chronology or of writing at length due to an over-reliance on worksheets in some classes. In Key Stage 2 history is more prominent and pupils study the ancient Egyptians, the Victorians, the Tudors and the ancient Greeks. They make use of local resources such as museums and architecture and develop skills of enquiry to enrich their understanding of British, European and world history. Pupils in Year 6 observed at the beginning of their history module of work were well equipped to begin research on the Tudor dynasty. The subject leader's classroom in Year 3 reflects on-going work on the ancient Egyptians that includes written instructions for magic potions, how to make a mummy and relevant paintings of Egyptian characters.
112. Teaching and learning in the lessons observed were good overall, and very good in one lesson. In Year 5 pupils and staff dressed as Victorians and the entire day had a historical focus using role play. Pupils were able to describe well the various activities being undertaken such as making soap flakes and washing with a 'dolly,' writing on slates, rug making and how to make gingerbread men. They could use original sources of evidence such as the school logbook competently to research local history from the period. Staff were extremely knowledgeable and consequently able to give good advice and background information to pupils. Resources were well organised and ensured that all activities are instilled with a sense of reality. In Year 6 pupils are introduced to the Tudor period and have listed those areas that they need to research.

The teacher explained very clearly the procedures to be followed, the 'rules' that would help ensure good group work and how available resources might be used to best effect. As a result pupils embarked on their work, which was to be developed over the forthcoming weeks, with enthusiasm that reflected their attitude to the subject as a whole.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. Pupils achieve standards in ICT that are above those expected for their age by seven. Eleven year olds are achieving standards that are well above those found in other schools in all strands of ICT capability. All achieve the expected levels and a significant proportion of pupils are achieving Level 5. This is a significant improvement since the last inspection when standards were satisfactory at both key stages. Good assessment procedures are now in place. Since the last inspection the school has, with the development of a computer suite, significantly improved hardware and now has a very good range of software and additional equipment. This means that pupils are no longer hampered by lack of 'hands on' experience of computers. In fact pupils are extremely confident in using ICT as a tool for word processing, presentation, analysis and interacting with the world through the Internet and using sensors to monitor changes in, for example, temperature, sound and light levels.
114. In Year 2, pupils can word process their work, give instructions to a programmable toy and show a good awareness of how it works. They produce graphs showing the number of pupils with different eye colours in their class. They use a graphics program to draw shapes and use 'fill' to colour in different areas of their 'pictures'. They are very proficient at loading programs and saving their work.
115. By the time they are in Year 6 pupils can use a range of ICT applications very confidently. They use e-mail for communication with other schools and receive assignments from teachers via e-mail. They use the Internet to research information on the Tudors for history and make realistic comparisons between the use of the internet to gain information and getting information from books, museums and talking to people. They use a digital camera to record some of their work, program 'Robolab' to control model fairground rides, use sensors to investigate how transparent materials are, and record changes in sound, light and temperature in the environment. They use graphics packages in art to draw still life, create presentations using 'Powerpoint' and create very good front pages of newspapers, to support work in literacy incorporating, text, headlines, columns, digital photographs and colour.
116. The use of ICT enriches and extends the pupils' learning in many subjects. Year 4 pupils write poems using word-processing packages to draft their work and pupils record their own literacy and numeracy targets. Information and communication technology contributes to mathematics through the drawing of graphs, for example, how much time they spend on different activities over five days in Year 4 and the interpretation of the 'Ecolog' graphs from monitoring the environment. Pupils also use 'on line' programs to support their learning. The subject makes a significant contribution to other subjects particularly through access to the Internet to source information on Victorians in Year 5, the Tudors in Year 6 and maps of the area in Year 3 geography. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.

117. The teaching of ICT is good. It is very good in Year 5 where the excellent subject knowledge of the teacher and high expectations are evident in the quality of explanations such as how to calibrate light sensors before using them. Good use is made by all staff of the training they are currently receiving through New Opportunities Funding and this results in the imaginative use of ICT to inspire and challenge pupils and develop their independence in using ICT to develop their own learning. Teachers plan very well which results in lessons that are challenging and meeting the needs of the pupils. Teachers have very good class control, which develops very good attitudes and behaviour amongst the pupils, which, in turn, ensures pupils' interest and involvement in learning. The subject is well co-ordinated by an enthusiastic new subject leader who is very well supported by the deputy headteacher as she develops her role.

## MUSIC

118. Standards remain as expected for pupils' age at seven and 11, as they were at the time of the last inspection. Since the last inspection the school has appointed a subject co-ordinator in November 2000 who is developing a scheme of work in conjunction with the use of the Qualifications and Curriculum Authority scheme of work for music.
119. By the end of Key Stage 1 pupils know that Bach and Saint Saens are composers. They are beginning to recognise differences in pitch, for example, high staccato notes in 'Wild Asses' from 'Carnival of the Animals'. However, pupils are less secure in the identification of difference in pitch between middle and lower notes. When singing pupils have good tone and do so with enjoyment and enthusiasm. By the end of Year 6 pupils identify the various components that distinguish 'rap' as a style, for example, its rhythm, it is spoken not sung and has regular repeats and verse. They clap various simple 4/4 rhythms including crochets and quavers, create rhythms and words to compose their own simple 'rap' and involve themselves in Indian dance, listening to the music with enthusiasm and enjoyment.
120. Music makes a significant contribution to literacy through the BT Talk drama group work-shops in Years 5 and 6, the school's involvement in the Festival of Arts and Culture at Eastfield and the 'rap' work in Year 6. Speaking and listening are developed through opportunities to listen and comment on music, for example, Year 3 pupils' interpretation of music to depict a storm. Information and communication technology supports music through the use of electronic keyboards and the 'saving' of tunes and rhythms for future adaptation and development. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress. In the lessons observed pupils enjoyed making music. They were well behaved and acted responsibly, co-operated well and listened attentively to each other's performances.
121. Overall teaching is good. Some is satisfactory. Where teaching was most successful teachers had good knowledge and understanding to assess pupils' understanding and modify the approach to maximise pupils' learning. For example, in Year 2 the teacher used examples of glissando to help pupils appreciate the change of pitch, and in Year 6 simple well-known nursery rhymes were used to support pupils in matching words to rhythms. Teaching is less successful when the chosen musical examples do not inspire the pupils' involvement.
122. The subject is significantly enhanced by school concerts, performances, the development of an orchestra, workshops and the involvement of other cultures

through Indian dance and Calabash drumming from 'African Arts'. The school also offers a sound range of extra-curricular music and tuition, for example, orchestra, keyboard, recorders, violin and drums.

## **PHYSICAL EDUCATION**

123. Standards are good at the ages of seven and 11. The school has a well thought out programme of PE teaching and staff have good expertise through the wide-ranging training programme they have undertaken since the last inspection. The school is quite rightly proud of its achievements in competitive sports, winning several trophies for netball and football. The overall achievements of in swimming are very good, with the vast majority learning to swim the required 25 metres by the age of 11, and many swimming much further, up to 1500 metres.
124. By the age of seven pupils understand well the importance of warm-up routines. They travel quickly around the hall as they throw and catch balls with good control. In paired work, in which they practise throwing and catching balls, beanbags and hoops the accuracy of their throwing and catching improves well during lessons.
125. By the time they are in Year 6, pupils have developed good ball skills using both. They have a good ability to control and pass footballs. The pupils know why they need to warm up and cool down explaining that they needed to exercise their heart muscles as well as stretching and warming other muscles. The pupils are challenged to try to throw and catch balls with one hand and those who succeed demonstrate their skills confidently to the rest of the class. A visitor to the school demonstrated and explained the stories behind Indian dance to pupils in Years 5 and 6. The pupils concentrate well and ask sensible questions before they try to copy the complicated and intricate movements. Most were able to move their arms and legs in a series of intricate movements by the end of the lesson.
126. The teaching at both key stages is good and most effective when learning objectives are explained to the pupils and when teachers explain clearly what pupils have to do to improve a performance. Year 3 pupils practise tennis strokes and make good progress by the end of a lesson that had proceeded at a good pace from beginning to end. All pupils made good progress because the teacher gave them very good guidance as to how to grip a racket and the correct stance for a forehand stroke. Behaviour in all lessons observed was at least good and mostly very good. It is clear that the majority of pupils concentrate well and want to succeed in this subject. Routines are well established and teachers build well on existing knowledge and skills and have high expectations. In a lesson for Year 6 pupils the teacher had organised resources well and taught the basic skills of controlling and passing demonstrating excellent knowledge and understanding. One pupil with special educational needs found the activities in a lesson very demanding. Sensitive support from the teaching assistant and great patience shown by the pupil's classmates ensured that this pupil was fully included and gained much from completing the activity with the rest of the class.
127. Since the last inspection the provision of resources has improved considerably and all staff have attended in service training in hockey, football, cricket and gymnastics. The co-ordinator has begun to monitor PE lessons and has also arranged good links with local professional football and rugby clubs that have run coaching courses with the pupils. Clearly PE has a high priority within the school and the leadership of the co-ordinator together with the enthusiastic support of the headteacher and other staff has

had a very positive impact with regard to standards. Good attention is paid to health and safety during lessons.

## RELIGIOUS EDUCATION

128. Since the last inspection considerable improvements have been made in the provision for religious education, although standards found are similar. Pupils of all abilities make satisfactory progress through the key stages and by the end of their time in the school standards are in line with the expectations of the Leicestershire Agreed Syllabus. Too few lessons were observed for judgements to be made about the overall quality of the teaching at each key stage. In the lessons seen the teaching was good. Judgements on attainment and progress are based on the lessons seen, discussions with pupils, scrutiny of their written work, discussion with teachers and an examination of teachers' planning.
129. Good teacher knowledge helped the younger pupils develop their understanding of the key features of a Synagogue. Pupils in Year 2 confidently explained in what ways these features are the same as, or different from, those of a Christian church. They know that Christian churches and teachings are centred on the figure of Jesus. They know the important Christian festivals and celebrations such as Christmas and Easter, and have sound knowledge of the major events of those festivals, and some of the people involved in them. They report thoughtfully on gifts 'that cost nothing' and important people in their own lives.
130. With skilful teacher questioning, pupils in Year 6 reflected on the role of prayer and its place in different religions. They are developing sound knowledge and understanding of the richness and diversity of world faiths through the study of religious buildings. Pupils are interested, involved and keen to contribute their thoughts and ideas. In Years 3 to 6 pupils study important stories and texts from Christian, Jewish and other world faiths. Teachers' planning shows that they use a suitable variety of methods to enthuse children, including a range of pertinent visits. Visitors are also used, but this is not always formally planned into the curriculum. An examination of pupils' books indicates that written work is being given more care and attention in some year groups than others. Where there is an over-reliance upon the use of printed worksheets, pupils' ability to write and to develop thoughts and ideas is limited. Pupils with special educational needs make satisfactory progress. Those with English as an additional language take a full part in the lessons and make satisfactory progress. Staff use ICT very well in teaching the subject.
131. There has been very good improvement in the provision for religious education. The last inspection reported shortcomings in teaching and learning. It found some lack of teacher knowledge, time not always used effectively, and no clear whole-school planning document or guidance as to what pupils of different ages and abilities should know. Since then the subject documentation has been updated and improved. Good, new planning documents have been introduced which, together with a new system for assessment and record keeping, form a good basis for the teaching and learning of this subject. The last inspection reported a lack of challenge for potentially higher attaining pupils, and this is now satisfactory. The co-ordinator monitors the subject well. Resources, which were poor at the time of the last inspection, are now good.