

INSPECTION REPORT

LEIGHFIELD PRIMARY SCHOOL

Uppingham, Rutland

LEA area: Rutland

Unique reference number: 120044

Headteacher: Mr P Clarricoates

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 20th – 22nd November 2000

Inspection number: 224266

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Newtown Road Uppingham Rutland
Postcode:	LE15 9TS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Gant
Date of previous inspection:	9 th December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leighfield Primary School provides full time education for 221 pupils aged from four to eleven and is about the same size as other primary schools. The annual admissions number is 35. The school is popular and is over-subscribed. The school is situated in the town of Uppingham, Rutland. The percentage of pupils identified as having special educational needs, at 10 per cent, is below the national average and the percentage of pupils with statements, at one per cent, is broadly in line with the national average. All pupils have English as a home language. Pupils come from backgrounds that represent above-average socio-economic circumstances. The percentage of pupils entitled to free school meals is very low in comparison with the national average. Most four-year-olds start school with levels of attainment that are above average.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a very good quality education overall. The school enables pupils to achieve standards that are well above average and to develop very good attitudes towards school. The quality of teaching is very good and results in high quality learning. The quality of leadership and management of the school is very good and there has been a very good level of improvement since the last inspection. The strengths of the school far outweigh the areas that could be improved. Setting the above factors against the cost of educating each pupil, which is above average for similar schools, the school still provides very good value for money.

What the school does well

- Achieves high standards overall, especially in English, mathematics and science, where standards are well above average.
- Pupils' attitudes, personal development and relationships are very good.
- The quality of teaching is very good.
- There is a good curriculum, which is broad and balanced and is effectively enriched through a very good extra-curricular programme. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- Cares for pupils very well.
- The leadership and management of the school are very good and the school is run very efficiently.

What could be improved

- Opportunities for very high-attaining pupils to achieve appropriate levels in the National Curriculum tests at the end of Year 6.
- Pupils' annual reports.

The areas for improvement will form the basis of the governors' action plan which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in December 1996 judged Leighfield to be a good school that achieved good academic standards, provided a very good quality of education, and was extremely well led. Now, standards of attainment in English, mathematics and science are well above average and attainment is well above average overall. At Key Stage 2, the rate of improvement in English, mathematics and science is much greater than the national trend and statistical data shows that pupils at Key Stage 2, make better than expected progress. The quality of teaching has improved and is now very good. Weaknesses in teachers' knowledge, identified in the previous report, related to information and communication technology, and design and technology, and these have been addressed. The school has also improved provision for pupils' multicultural development. Assessment data is now used to good effect in planning work at an appropriate level for most pupils, and to identify areas of weakness for improvement. Procedures for child protection have been improved and these are now very good. The key issues for action, identified in the previous inspection report, have been dealt

with effectively. The school is well placed to maintain high standards and to continue its improvement. Overall, the level of improvement since the time of the previous inspection has been very good. As the school started from a high point, this level of improvement is greater than could reasonably be expected.

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	A	A	B	C
Mathematics	A	A	A	B
Science	A	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

By the age of eleven, pupils' standards in mathematics and science are well above average when compared to all schools and above average in English. When compared to similar schools, standards in English are average and above average in mathematics and science. It is worthy of note that a third of pupils gained the higher Level 5 in English, almost a half in mathematics, and over a half in science. Inspection evidence indicates that standards in all the core subjects are currently well above average. Since 1996, standards in English, mathematics and science have been improving steadily, at a rate much better than the national rate of improvement.

By the age of seven, pupils achieve standards in reading and mathematics that are above average, and well above average in writing, when compared with all schools. When compared to similar schools, standards in reading and mathematics are average and above average in writing.

Throughout the school, standards in literacy and numeracy are above average and standards in art and design are very good and good in music and physical education.

Standards are good for children in the Foundation Stage¹ and they almost all achieve the Early Learning Goals² by the end of their reception year. A significant number of pupils exceed this standard.

¹ The Foundation Stage applies to children from the age of three of age to the end of the reception year in primary school.

² The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and other learning opportunities offered by the school. Pupils show very responsible attitudes and carry out their duties well.
Behaviour, in and out of classrooms	Behaviour in classrooms is very good overall and some excellent behaviour was seen in class. No disruptive or inconsiderate behaviour was seen during the inspection. Behaviour in the playground is very good. Pupils move around the school in an orderly and polite way.
Personal development and relationships	Pupils' personal development is very good. Pupils develop a growing maturity in their manner of working, their communication skills, and their ability to take personal and group responsibility. Relationships between pupils of all ages and between pupils and adults are excellent.
Attendance	Attendance is satisfactory. Pupils arrive at school on time and lessons begin punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent	Good	Very 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.

Teaching is very good overall and promotes pupils' very good quality learning. More than half of lessons seen during the inspection were of a very good or excellent quality. No unsatisfactory teaching was seen during the inspection. Of the 21 lessons seen, the quality of teaching in 19 was good or better, in seven it was very good and excellent in four. Literacy, numeracy and other basic skills, such as information and communication technology, are taught well, across the curriculum. A strength in teaching is the emphasis on teaching pupils good strategies for learning. Relationships between teachers and their pupils are excellent and these build pupils' self-confidence and enable them to learn effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	COMMENT
The quality and range of the curriculum	This is good for pupils of all ages. The school uses the national strategies for numeracy and literacy well, enabling pupils to reach very high standards. All subjects of the National Curriculum, and religious education, are well provided for within the school. Provision for extra-curricular activity is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils make good progress in their learning through effective teaching, good quality support and extra help. Individual education plans and record keeping are of a good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for their spiritual development is good, excellent for their moral and social development, and provision for their cultural development is very good.
How well the school cares for its pupils	The school's care for its pupils is very good. The procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. The procedures for monitoring attendance and punctuality are good. Very good attention is paid to the health and safety of all pupils, including arrangements for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's vision regarding the development of the school is excellent. This is clearly communicated to and shared with all members of staff and governors. They are committed to improving provision and constantly strive to raise standards. Their commitment to seeking the high achievement for pupils across a wide range of learning experiences, and the personal development of all pupils, is of high importance. Teachers work hard to ensure that their curriculum and management responsibilities are met well.
How well the governors fulfil their responsibilities	Governors have high levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The headteacher, senior managers and governors work very well together to identify the school's strengths and areas for development. The headteacher, deputy headteacher and key staff monitor teaching rigorously and have a very good knowledge of the school's strengths and weaknesses and areas of concern.
The strategic use of resources	The financial management of the school is very effective. Care is taken to ensure that money is well targeted and that the best value for spending is achieved. Spending is securely linked to priorities in the school development plan. The school looks carefully at the impact on standards in their use of financial resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• Behaviour is good.• The amount of work their children are given to do at home.• The teaching is good and teachers expect children to work hard and do their best.• The school is well led and managed.• The school works closely with parents and they feel comfortable about asking questions or expressing concerns.• The school is helping children to become mature and responsible.	<ul style="list-style-type: none">• Pupils' annual reports.

The inspection team agrees with the positive comments made by the parents. Parents think very highly of the school. The team agrees with the parents that the annual written reports on pupils' attainment and progress could be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards overall, especially in English, mathematics and science, where standards are well above average.

1. In the Year 2000 National Curriculum tests for eleven-year-olds, pupils' standards of attainment in English were above the national average, and average when compared to similar schools³. About a third of the pupils reached the higher Level 5. Pupils' standards in mathematics and science were well above the national average and above average when compared to similar schools. Almost half of the pupils reached the higher level in science and over half in mathematics. Since 1996, standards in English, mathematics and science have been improving steadily, at a rate much greater than the national rate of improvement. Standards achieved by pupils currently in Year 6 are well above those expected for pupils of this age in English, mathematics and science. Standards in literacy and numeracy in other subjects are also well above average. Standards of attainment in art and design are very high and they are good in music and information and communication technology.
2. In the Year 2000 National Curriculum tests for seven-year-olds, pupils achieved standards that were above the national average in reading and mathematics and well above the national average in writing. When compared to similar schools, standards in reading and mathematics were average, and above average in writing. Pupils currently in Year 2 are attaining standards that are above those expected for their age in English, mathematics and science. Over the last four years, standards in reading, writing and mathematics have risen at a rate greater than the national average. Standards in art and design are very high and good in information and communication technology.
3. Standards are good for children in the Foundation Stage and they almost all achieve the Early Learning Goals by the end of their reception year, with a significant number of children exceeding this standard.
4. Children enter school with standards that are generally above average. They make good progress throughout the Foundation Stage and enter Year 1 with high standards in all areas of learning. Children's speaking and listening skills are very good, and they reach very high standards in their personal and social development. They have a good grasp of number and shape and work confidently in this area of learning. They show very good creative skills and their artwork is of a high standard, particularly painting. Pupils continue to achieve well throughout Key Stages 1 and 2 and all pupils make good progress. However, there are some higher-attaining pupils who show signs that they are capable of achieving even higher standards in mathematics and English.
5. By the time they reach Year 6, pupils are very confident and articulate in both formal and informal learning situations. They express themselves clearly. Their answers to questions are precise, to the point, and relevant to the questions asked. They show a good level of argument and thought when, for example, discussing ways in which they could make a passage of bland writing more interesting. They thought of a good variety of very appropriate and interesting words and were able to explain and justify their selection very well. They showed very good knowledge and understanding of language skills when initially analysing the text. Pupils' good standard of expression is reflected in the good quality of their writing, which is clear and specific and relevant to the theme. For example, some interesting and detailed poetry writing was seen in which pupils gave their accounts of 'daydreaming' in class. They used good language and effectively stirred the imagination of the reader. Pupils produce a good range of

³ The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 1) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

writing styles by Year 6. They use punctuation well, using speech marks, capital letters and a wide range of punctuation accurately and to good effect. They use words well to make their meaning clear, and have very good levels of vocabulary. Throughout the school, pupils' spelling in different subjects is accurate

6. Reading progresses well and, by the time pupils leave school, they achieve very high standards. Early in the Foundation Stage, children recognise letters of the alphabet and are able to put their initial letter sounds together to read simple words. More able pupils talk effectively about some texts with which they are familiar. Throughout the school, pupils are interested in and enjoy poetry, fiction and non-fiction and talk about literature enthusiastically. At Key Stage 2, pupils read texts very well, with expression and fluency. They respond to a range of prose and poetry with understanding and talk about this with interest, showing good levels of comprehension. Pupils use reading well to develop their learning in other subjects and their good knowledge of literacy supports their overall good progress effectively.
7. Standards in mathematics are very high and all pupils make good progress. By the time pupils reach Year 6, they have developed very competent skills in number and problem solving and they have a very good knowledge in all other areas of mathematics. They investigate mathematical situations well, make predictions and test these to good effect. For example, when they are deciding whether to use the arithmetic average, the mode or the median, they discuss in good detail, the appropriateness of each to different types of data. They know that it is appropriate to use the mean average when whole number outcomes are not essential, such as the average height; that it is better to use a mode when there are no numbers involved; and it is preferable to use the median when whole numbers, such as numbers of brothers or sisters are being investigated. Pupils have very well-developed skills when solving problems at levels that are higher than expected for their age. Higher-attaining pupils in Years 5 and 6 are able to work out a variety of ways to solve difficult problems. They use their knowledge of number well and work competently with decimals, fractions and percentages. Younger pupils have a good knowledge of pattern in number and apply this effectively to their work. Standards in probability and statistics are good, with pupils drawing and interpreting graphs well and using the probability scale with accuracy and understanding. They have a very good awareness of statistical measures of data samples. Numeracy is used accurately and effectively in other subjects, such as science, and design and technology, and shape and scale is used well in art and design.
8. In science, pupils show a good knowledge of living things, physical processes and materials and their properties. They apply their knowledge well and appreciate the impact that science has on everyday life, talking about this with good levels of understanding. When they discuss how sounds are created and how we hear sounds, they show a depth of knowledge that is better than expected for pupils of their age. They explain clearly that they may alter the sounds of a guitar by shortening or tightening the strings, and that tightening or loosening the skin on a drum will alter its sound. Their explanations are clear, logically constructed and based in accurate scientific knowledge of a high level. Pupils have very good skills in devising fair tests and their conversation demonstrates highly developed observational skills. They make relevant hypotheses and set about testing these effectively.
9. Pupils standards in information and communication technology are good. The subject is used effectively to support work in literacy, numeracy and other subjects such as art and design, science, history and geography. Older pupils use information and communication technology well to develop their independent research skills. By the time they are age seven, pupils have good word-processing skills. They control the mouse and use the keyboard to type simple text and short sentences. They control a floor robot to move accurately along a specific path. Pupils show competent mouse control when using an art program to draw colourful, symmetrically accurate pictures. At Key Stage 2, pupils have well-developed information and communication technology skills. They have developed their basic manipulation skills and use these as a matter of course when working with computers. For example, they competently access the Internet and download information to help them with their history topic. They have good word-processing skills. Their poetry is well presented in a variety of fonts and they

cleverly combine this with taken pictures taken from a graphics bank. They have good skills in data-handling and learn how to make high-quality animated presentations on a selected theme.

- Standards in art and design are very good. Young children learn to use colour effectively, to create autumn scenes in an impressive blend of brown and orange. From an early age, they learn to produce art that creates atmosphere and mood. Pupils develop these skills well throughout the school and the quality of these is evident in the displayed work that surrounds pupils throughout the day. In Year 2, pupils use colour boldly and scale accurately when they recreate what they see through a window. Linked to their science topic, pupils produce large, colourful and accurately-proportioned pictures of food, such as loaves of bread, vegetables, fruits and fish. They begin to develop a very good understanding of how famous artists worked. This is seen in their modern artwork in the style of Mondrian and in their self-portraits, produced in styles similar to Picasso. The very good development of skills and high standards are maintained throughout Key Stage 2. Pupils' use of colour is dramatic when they paint pictures of the rain forests. Their paintings are expressive and capture mood, making a significant contribution to the pupils' spiritual development. Art and design also contributes significantly to pupils' cultural development. As well as studying the work of famous artists, they learn about the artistic features of historical cultures such as the Egyptians. Pupils produce high quality work in this rich style. Older pupils work in pastels and produce very good still-life pictures of baskets of fruit. These pieces show very good skills in creating depth through the use of tone to create shadow and they have a very good ability to preserve shape, scale and proportion. Their use of colour is very good and they blend and mix colours to produce a wide range of tones that accurately reproduces the natural tones of the fruit.

Pupils' attitudes, personal development and relationships are very good.

- Pupils have very positive attitudes to other pupils and to their school. They are keen and enthusiastic about coming to school and delight in the learning opportunities given to them and, therefore, achieve high standards. They feel secure in the school and know that they are valued. This effectively supports their self-esteem and confidence. They are at ease with adults and other pupils alike. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They enter into friendly conversation, spontaneously, and are keen to talk about themselves and their school. Pupils have very positive attitudes towards other pupils. Parents value very highly the way that the school operates as a 'big family' with pupils showing sincere care and attention for others.
- Pupils' behaviour in the classrooms is very good and some excellent behaviour was seen during the inspection. Parents strongly agreed that the standard of behaviour in and around school is good. Where there is very good behaviour, pupils listen attentively and concentrate hard, when working individually and as a member of a group. They show high levels of attention and interest and their very good behaviour in lessons has a direct impact on the high standards they achieve. Pupils' behaviour in the playground is very good. Pupils enjoy taking advantage of the contact with others of all ages at playtimes. They move around the school in an orderly, polite way.
- Pupils' personal development is very good and the quality of relationships is excellent. This aspect is a strength of the school. Throughout their time at the school, pupils develop a growing maturity in how they work, their skills in articulate and polite communication, and their ability to take responsibility. By Year 6, pupils blend a high level of independence with excellent relationships with other pupils and adults. Their spontaneous co-operation and very good communication skills strongly support their learning. Older pupils take on responsibility very well and respond positively to opportunities to support the school in a range of ways. They give valuable assistance during lunch by serving it in a reliable manner to other pupils at the dining table. Lunchtime is conducted in a pleasant and clean environment. Pupils' growing maturity supports the excellent relationships that are characteristic of the school. Pupils relate to and support each other to a very high degree, and parents state that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was evident during the

period of inspection, when only highly positive relationships, behaviour and attitudes were seen.

The quality of teaching is very good.

14. Teaching throughout the school is very good and promotes the very good quality of pupils' learning. It is excellent for children in the Foundation Stage, good for pupils at Key Stage 1 and very good at Key Stage 2. More than half of the lessons seen during the inspection were of a very good or excellent quality. No unsatisfactory teaching was seen during the inspection. Of the 21 lessons seen, the quality of teaching in 19 was good or better. In seven lessons it was very good and excellent in four. Literacy, numeracy and other basic skills, such as information and communication technology, are taught well in other subjects. The high standard of teaching provides pupils with good strategies for learning. Relationships between teachers and their pupils are excellent and build pupils' self-confidence. These develop from a very early age when children's self-confidence is evident. For example, in an excellent mathematics lesson in reception, pupils fully engaged in the activities. They played the role of the bus driver, and the passengers getting on and off the bus. They translated the situations into addition and subtraction sums and calculated how many passengers were on the bus and how many seats were still empty. Their pleasure in learning and their self-confidence made a significant contribution to the excellent quality of learning that took place in the lesson. Parents are correct in their view that the quality of teaching is very good.
15. Teachers generally have good knowledge of the subjects that they teach and are able hold good quality discussions with their classes. This is evident in a wide range of lessons, including literacy, numeracy, art and design, music, science and physical education. Criticisms of teachers' knowledge in information and communication technology and design and technology, made at the time of the previous inspection, have been successfully addressed. Teachers' understanding in these subjects is now satisfactory and they show a sound understanding of the requirements of the National Curriculum in these and other subjects. Teachers show good technical knowledge of, for example, the teaching of reading and writing skills, how to solve problems in mathematics, of a range of the worlds' faiths, in particular Christianity, and of the language associated with composing music. They are able to discuss the work with pupils competently so those pupils develop good skills. Teachers' planning is good and teachers have a good knowledge of pupils' learning needs. Even within classes with a wide ability range, teachers are aware of the levels that pupils are working at and tasks are pitched accordingly. Individual pupils' needs, including those with special educational needs, are generally met well. Although the needs of some very high-attaining pupils are met effectively in lessons, there is insufficient opportunity to show this level of attainment in the National Curriculum tests. Good teaching enables pupils to be confident in completing their tasks and to work at a good pace. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Planning clearly identifies what pupils are to learn in each lesson and the objectives are clearly stated so pupils are aware of their learning intentions.
16. Throughout the school, basic skills are taught very well. Teachers make very good use of pupils' literacy skills to engage pupils to answer questions to develop high levels of accurate and clear speech. They ensure high quality discussion in a range of subjects in both small and larger groups, and in circle time⁴. This provides pupils with valuable opportunities to formulate their thoughts carefully.
17. Pupils are managed well and teachers provide effective learning experiences. Teachers achieve and maintain very good levels of behaviour in their lessons, with the co-operation of their pupils. Pupils' contributions in lessons are valued. Wrong answers are never dismissed, but are discussed, and pupils are encouraged to realise that they can learn from their

⁴ Circle time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak

mistakes. This is effective in informing pupils how well they are learning and in building their self-esteem.

18. Teachers make good use of resources, such as in music and science, where musical instruments are used effectively to demonstrate some difficult concepts in how different sounds are produced. Lessons run smoothly and time is used well, with lessons moving at a brisk pace, effectively encouraging good levels of productivity and pace of working. Classroom support assistants work very well with the teachers and they are well directed, know what they are expected to do and support pupils' learning well. Homework is used effectively to consolidate and extend work completed in lessons.

There is a good curriculum, which is broad and balanced and is effectively enriched through a very good extra-curricular programme. Provision for pupils' personal development, including the spiritual, moral, social and cultural development, is very good.

19. The curriculum for children under five is planned to meet the requirements of the Early Learning Goals for children in the Foundation Stage. The school makes good provision for those children in the Foundation Stage who are capable of working at Key Stage 1 of the National Curriculum, and provides a good transition between the two.
20. Although the school rightly places considerable emphasis on literacy and numeracy, it attaches much importance to providing a broad and balanced curriculum. All pupils take part in 'circle time', which effectively builds their personal development and has a positive impact on the excellent relationships found within the school. The school makes a considerable effort to enrich the curriculum beyond the statutory National Curriculum requirements and successfully achieves this aim. Teachers plan specific subject weeks. An art week takes place, when artists in residence provide expert tuition and examples on which pupils can base their work. The school organises an annual book week and a number of smaller-scale book fairs during which pupils are further encouraged to appreciate and enjoy literature. Science weeks enable pupils to take part in technology projects and the school encourages parents to participate. Music workshops and performances encourage high standards in music and dance. There is a French club and pupils exchange their news with pupils in a French school. There is also a very good range of extra-curricular activities, some of which are unusual, such as a papier-mâché club, and line dancing. All teachers contribute at some time in the school year and most pupils in Key Stage 2, and some in Key Stage 1, take part in some activities. All of these activities add richness to the curriculum provided by the school. There is good provision for special educational needs and the school is continually reviewing and improving its target-setting for pupils within their individual education plans. As they progress through the school, the higher attainers are challenged well, enabling them to reach high standards by the time they leave. However, there are signs that some of these pupils are capable of achieving even higher standards in English, mathematics and science.
21. There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships. The school is regarded and treated by staff, pupils and parents, as a family unit where young pupils mix with older ones and are looked after and helped by them. Pupils' spontaneous respect and care for each other is impressive, both in school and on the playground. Staff, parents and pupils could not recall any incidents of fighting or bullying in their time there. Such are the high moral and social standards of the school.
22. Provision for pupils' spiritual development is good. This represents an improvement in the provision at the time of the previous inspection when it was judged to be satisfactory. Periods, such as 'circle time' offer opportunities to enable pupils to reflect on their lives and those of others. Pupils are continually surrounded by the culture of art and poetry. This is an important part of the learning environment that is created by teachers in classrooms and in more general areas of the school. Displays, which vividly depict the art of culturally rich periods in history, such as the Egyptian, are evident in a Year 4 classroom and in the corridors around this room. Displays of work on rain forests by pupils in Year 3 capture the mood of the disaster that these

regions face and these paintings inspire thought about this plight. There are missed opportunities to encourage pupils' spiritual development in the school's daily acts of collective worship. The lack of music whilst pupils gather fails to create an ambience of spiritual thought and there was no focus, such as a lighted candle, upon which pupils could concentrate during their period of reflection.

23. Provision for pupils' moral and social development is excellent. At the time of the previous inspection, provision for their social development was judged to be excellent and good for their moral development. Current judgements therefore represent an overall improvement in this aspect. When in class, pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. Although behaviour is very good and no major breaches of the school's code of conduct were seen, they are taught consideration for others, for example, how talking too loudly might affect the concentration of other pupils. Opportunities for pupils to develop their social skills are very good. There is a wide range of opportunities provided, such as pupils looking after each other, family service at lunch, and trying to keep high standards of cleanliness and hygiene in the dining hall. These features contribute significantly to the social cohesion of the school. Pupils relate very well to each other. High standards in school are reflected on the playgrounds, where pupils play with other pupils of different ages and care for each other well.
24. Good opportunities are provided throughout the school for pupils to develop their cultural education. Although this represents the maintenance of standards since the previous inspection, provision for the development of pupils' understanding of different ethnic backgrounds has improved. In addition to opportunities in religious education, when pupils study cultural backgrounds of the followers of other faiths, pupils study how climate affects the culture of other people in different regions of the world, such as in rain forests. They are given opportunities to gain an understanding of the cultural aspects of different civilisations, such as the Egyptians. Pupils gain an awareness of a wide range of music from other cultures and of different composers in music lessons, but opportunities are missed at the beginning and end of the school assemblies, where music is lacking. The school has improved its provision for pupils to develop their understanding of contemporary ethnic cultures. The school exposes pupils to the features of life of Asian communities, for example, in Leicester. They visit places of worship other than a Christian church, such as a Sikh temple. On such visits, they are given opportunities to view shops in the surrounding areas, giving them a valuable insight into how people from other backgrounds live. In religious education, pupils are taught about how a faith influences the everyday life of its followers. Visitors from other communities talk to pupils about their way of life and provide valuable information for pupils into other peoples' lifestyles. The school is now actively developing links with other ethnic communities in Peterborough and some of the pupils exchange news with their pen friends there.

Cares for pupils very well.

25. In the last inspection, the school's provision for pupils' welfare and guidance was sound overall. Assessment of pupils' work was identified as an area for development and a key issue was to develop assessment and marking procedures in the non-core subjects at Key Stage 2, and to improve the assessment of pupils' attainment in the core subjects by collecting and using moderated samples of work. There was a good, comprehensive policy, however, this was not sufficiently established, and assessment was not used effectively. These issues have been addressed successfully and the school now assesses pupils work effectively and uses the data well to ensure good progress for all pupils.
26. Other aspects of the way the school cares for its pupils have been maintained and some have improved. The school still provides good support and guidance and promotes the welfare, health and safety of all pupils effectively. There are still very good systems for monitoring pupils' discipline and behaviour and good attendance is encouraged. At the time of the previous inspection, child protection procedures were satisfactory. Procedures for child protection and ensuring pupils' welfare are now found to be very good.

27. Parents are positive about the care that the school provides for pupils. They feel that the school tries to make pupils feel important by listening to them, and they are confident that their children's welfare and safety is secure. The inspection team agrees with the parents' view that the school is a caring, supportive and safe place. Procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. The staff and governors carry out regular risk assessments and potentially hazardous equipment is checked, at least annually.

The leadership and management of the school are very good and the school is run very efficiently.

28. The leadership and management of the headteacher and senior staff are excellent and this aspect is a strength of the school. They have an excellent knowledge of education, and of the pupils and their wide-ranging needs. They have established a clear vision for the future development of the school, which is shared by other teachers, staff and governors. The headteacher and other staff with management responsibility work very well together to ensure that they accurately identify the school's strengths and areas of concern. They plan for future trends and make arrangements to deal with these eventualities well. For example, the school has successfully made allowances for the transition from Grant Maintained to Foundation status and the effects of this on funding.
29. The school's aims are clearly reflected in its work and are evident in practice. The excellent standards set for pupils in the moral and social aspects of school life, and their very good progress overall, fulfil the school's aims. The school achieves its main aims through addressing the specific needs of all pupils, and ensuring all are considered equally, but more could be expected of a few very high-attaining pupils in the standards they achieve in the National Curriculum assessment tests.
30. The headteacher, deputy headteacher and co-ordinators for the core subjects monitor the performance of teachers very effectively. There is an agreed timetable of observations, for all staff, during which judgements are made relating to the quality of teaching and learning, set against an established range of criteria. These observations are comprehensive and address a wide range of features. Feedback is provided and the outcomes from the observations are discussed. As a result of this practice, targets for development are agreed and these form the focus for professional development. The monitoring of teaching has been very effective, as the standard of teaching seen during the inspection was very good overall. This quality of teaching has improved since the previous inspection. The monitoring of standards is carried out very well. Areas of weakness are identified, for example, by analysing the results of National Curriculum tests. Provision is made to address any emerging issues and, consequently, standards are steadily rising.
31. The co-ordination of the curriculum is good. There are co-ordinators for all subjects and they are effective in monitoring of standards and provision in their subjects. They monitor planning, pupils' books and, occasionally, provide demonstration lessons for other less experienced or less-knowledgeable teachers. They work very hard and provide good levels of management overall. Co-ordinators for the core subjects monitor standards well, and make an important contribution to the monitoring of teaching in their subjects. They also check and support teachers' planning and scrutinise the results of statutory and standardised tests, making good use of the information gained.
32. Governors make a very good contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening, and all speak with knowledge and understanding about their role, responsibilities, and what they see in school. In this way, governors have a very good understanding of the school's strengths and areas of concern. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The Chair of Governors meets with the headteacher frequently, on an informal basis. There is also much formal and informal contact

between other governors and the school. The management structures within the school are highly effective.

33. Whilst the school awaits national guidelines for carrying out staff appraisal, there is no formal model, however, all staff have professional development discussions with the headteacher, who also carries out in-depth classroom observations. The headteacher and the senior management team meet with teachers to discuss issues raised and those related to their own responsibilities and professional needs. This model is well established and it helps to guide the professional development of staff. It is also used to identify effectively some of the areas for whole-school development. The governors have set performance targets for the headteacher. Induction procedures for staff new to the school and for those new to the profession are very good and give teachers and support workers a smooth introduction to the life of the school and the profession. Currently, a teacher in her first year works in conjunction with a more experienced member of staff and this makes an excellent contribution to her early development, skills and confidence.
34. The school's priorities for development and targets for improvement are highly appropriate and are identified very well. These are deeply rooted in a secure understanding of educational development, national priorities, and the staff's and governors' excellent knowledge of the school. The senior management team first establishes the school's priorities and these are then considered alongside national initiatives. These are presented to governors, who thoroughly discuss these and make their own recommendations. These are prioritised in the light of available finances and any constraints. Progress towards meeting the school's targets is very well monitored by the personnel responsible, who report to the headteacher and the governors. The action implemented by the school to achieve its targets is excellent.
35. The school's use of its financial resources is excellent. Educational priorities are very well supported through careful financial management. Funds for specific purposes are used appropriately. Priorities for development are carefully considered alongside available finance. The governors are well advised by the headteacher's wide experience in these matters and they take his guidance into account when approving the budget. Financial matters are managed throughout the year very well and the school buys in what it considers to be the best value, and the most effective support systems and services for its financial management. The highly efficient school administrator/bursar keeps the headteacher and governors well informed about the status of the budget at regular intervals throughout the year. She also carefully monitors spending on a daily basis and the office is run extremely efficiently. Being a member of the senior management team, and Clerk to the Governors, she has a good knowledge of school management which adds to her efficiency and effectiveness. New technology is used to streamline processes and the administrator is well informed. Computers are used very well to monitor finances, attendance, maintain pupils' records, and for word-processing and the school also uses e-mail. The school has met the few minor recommendations of the last local education authority financial audit.

WHAT COULD BE IMPROVED

Opportunities for very high-attaining pupils to achieve appropriate levels in the National Curriculum tests at the end of Year 6.

36. By the time pupils leave the school at eleven, standards in National Curriculum assessment tests are well above the national average in mathematics and science and above the national average in English. In English, a third of all pupils of this age reached the higher Level 5, in mathematics almost a half, and in science over a half of the pupils gained this high level of attainment. However, because they are not given the opportunity, no pupils achieved the very high Level 6. Standards in all core subjects are currently well above average. Since 1996, standards in English, mathematics and science have been improving steadily, at a rate much better than the national rate of improvement. Standards in literacy and numeracy are above average.

37. The quality of teaching at Key Stage 2 is very good and teachers have good subject knowledge and prepare stimulating and challenging lessons. Teachers are able to lead high-level discussions and explain clearly if pupils have difficulty in understanding an idea or if they do not, initially, understand. The special needs co-ordinator is well aware that there is a significant number of pupils of potentially very high attainment and recognises that it is often good for these pupils to work on tasks 'without a ceiling'.
38. In lessons, some pupils show that they are able to work at levels well beyond those expected for pupils at the same age. For example, in a science lesson in Year 6, the level of discussion between the teacher and pupils was at a very high level for pupils of this age, when they discussed ways in which they could alter the pitch and volume of sounds made by musical instruments. They explained, in good detail, how sound travels and how echoes are created. In mathematics, pupils discussed whether they should use the arithmetic mean, the median, or the mode when testing different samples of data. They spoke with very good levels of understanding and knowledge, and justified their decisions using arguments that were well-rooted in good mathematical understanding. In English, the younger pupils in Key Stage 2 showed a very good understanding of writing styles when they were changing a play script into prose. Pupils show a good knowledge of grammar, and talk with understanding about 'first person' and 'third person', when it is appropriate to use speech and tenses. The reading of higher-attaining pupils is fluent and expressive and captures listeners' attention well. Their speaking and listening skills are very good and this illustrates their very good vocabulary. The school does recognise that there are pupils capable of very high attainment, and the teaching is judged to be able to deal with these high levels. However, the school does not currently enter these pupils for the higher Level 6 in the end of Key Stage 2 National Curriculum assessment tests. This, effectively, places a ceiling on their attainment and limits the school's upward progress in the results of National Curriculum assessment tests.

Pupils' annual reports

39. At the parents meeting, the majority of parents expressed dissatisfaction with their children's annual written reports and they did not feel sufficiently informed about their children's progress. They felt that the parents' evenings are useful, but often teachers do not identify pupils' weaknesses sufficiently. Teachers are often too positive, and do not sufficiently specify what pupils could do to improve or how parents could help their children. They were critical of the annual written reports on pupils' progress. The hand-written comment of the class teacher is felt to be of best value in the report. The rest of the report, which consists of comments taken from a computer comment bank, is felt to be of less value and too lengthy. Some parents feel that it is difficult to recognise their children from what they feel is a general nature of the reports. Parents would also like to know how their children are progressing, compared to national standards, and they feel that they are not informed of this through the reporting process. Reports are made longer by a commentary on what is taught in some subjects and many parents at the meeting felt overwhelmed by its length.
40. The inspection team agree with the parents' comments. Reports are too lengthy and are not sufficiently simple and accessible, or encouraging for parents to read. They are evaluative and analyse strengths, and communicate what pupils can do, but, often, not how well. Reports contain a lot of information, but important issues, such as those relating to pupils' progress, what they can do, and where they need to improve, are often hidden amongst general comments which say little. There is some inconsistency in the format of reports. Some contain details of what pupils have been taught in some subjects, but not in other subjects. For example, reports outline the curriculum in English, mathematics, geography, religious education, art and design, and physical education, but not in other subjects. Parents would value this information through curriculum information at the beginning of the school year, or each term, rather than in their children's report. There are good comments about pupils' attitudes and behaviour, and these are useful to parents. Opportunities for pupils to comment, evaluate, and identify what they think are their own areas for development, are good. As parents suggested, there is little indication of whether pupils are achieving at, above, or below

levels that are expected for pupils of their age. The school's good assessment processes and data would support statements of this nature well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. To take the school forward and build upon its present good quality the headteacher and staff, in partnership with the governing body, should:

- ❑ Enable very high-attaining pupils to achieve their full potential by:
 - ensuring these pupils are identified as early as possible;
 - providing for pupils' on-going achievement at higher levels of attainment;
 - making it possible for pupils to attain very high standards, by entering them at appropriate levels in the National Curriculum tests taken at the end of Key Stage 2.
(Paragraphs 1, 4, 15, 20, 36, 37, 38.)

- ❑ Make pupils' annual progress reports more appropriate to parents by:
 - reducing the content, but retaining what parents value;
 - highlighting, more clearly, what pupils are good at and where they need to improve;
 - giving parents a clear indication about the performance of their children against national expectations at all stages.
(Paragraphs 39, 40.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	32	38	10	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)	221
Number of full-time pupils eligible for free school meals	2

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	27

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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	15	21	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	21	21	21
	Total	33	34	33
Percentage of pupils at NC level 2 or above	School	92 (93)	94 (100)	92 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	21	21	21
	Total	33	33	35
Percentage of pupils at NC level 2 or above	School	92 (93)	92 (93)	97 (93)
	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	23	25	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	21
	Girls	22	23	24
	Total	45	45	45
Percentage of pupils at NC level 4 or above	School	94 (89)	94 (91)	94 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	23
	Girls	24	24	24
	Total	47	47	47
Percentage of pupils at NC level 4 or above	School	98 (89)	98 (91)	98 (97)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	191
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	20
Average class size	31.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	264

FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	520,848
Total expenditure	520,752
Expenditure per pupil	2,144
Balance brought forward from previous year	55,940
Balance carried forward to next year	56,036

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	126
Percentage of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	64	34	0	1	1
Behaviour in the school is good.	50	46	2	0	2
My child gets the right amount of work to do at home.	44	48	7	0	1
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	59	38	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	1	0	0
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	53	41	6	0	0
The school is well led and managed.	65	29	4	0	2
The school is helping my child become mature and responsible.	64	33	0	0	3
The school provides an interesting range of activities outside lessons.	48	37	9	1	5