

INSPECTION REPORT

NEWTON BURGOLAND PRIMARY SCHOOL

Newton Burgoland

LEA area: Leicestershire

Unique reference number: 119953

Headteacher: Mrs K Summerfield

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 2nd – 5th October 2000

Inspection number: 224576

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	School lane Newton Burgoland Coalville Leicestershire
Postcode:	LE67 2SL
Telephone number:	01530 270320
Fax number:	01530 270320
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. L. Reeve
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S. E. Hall (21750)	Registered inspector	Mathematics Science Religious education Art Physical education Foundation Stage	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
Mrs B. Sinclair (9593)	Lay inspector	Equal Opportunities	Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
Mr. D. Fisher (17520)	Team inspector	English Information and communications technology Design and technology Geography History Music Special educational needs	How good are the curricular and other opportunities offered to pupils

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	
The school's results and achievements	11
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in a rural area of Northwest Leicestershire. It is a very small school with 38 pupils on roll. Information indicates that children's attainment on entry to the school is average in most areas of their learning. There are an average number of pupils entitled to free school meals. There are no pupils with a statement of special educational need and an average number on the schools register of special educational need. There are no pupils with English as an additional language and there have been no exclusions in the school.

HOW GOOD THE SCHOOL IS

This is a caring school, which prepares the pupils well for secondary education by ensuring that they attain high standards in English, mathematics and science by the age of eleven. The quality of teaching is satisfactory overall, whilst being very good for the oldest pupils. Pupils make satisfactory progress in Key Stage 1 and Years 3 and 4 but very good progress in Years 5 and 6. The quality of leadership and management is satisfactory although with areas for development. The expenditure per head of pupils is very high and the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science at the age of eleven are well above average.
- The attitudes, behaviour and personal development of pupils throughout the school are good.
- Teaching in Years 5/6 is very good, as is the progress these pupils make.
- There is good provision for pupils with special educational needs.
- The effectiveness of strategies for teaching literacy and numeracy skills is good.
- The range of extra curricular activities is good.
- There is good provision for pupils' moral development and that for social development is very good.
- The care of pupils is good.
- The school has developed good links with parents.
- Financial management of the school is efficient.

What could be improved

- Standards in information and communications technology (ICT) throughout the school.
- Curriculum planning for the children in the foundation stage and the quality of the learning environment for pupils.
- Schemes of work in ICT, art and design and technology and religious education, which are not full effective.
- The distribution of areas of leadership responsibility and subject co-ordination.
- The monitoring of the quality of planning, teaching and learning in subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the school has made good improvement in the standards attained by the oldest pupils in English, mathematics and science. The quality of the teaching of the oldest pupils has also improved. When the school was first inspected key issues were identified in several areas of the curriculum and within leadership and management. To a large extent although the school has tackled several of these issues they have not been fully resolved. The school was asked to, and has, maintained the high profile of English, mathematics and science and has developed the use of assessment information to inform future planning. There has been improved attainment in history. In art and design and technology although there has been some improvement in Key Stage 2 pupils work, the standards are not as high as they should be, and the range of experiences is narrow. The school has implemented some form of schemes of work in most subjects but these are not sufficiently reflected in planning and teaching in several subjects. The school has agreed on the roles and responsibilities of the headteacher and governing body, identified a realistic number of priorities in the school development plan, now budgets systematically for well focused expenditure and meets statutory requirements. However, there has only been limited improvement in the setting of objectives by which the quality of planning, teaching and learning are to be monitored across the school in the full range of subjects. Whilst overall improvement has been mostly good the school is not always fully aware of further areas for development and has been slow to resolve some long-standing issues.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	A	A*	Well above average A above average B Average C Below average D Well below average E
Mathematics	A*	A*	A*	A*	
Science	A*	A*	A	A*	

The table shows that in the National Curriculum tests in 1999 the attainment of pupils' aged 11 was well above average in English and science and very high in comparison with the national average in mathematics. Whilst the small cohorts make data comparisons unreliable, the trends have been above average for the last three years. When attainment is compared to schools with similar characteristics in all three subjects standards were amongst the highest 5% of such schools. Inspection findings confirm that the attainment of pupils in Year 2000 and in the current Year 6 is above, and often well above, average and that recent standards have been maintained. Standards of speaking and listening and of reading are particularly high. Older pupils have very good skills in the use of numbers and in investigative and experimental methods in science. The effective implementation of the National Literacy and Numeracy Strategies is having a positive impact upon standards. The rate of progress that the pupils make in Years 5/6 is very good and accelerates due to the high quality of teaching of these pupils. The targets the school set for 75% of pupils to achieve at least the expected standard in English and for 87% to achieve these standards in

mathematics in 2000 have been exceeded and the pupils are on course to exceed the targets of 73% in both subjects next year.

There has been considerably more variation in standards of attainment in Key Stage 1 with fluctuations from year to year and especially in the last two years. At the age of seven current standards are average in reading, writing and mathematics. This indicates maintenance of standards of 2000 and a rise in attainment from that in 1999 when standards fell markedly from previous years when they had been high. However, there are small numbers in each year group and some cohorts include pupils on the school's register of special educational need. The attainment of children on entry to the school and at the end of the Foundation Stage of learning is mostly average,

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to the school and to work. Older pupils in particular respond well to the expectations of teachers.
Behaviour, in and out of classrooms	Good. The great majority of pupils behave well in and around the school. They respond well to the challenges and support they receive.
Personal development and relationships	Good. Older pupils take on responsibilities with enthusiasm. Relationships between pupils including the older and younger pupils and with staff are good.
Attendance	Above average. Pupils usually arrive punctually and attend regularly.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
22 lessons seen overall	Satisfactory	Satisfactory	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 overall quality of teaching is satisfactory, but it is very good for pupils in Years 5/6. During the inspection teaching was very good in 18% of lessons, good in 36% and satisfactory in 45% of lessons seen.

No unsatisfactory teaching was observed although some aspects of the teaching of children in the Foundation Stage within the mixed Key Stage 1 class are unsatisfactory. The learning needs of the youngest children are not always met through appropriate planning and some formal activities demand concentration for too lengthy periods. The learning environment for pupils is shabby and does little to enhance standards and creativity. The teaching of literacy and numeracy is effective with the identification of learning tasks being good for pupils in Key Stage 2. The level of challenge offered to the oldest pupils is high. The management of pupils throughout the school is good and has a significant impact upon the maintenance of a calm and orderly working environment. Pupils with special educational needs are well supported and teaching, especially in upper Key Stage 2, meets the needs of different pupils well. The satisfactory quality of teaching maintains the standards seen in the previous inspection but with considerable improvement in Years 5/6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. However, the curriculum for the children in the Foundation Stage is not based upon the nationally recognised areas of learning and some current curriculum planning does not meet the needs of the youngest pupils. The overall balance of the curriculum is heavily weighted to English, mathematics and science and not enough time is spent teaching other subjects including information and communications technology.
Provision for pupils with special educational needs	Good. The progress pupils make is carefully tracked and good levels of support are provided by teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' social development is very good and that for moral development good. This considerably enhances pupils' personal development. Provision for spiritual and cultural development is satisfactory but many opportunities are missed to extend pupils experiences.
How well the school cares for its pupils	Good. Staff know pupils well and make particularly effective use of assessment information to track the progress pupils make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is very committed to the school and in raising the attainment of the pupils. She undertakes all management responsibilities currently including the role of subject co-ordinator for almost all subjects. This lack of delegation limits the development of shared responsibility and team working practices.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their roles conscientiously and are gradually developing their role in acting as a critical friend to the school by holding it to account for the decisions made. There are particular strengths in financial management.
The school's evaluation of its performance	Satisfactory. The school evaluates the performance of pupils in relation to expenditure in the main subjects but has yet to fully develop procedures for other areas. The principles of best value are usually applied to expenditure.
The strategic use of resources	Satisfactory. Whilst the school makes suitable use of staffing accommodation and resources there are several weaknesses in this area. Staff expertise is not fully utilised in subject co-ordination, the quality of the learning environment is often shabby and there are several health and safety concerns over the storage of excessive amounts of materials around the school. The resources for ICT are not used adequately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are unanimous in their belief that behaviour in the school is good and that pupils are expected to work hard.• They feel comfortable in approaching the school with any concerns.• The vast majority of parents feel that the school works closely with them.	<ul style="list-style-type: none">• Some parents do not feel that the school provides an interesting range of extra curricular activities.• Several parents would like pupils to have more homework and receive more regular feedback on that done.• Parents would appreciate more notice of activities.

Inspectors believe that parents are well involved in the life of the school and agree with the positive views of parents. Inspectors do not agree that the school does not offer an interesting range of after school activities and feel that the range of these activities is good. Overall the use of homework is appropriate and the school intends that more notice will be given of activities when a school secretary is in post.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter school in the term before their fifth birthday and become part of the mixed Key Stage 1 class. Planning is not based upon the recognised areas of learning for children of this age. In the past the school has not planned in line with the Desirable Learning Outcomes and currently has no planning for children in the Foundation Stage. This is unsatisfactory. Assessment information shows that the attainment of pupils when they enter the school is average in most areas of their development, although children's social development is better as is their knowledge and understanding of the world around them. Most children are confident in familiar environments, and appear happy and well settled to school routines. At the end of the Foundation Stage children's attainment is in line with what is expected for this age.
2. National Curriculum tests for eleven-year-olds for 1999 show that attainment in English, mathematics and science is well above the national average, with attainment in mathematics being amongst the top five percent of all schools. When data is compared with schools with similar characteristics attainment is very high and is amongst the top five per cent in the country in all three subjects. There was a very high proportion of pupils reaching above average levels of attainment in each subject. When results of the last three years are examined the performance of pupils has been consistently very high.
3. The end of Key Stage 2 assessments for 2000 maintain this picture with all pupils attaining at least the expected levels. Whilst only a small cohort of eight pupils, all reached the higher levels in reading, with a very high proportion reaching these levels in science. However, in line with the national trend, a lesser proportion of pupils reached the higher levels in writing. Inspection findings support this information and show that overall attainment in English, mathematics and science is above and often well above average by the age of eleven. Pupils' speaking and listening and reading skills are very well developed. Pupils are confident mathematicians and have high levels of scientific understanding. All pupils have a well-developed vocabulary, which they use effectively in mathematics and science.
4. The programme of assessment instigated and managed by the headteacher has been instrumental in raising attainment through identifying and tracking the levels of achievement of the pupils. The quality of learning and progress made by pupils in Years 3/ 4 is satisfactory, but this improves for older pupils. Teachers of pupils in Years 5/6 have worked with resolve to provide close support to pupils. Targeted teaching that provides a consistently high level of challenge has followed this. These factors have had a major impact upon attainment, which was average at the time of the previous inspection. This is also reflected in the work of pupils in Year 5 who are on track to attain high standards too.
5. The National Curriculum tests for seven-year-olds in recent years show a much more uneven pattern of attainment. In 1999 there was a much less positive picture of achievement than that of older pupils, although the small year group included some pupils on the school's register of special educational need. Attainment in reading was well below average and when compared to similar schools was amongst the lowest five per cent in the country. Unusually attainment in writing was slightly higher although still both below the national average and the averages of similar schools. Attainment in

mathematics was very low in comparison to all schools and similar schools, again being amongst the lowest five per cent of schools.

6. This dramatic fall in attainment in Key Stage 1 did not mirror the achievements of previous year groups. In previous years attainment was better in all three areas. When taking the four years 1996 to 1999 together attainment in reading, writing and mathematics was well above the national average. However, the very small number of pupils in some year groups indicates that care must be taken in direct comparisons and in identifying trends in attainment.
7. Whilst assessments this year indicate some improvements from 1999, attainment of pupils aged seven was still below that of 1997 and 1998. The end of Key Stage 1 assessments for 2000 indicate all pupils achieved at least the national average in reading, with a quarter of pupils attaining the higher levels. All pupils also reached the national average in writing and spelling although with no pupils' attainment was at the higher levels. In mathematics all pupils reached the expected average but only a small proportion attained at the higher level. Teacher assessments in science indicate all pupils reached the national expectation but no pupils had higher levels of achievement. Inspection findings confirm that attainment in reading, writing, and mathematics is average, as is that in science. This maintains the levels of attainment seen in the first inspection. The low proportions of pupils attaining the higher levels in assessments have been of concern to the school and the school is rightly monitoring the progress made by pupils in small year groups.
8. The overall picture that emerges is that pupils enter the school with broadly average attainment that they make satisfactory progress in Key Stage 1 and Years 3/4 but that the rate of progress rapidly increases in Years 5/6. So that pupils leave the school with attainment well above average in English, mathematics and science. Whilst the pupils in Key Stage 1 and Years 3 /4 pupils achieve reasonable standards the quality of learning in Years 5/6 is much better and all older pupils achieve well.
9. The uneven pattern of attainment in recent years has been of concern to the headteacher who has been aware of the trends in attainment that are the opposite of the national picture. In this period the school has introduced the National Literacy and Numeracy Strategies well and this has made an impact upon the quality of learning. The very good quality of teaching of the oldest pupils especially by part time teaching staff and careful use of assessment information has made a significant impact upon standards. The oldest pupils acquire new knowledge and skills at a faster rate than in other parts of the school. The tasks for these pupils in English, mathematics and science, set a high but relevant level of challenge. Pupils are well supported and the successes they achieve raise their self-esteem and confidence and this results in older pupils making very good progress. The teaching of pupils in Key Stage 1 is satisfactory, as is that in Years 3/4. However, throughout the school there are limitations in the quality of the learning environment, which does little to stimulate the pupils' interest in learning. Some classrooms and resources are dingy and the huge amount of stored equipment in and around the school does nothing to provide a safe working environment or enhance the quality of learning.
10. Pupils with special educational needs are well supported in school, particularly in Key Stage 2. Pupils have individual learning plans and targets that are reviewed each half term. Progress is very effectively tracked by the headteacher. Carefully planned activities are organised to meet the needs of different pupils and these boost the rate of progress all older pupils make. A classroom support assistant provides some additional support but the teachers of the oldest pupils provide the most effective support. This is consistent and whilst challenging is caring and supportive.

11. Pupils' attainment in information and communications technology (ICT) is below the national expectation in both key stages. The quality of learning and progress that pupils make as they move through the school is unsatisfactory. This indicates a fall in attainment since the first inspection with the teaching of the subject not having kept pace with developments in the subject. The school has a suitable range of computers but is not fully aware of the deficiencies in the depth of learning and the process of developing the use of ICT across the curriculum. Pupils throughout the school rarely use computers and, computers were seen in use in only one lesson during the inspection. Whilst some pupils have a satisfactory and sometimes good understanding of computers this is largely from skills gained at home. Few elements of the curriculum have been systematically taught in appropriate depth and aspects of computer modelling and control are particularly under-developed.
12. Standards of attainment in religious education are below average at the end of Key Stage 1 and average at the age of eleven. The sample of younger pupils' work indicates few opportunities to record stories or discussions. Learning in Key Stage 1 does not build in a progressive manner on what the pupils know and understand.
13. Standards in art and in design and technology are below average throughout the school. Whilst there are some individual examples of work of a suitable standard these are few and over a period of time the quality of work has been below average. There is little systematic development of art skills and techniques and the design element of design and technology work is weak. In the previous inspection standards in art in Key Stage 2 were below average as were standards in design and technology in Key Stage 1. This therefore indicates no improvements have been made and an overall fall in these standards of attainment. Whilst senior staff believe standards to be higher the very careful scrutiny of pupils' work indicates some aspects of the curriculum for these subjects have not been taught in sufficient depth.
14. Standards in history in Key Stage 2 are slightly above average and standards in all other subjects including geography, physical education and music are average. This indicates an overall maintenance of standards in most subjects and with improvement in Key Stage 2 history but a fall in Key Stage 2 music.
15. The school development plan has mainly focussed upon the maintenance of high standards in English, mathematics and science. This is appropriate and effective, However, much remains to be done in ensuring the curriculum is both broad and balanced and in the monitoring of planning, teaching and learning to ensure that the standards of non-core subjects are consistent with those of core subjects. The school has made good improvement in the use of assessment information but more remains to be done in identifying good practice and developing a commitment to spreading this good practice to all subjects across the school.

Pupils' attitudes, values and personal development

16. Pupils have positive attitudes to the school and its routines. They are generally keen to do well and to demonstrate their best abilities. Their behaviour is good in and around the school building. During break times enthusiastic play has to be carefully supervised in order that it does not deteriorate into poor behaviour or dangerous elements of play. Pupils' respect for adults is appropriate and they are willing to share resources and expertise with each other during lessons. Their personal development is further enhanced through opportunities to demonstrate safe handling of equipment.

17. Pupils maintain the good attitudes towards their work which was demonstrated in the previous inspection. Older pupils in particular show that they are keen to be involved in the context of lessons, to challenge concepts presented and to answer questions. They show an interest in tasks set, are well motivated and demonstrate enthusiasm for their learning. All of this has a positive effect on their progress. These good attitudes extend into the life of the school. Most pupils make every effort to ensure that visitors feel welcome. The extra-curricular activities are well supported and there is evidence of pride in the activities undertaken.
18. Behaviour is generally good throughout the school. Pupils listen attentively to teachers and follow instructions promptly and without fuss. They prepare themselves well for morning and afternoon sessions in an orderly manner, responding promptly when requested to return to class. There have been no exclusions during the past year. Parents feel that the behaviour of pupils is good and that any problems which may occur are dealt with promptly and effectively.
19. Relationships are good. Pupils show consideration towards each other and show respect for teachers and other adults. They work together productively in groups, sharing ideas and resources sensibly. They are also capable of working independently and developing initiative and creativity. Older pupils look after the younger ones in a responsible manner and are sensitive to their feelings. No specific bullying was seen during the inspection and pupils are able to work in an atmosphere free from oppressive behaviour. Pupils' personal development is good. They involve themselves willingly in the daily routine of the school, such as assisting in preparation for assemblies.
20. Since the last inspection good attendance has been maintained. The rates of unauthorised absence remain below the national average. Clear, precise systems are in place for marking and analysing the registers every morning and afternoon. Monitoring of absences is dealt with effectively. These good procedures encourage regular, prompt attendance and make a positive contribution to the pupils' progress. Discussions with parents show that their children enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is satisfactory overall, but is better at the end of Key Stage 2 than in other parts of the school. The very good standard of teaching of the oldest pupils has been a crucial factor in bringing about an improvement in standards since the previous inspection.
22. During the inspection, the quality of teaching was very good in 18% of lessons, good in 36% of lessons and satisfactory in 45% of lessons observed. There was no unsatisfactory teaching observed, although the quality of teaching does not always fully meet the needs of the youngest pupils. Teaching in Key Stage 1 and Years 3/4 is satisfactory and teaching in Years 5/6 is very good. The quality of teaching remains similar overall to that observed in the first inspection where all teaching was either satisfactory or good, but the teaching of the oldest pupils is now often very good.
23. The overall quality of teaching of children in the Foundation Stage of their education is broadly satisfactory but with some areas of weakness. The teaching has not been based upon the required areas of learning for pupils of this age. Planning previously has not been based upon the Desirable Learning Outcomes and currently there is no planning for children in the Foundation Stage. This is unsatisfactory. Many activities

are linked to working alongside Year 1 pupils and this does not always meet the pupils' needs especially in areas of social and creative development.

24. Children enter the school in the term before their fifth birthday and work within the mixed Key Stage 1 class, usually taking part in activities based upon the early stages of the National Curriculum. Whilst in some activities this is appropriate in others this does not meet the needs of the youngest pupils who find it difficult to concentrate on lengthy formal sessions including the Literacy and Numeracy hours. Whilst some recording activities may be different for the youngest pupils and there is no pressure placed upon children some activities fail to meet their needs. The headteacher has undertaken training associated with the introduction of the Foundation Stage but the recently appointed teacher and support staff have not undertaken this training. This has been identified as a priority by the school. Teachers' knowledge and understanding of the learning needs of children under five in the school is unsatisfactory.
25. The learning environment for the younger pupils is poor and affects the quality of learning. The classroom is shabby with peeling paint work, bare boarding and much old equipment stored around the classroom as exemplified in some apparatus stored in a split mop bucket. The large amount of sometimes old equipment takes up space and provides health and safety hazards for the youngest pupils moving around the classroom. There is no imaginative and role-play area and this limits the development of the pupils' speaking and listening skills and social development.
26. The quality of teaching of pupils in Key Stage 1 is satisfactory. The progress pupils make is satisfactory. Unfortunately due to staff illness it was only possible to observe the class teacher teaching on two occasions. Pupils were then subsequently taught by three supply teachers two of who were new to the school. Where teaching was good a newly appointed part time teacher who usually works with older pupils provided this. The planning of lessons and recent work indicate the staff have appropriate knowledge and understanding of the needs of pupils in Key Stage 1 and that the expectations of these pupils are satisfactory.
27. Teaching in Years 3/4 is satisfactory and occasionally good. The planning of lessons is sound and tasks offer a satisfactory level of challenge. Teaching is better where staff feel confident in their subject knowledge such as physical education and religious education. The learning objectives of lessons are shared with pupils and this provides a suitable focus for the lessons. The quality of learning of pupils in Years 3 /4 is satisfactory. Classroom support is provided for pupils with special educational needs and this enables them to make suitable progress towards the targets identified for them in their individual education plans.
28. Teaching in Years 5/6 is very good. In the lessons seen planning was very good and there was a high level of challenge in all these lessons. Particularly good use was made of open-ended questions to stimulate pupils' use of appropriate mathematical or scientific vocabulary. Pupils who were very well managed during all activities appreciated touches of humour. The teacher was prepared to take chances in organising tasks with plenty of open-ended investigative opportunities. This was exemplified in a very good science lesson where pupils were examining which of several soil samples was most permeable. Pupils were stimulated by the need to decide for themselves what type of methods and measurements they should use to ascertain which soil allowed water to pass through most quickly. Pupils were interested in which of the samples from local villages would hold most water with the collecting of soil samples from their own gardens providing interesting comparisons.

29. The progress that the oldest pupils make indicates that teaching provides a high level of challenge. The progress made by the oldest pupils is very good. The use of assessments to track pupils' progress and to inform the planning of lessons in English, mathematics and science is very effective.
30. The school has implemented the National Literacy Strategy well. Teaching in literacy sessions is satisfactory in Key Stage 1 and Years 3/4 but considerably more challenging in Years 5/6. Staff have a generally clear understanding of the objectives of the national strategies. Basic skills are soundly taught and extended well for the older pupils. There is a good emphasis on the skills of reading with many pupils reading very well. There is an appropriate balance between word, sentence and text level work. Literacy skills are practised across the curriculum although the use of information and communications technology to support learning is unsatisfactory. Teachers' planning is of variable quality with the best planning for the oldest pupils. Here the learning objectives of exactly what the pupils are to learn are very clear.
31. The school has also implemented the National Numeracy Strategy well. Teaching is satisfactory overall with that of the oldest pupils being very good. Teachers in Key Stage 1 and Years 3/ 4 make reasonable demands on pupils but teaching of the oldest pupils is more dynamic and challenging. The very good use of open-ended questions encourages the older pupils to show their knowledge of complex shapes and the number of edges, faces and vertices in 3 dimensional shapes.
32. Pupils throughout the school are well managed. This has a positive effect on learning by creating an orderly working environment. This is particularly effective for the oldest pupils where the emphasis is very clearly based upon working hard. Whilst in Key Stage 1 and Years 3/ 4 there are relatively few opportunities for pupils to undertake open-ended investigations where they make choices in the line of investigation or methods or resources used, this is much more effective for older pupils. This considerably boosts pupils' confidence in such activities and the quality of their learning.
33. The quality of teaching of pupils with special educational needs is good. Pupils are well supported by teachers with activities planned to meet the needs of pupils who make different rates of progress. All pupils have equal access to the curriculum. In Year3 /4, pupils are effectively supported by a part-time classroom assistant in literacy and numeracy lessons. In Years 5/6 pupils benefit by attending 'booster' classes. They make good progress. The school takes clear account of the needs of pupils with higher attainment particularly in Years 5/6. The headteacher has worked hard to institute and manage a full assessment programme with the available data well used to plan future work. The verbal feedback given to pupils is good. However, the marking of pupils' work is more variable and often focuses upon the mistakes pupils make. As yet the school's marking policy is not used consistently.
34. Teachers have secure subject knowledge in most areas with the exception of information and communications technology. Teachers do not make sufficient use of ICT as a learning tool across the curriculum. Few teacher demonstrations using computers were observed and the sample of pupils' work indicates a lack of teacher skill in embedding ICT usage in all subjects. Some aspects of the teaching of religious education, art and design and technology are also unsatisfactory with planning and teaching failing to identify how skills are to be taught in a continuous and progressive manner.
35. The methods teachers employ are mostly good, with an appropriate mix of explanation and of individual or group tasks. Displays of pupils' work do little to enhance the

learning environment, which is often poor. Little vibrant artwork or exciting displays of artefacts are seen. The use of homework is satisfactory for younger pupils and good for older ones. This supports the work done in lessons well. Parents who responded to the inspection questionnaire feel that staff are approachable and know the pupils well and that pupils are expected to work hard.

36. Overall the quality of teaching has improved only slightly since the previous inspection, although the expectations of older pupils are considerably higher. The headteacher monitors the teaching of English and mathematics but other teachers do not have the opportunity to monitor the quality of teaching and there are no opportunities to share good teaching practice. The staff have not yet been able to develop corporate working practices or a real sense of a team in their approach to teaching and learning. Occasionally teachers appear to lack the confidence necessary to further improve teaching.

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

37. The curriculum is broad and mostly balanced and statutory requirements to teach all subjects of the National Curriculum are met. There are weaknesses in the curriculum for information and communications technology (ICT) and religious education. Pupils do not have sufficient opportunities to develop skills in control, modelling and monitoring. This results in pupils making unsatisfactory progress and their attainment being below national expectations at the end of both key stages.
38. The previous inspection identified the need to ensure schemes of work were established for all subjects. This issue has been partially addressed but schemes for ICT, design technology, art and religious education are not fully embedded in classroom practice or covered in sufficient depth to enable pupils to achieve the standards expected of their age.
39. Teaching time is allocated to subjects with priority given to English and mathematics. This has helped to ensure pupils have at least one hour each day of literacy and numeracy. The National Strategies for literacy and numeracy have been successfully implemented. The strategies have ensured that lessons are sharply focused with clear learning targets shared with pupils. Standards have significantly improved and by the end of Key Stage 2 high standards are achieved in these subjects. The timetable is planned for other subjects to be taught in blocks of time on a two-year cycle, but currently the time allocation is at a minimum. This means that some subjects are not covered in sufficient depth and pupils having limited skills in design and technology, art and especially information and communications technology. The school is in the process of reviewing the time allocations in the light of the new National Curriculum orders.
40. The curriculum for pupils under the age of five is not planned to promote the early learning goals recommended for this age. This is unsatisfactory and a key issue for development. The school has been very slow to develop appropriate facilities and planning to meet the needs of the youngest pupils. The curriculum is not based on either planning for the Foundation Stage or on the previous Desirable Learning Outcomes. The classroom lacks stimulation and the activities fail to provide sufficient variety and challenge.
41. The school provides a good range of extra curricular activities. These activities are open to all pupils. They include football, netball, rounders, cross-country, art, and

computers. The clubs are very well supported and enjoyed by pupils of all ages. All members of the teaching staff are involved in organising activities during lunchtimes and after school. This is admirable although not always fully recognised by parents who in the inspection questionnaire indicated a wish for further activities.

42. A range of educational visits enriches the curriculum. Pupils attend performances at local theatres and enhance their study of the life of Victorians. Pupils have the opportunity to visit a residential centre. The school welcomes visitors to share their experience and skills with pupils. Senior citizens share memories of their schooldays. The rector and pastor of the village churches contribute to school assemblies. Pupils have enjoyed visits by a dance workshop and Indian dancers.
43. All pupils, including those with special educational needs have equal opportunity. They are fully integrated into all lessons and activities. The headteacher monitors the progress of all pupils. Pupils with special needs have clear individual education plans and termly targets. They benefit from additional support given by the learning support assistant and the headteacher. They make good progress in Key Stage 2 and achieve satisfactory standards in relation to prior attainment.
44. The school makes satisfactory provision for pupils' personal and health education. Teachers plan lessons well to ensure pupils have a clear understanding of their responsibilities. Sex education is effectively planned as part of health education and pupils are made aware of the dangers of drug misuse. Encouraging pupils to work co-operatively and to be responsible for a wide range of class and school duties develops social skills. Pupils undertake their responsibilities diligently. Older pupils help younger pupils with reading during the lunchtime. Both groups of pupils look forward to this time.
45. The school has good links with neighbouring schools. Pupils compete in traditional team games. They join with pupils from other small schools to participate in concerts. Good links are made with secondary schools and pupils are well prepared for transfer to secondary education. Links with the wider community are restricted due to the isolated nature of the village. Strong links are made with parish and congregational churches.
46. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural education. This includes satisfactory provision for pupils' spiritual education. But many opportunities are missed to extend pupils experiences further. There is a daily act of collective worship in which pupils have time for reflection. The visits by the local clergy help to stimulate pupils. During the inspection, the Pastor fascinated pupils when he talked about his visit to an African school. The pupils showed awe and wonder when they realised that the village children walked to school barefooted and put their shoes on when they arrived at school. Religious Education lessons give pupils some understanding of faiths and customs of other religions including Judaism and Hinduism but this is not fully developed. Opportunities to develop spirituality through the curriculum including, art and music and in other activities are often missed.
47. The school makes good provision for pupils' moral education. Teachers and other adults in school set good examples and have high expectations of manners and behaviour. Pupils recognise that the staff are kind, supportive and encouraging and the high standards of behaviour are a result. Pupils are encouraged to make the distinction between right and wrong. Teachers deal firmly but sensitively with the few incidents of misbehaviour. They make the most of opportunities to reinforce moral principles.

48. The school makes very good provision for pupils' social development. Pupils are allocated jobs around the school and in classrooms. They undertake these diligently. Pupils enjoy working co-operatively in lessons. In a design and technology lesson pupils worked well together and shared resources when making Victorian toys. In the computer club, pupils shared ideas to design a newsheet.
49. Relationships between pupils and teachers are good. The personal, social and health education lessons encourage pupils to listen to others opinions. Pupils show confidence in sharing their thoughts. In Year 5/6 pupils discuss homework. They realise it is the teacher's responsibility to set work but it is their responsibility to ensure it is completed on time.
50. The school makes satisfactory provision for pupils' cultural development. Pupils are taught to value their own heritage. They study their village and how lifestyle and occupations have changed as a result of the growth of towns. Senior citizens, including a retired headteacher, visit the school to share memories. Pupils are given opportunities to visit the theatre and see professional performances. They enjoy visits to museums and stately homes as part of history projects. Pupils develop an understanding of life in a contrasting country when studying life in an Indian village. However pupils have limited knowledge of artists and craftsmen and many opportunities are missed to encounter high quality artwork.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. There is a strong, positive ethos of care throughout the school. Staff know and understand pupils well with the result that pupils feel secure and valued as individuals.
52. There are appropriate procedures in place to ensure that pupils are well protected at school and a health and safety audit was recently carried out. Good safety procedures were observed during a design and technology lesson in the safe handling of resources and the importance of warm up procedures in a Physical Education lesson. However, there are many concerns about the storage of excessive amounts of equipment around the school. This was noted in the previous inspection and has not been acted upon. Staff need to continue their diligence in maintaining health and safety procedures on a daily basis within classrooms and when the children are at play.
53. There is a named teacher responsible for child protection who undertakes this role in a dedicated and sensitive manner. The child protection policy is in accordance with local guidelines. Currently there are five fully trained first aiders who keep their qualifications updated on a regular basis. Good procedures are in place to contact parents and carers in the event of accidents or pupils becoming ill whilst at school. Accident and fire procedures are fully in place and all incidents are fully recorded in a clearly detailed manner.
54. Pupils and parents are fully aware of the procedures for reporting any form of bullying, and are confident that any such incidents would be dealt with swiftly, sensitively and appropriately. There are good procedures in place for monitoring pupils' academic achievements and personal development, although these are not always of a formal nature. Staff know their pupils well and are fully familiar with their backgrounds and emotional needs and show a high level of dedication in offering appropriate support.

55. The school's arrangements for monitoring and promoting attendance are good. Registration and follow up procedures are efficient. This provides reassurance about pupils' safety and makes a positive contribution to reducing unauthorised absence.
56. This is to a certain extent an isolated local, rural community, but the school makes efforts to create effective links. There are particularly good links with the local parish church, local businesses that offer support for events such as barbecues, fetes and concerts. Local residents who have known the school and area for many years are highly valued for the expertise, knowledge, experiences and support they can offer to support the curriculum and this makes an effective and positive contribution to pupils' progress and knowledge. There are positive links in place with local secondary schools and pupils are well prepared for their transition into this next stage of their education. Many ex pupils' return to gain work experience within the school.
57. The school has effective procedures to monitor pupils' academic progress. Pupils are assessed during the first term in school and by statutory assessments at the end of both key stages. Older pupils are assessed at the end of each academic year by a wide range of assessment, reading and spelling tests. The headteacher systematically monitors all assessments and tracks individual pupils' progress. Additional support is provided in Class 2 and through booster classes. In Class 3, pupils' progress is regularly monitored and work is matched accurately to prior attainment. This results in all pupils, including those with special educational needs, making good progress to achieve high standards. A portfolio of previous work and assessments is kept for each pupil and used to monitor their progress. This good use of assessment data supports teaching well and most pupils improve by two National Curriculum levels from Key Stage 1 to Key Stage 2. Approximately a third improve by three levels.
58. Teachers use assessment information effectively to plan the curriculum in English, mathematics and science. Teachers know their pupils well and make regular assessment of daily work. There is no systematic assessment of attainment and progress in information technology, as a result pupils fail to be challenged to develop skills and attain the standards expected of their age. Assessment in the foundation subjects is not well developed and is inconsistent between the three classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school works hard to maintain a good relationship with parents, carers and the local community. Parents express their appreciation of the standards reached by pupils and the progress that is made. Views expressed in the pre-inspection questionnaire, at the meeting held prior to the inspection and discussions with parents during the inspection all support the view that there is a high level of appreciation for the dedication and effort shown by the teaching and non-teaching staff. Parents feel that the staff are easy to approach at any time and always ready to listen to any concerns and to deal with them appropriately.
60. The school consistently encourages parents, by means of questionnaires and letters, to take part in day to day activities but at the present time only a few parents are able to take up this option. There is a Parent-Teacher Association in place, which works tirelessly and consistently to support the school in numerous ways by the organisation of social and fund raising events throughout the year. Parents, carers and the local community support these events but would appreciate more notice of some activities. The range of information issued to parents is good. Regular, informative newsletters and letters on specific aspects are sent to parents to keep them informed of events, activities, school routines and requirements combined with curricular aspects. Three

meetings for parents are held each year at which parents are given full opportunity to discuss their children's progress and areas for improvement. End of year reports contain comments on each area of the curriculum. The reports clearly identify the strengths and weaknesses of individuals. Targets are set and agreed with parents for improving the performance of pupils.

61. There is a home-school agreement in place, which has been accepted by the majority of parents. A high proportion of parents who responded to the questionnaire or attended the meeting felt that the school provided a satisfactory level of homework, although a small number of parents voiced the opinion that they would appreciate more guidance about how to support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership of the school is satisfactory with strengths in careful financial management. The work of the school reflects its aims and values well, through valuing all pupils, enhancing their self-esteem and thereby enabling the pupils to reach high standards in English, mathematics and science by the time they leave the school.
63. The headteacher provides determined leadership that has been instrumental in raising attainment. Parents think highly of the headteacher's commitment to the school. Since the previous inspection she has worked with determination to raise standards and this has been most effective in Key Stage 2.
64. Unusually the school has no management team and there have been several changes of staff since the previous inspection with few staff remaining in post for lengthy periods. Consequently, the school has struggled to develop corporate working practices or team approaches to development. There is little delegation of management responsibility to other staff. This is unsatisfactory. The headteacher carries responsibility for virtually all aspects of leadership and currently carries responsibility for almost all subject co-ordinator roles. There has been a strong focus upon core subjects and the oldest pupils and this has sometimes been to the detriment of the development of other important areas, such as the provision for the youngest pupils and some other subjects. The school needs to review these arrangements at the earliest opportunity to ensure a better balanced curriculum and an equitable delegation of core subject co-ordination roles to experienced staff to enhance staff morale and maximise their potential.
65. The governing body is effective in fulfilling its statutory duties. Governors are well led and bring many attributes to the school although sometimes their potential as close advisors is not fully realised. Whilst some governors visit school on a regular basis few work in classrooms as voluntary helpers. However, governors assume their responsibilities with commitment to the school, and those in positions of responsibility for finance fulfil these responsibilities particularly effectively.
66. The governors' role in shaping the direction of the school is satisfactory but due to historical issues some governors find it difficult to fully assume their role of acting as a critical friend of the school by holding it to account for the decisions made. On occasion governors step back from some of their newer responsibilities for monitoring and evaluating the work of the school through a sensitivity not to overstep the line between their role and that of the headteacher. Governors' understanding of the strengths and weaknesses of the school is satisfactory although sometimes more focussed upon the strengths of the school than upon areas for further development. Relationships between the governing body and staff have improved. The school is

rightly considering extending the programme of formal focused governor visits to the classrooms that will further enhance governors' knowledge and understanding of the work of the school and support the headteacher in her work of accurately informing governors of areas for development.

67. Governors are well involved in financial planning. They monitor expenditure carefully and have drawn up different scenarios for the staffing of the school dependent on the funding available with falling pupil numbers. The use of specific grants to support Literacy and Numeracy is well considered and has been instrumental in raising standards.
68. The quality of school development planning is sound. The priorities identified are generally appropriate although the school has been slow to develop provision for the use of information and communications technology across the curriculum and in ensuring that the religious education curriculum is covered in sufficient depth. Similarly development planning has not always focussed upon the needs of the youngest children now in the Foundation Stage or subjects such as religious education, art and design and technology.
69. The school has procedures in place for the headteacher to monitor the quality of teaching and provide formal feedback to staff on issues raised. Prior to last term staff were observed teaching English and mathematics. This has been satisfactory in ensuring that the National Literacy and Numeracy Strategies were well established. However, there has been little or no monitoring of teaching in other subjects and other than the headteacher staff have had few opportunities to observe and this limits the opportunities to model good teaching practices.
70. In the previous inspection key issues centred on areas of curriculum development and leadership and management. Improvement has been made in some of these areas. The school, as asked, has maintained the high profile given to English, mathematics and science particularly in Key Stage 2. However, there has been little improvement in attainment in design and technology at Key Stage 1 or art in Key Stage 2 although there has been good improvement in the attainment of older pupils in history. Whilst the school has now some form of schemes of work in most subjects these are not school specific or fully embedded in teaching and learning in several subjects.
71. Following the identification of key issues from the first inspection the school has agreed on the roles and responsibilities of the headteacher and governors and established appropriate working practices. The school development plan identifies a realistic number of priorities and the school budgets systematically for well-focussed expenditure. However, little improvement has been made in setting objectives by which outcomes can be monitored and evaluated in several subjects including information and communications technology, religious education, art and design and technology. This has hindered the school in identifying where improvement needs to be made or where the curriculum does not meet statutory requirements.
72. The school has an above average number of teachers for the number of pupils on roll. They are appropriately qualified and experienced to teach the age range although best use is not always made of this experience to enhance the curriculum. The pupil teacher ratio is much better than the national average.
73. The headteacher and governors have prioritised the retention of three classes. However, because of a very tight budget the school has decided to employ less experienced staff and appointments have not always been effective in providing widely experienced or confident staff able to take on major roles in school management. The

school is very aware of the necessity to have an experienced, talented and secure staff team to share the heavy burden of responsibilities and that this should be a priority for the future. The very small classes ensure teachers match work to individual needs and results in older pupils making good progress and achieving high standards in English, mathematics and science by the age of eleven.

74. Teachers have been given curriculum responsibilities but have had few opportunities to develop their role to effectively monitor planning, teaching and learning in their subject areas. There is one classroom support assistant who works mainly in Year 3/4. She provides satisfactory support for pupils who have special educational needs. At the time of the inspection the school was without a clerical assistant. The school has not employed temporary cover for this role and this is putting undue pressure on the headteacher who has a three-day teaching commitment. The headteacher also undertakes lunchtime supervision. This is very onerous and does not make best use of the headteacher's time or available funds for additional staffing.
75. The school benefits from the skills of a very efficient bursar. She monitors expenditure carefully and provides good quality information to staff and governors. All expenditure from the standards fund is used wisely to support management, the curriculum and administration.
76. The accommodation is adequate for the number of pupils on roll. However, it does not provide a stimulating learning environment. Pupils' work is not displayed effectively to celebrate achievement. In each classroom much space is 'cluttered' by boxes, files and equipment, which are rarely used. The hall is used for assembly, physical education and mid-day meals. Cupboards and boxes that hinder the use of apparatus restrict the space. There is a reasonable sized field that is used in the summer months for outside activities. The playground is small but has some seating and is marked with imaginative games that are enjoyed by pupils. Swimming lessons are provided for pupils in a nearby public pool. By the end of Key Stage 2, most pupils are able to swim at least twenty-five metres.
77. Resources for all subjects are adequate to meet the demands of the curriculum. The school has ensured that the Literacy and Numeracy strategies have been well resourced. However, books throughout the school are poorly stored and many are old and in poor condition. Some books are out of date and contain stereotypical images of times gone by. The library and information technology resources are not used effectively to develop pupils' research skills. This has particularly hindered the development of ICT. The school makes effective use of visitors who contribute to pupils' learning. These include senior citizens, school nurse, clergy and those with expertise in dance, music and the environment. Visits to places of interest enhance pupils' learning.
78. The headteacher meets teaching staff to discuss professional development and targets are set. The training needs of individuals are identified and training offered if not always taken up. Adequate procedures are in place to support teachers who are new to the school but best use is not always made of staff experience to undertake co-ordinator roles. The targets the school sets in Literacy and Numeracy are based upon prior attainment and are suitable. Early indications are that pupils in Years 5/6 are on line to achieve the targets set.
79. The school has had a period of uncertainty over staffing. This has affected the development of the curriculum with some weaknesses in curriculum balance remaining. The most important area of improvement made recently has been in the raising of attainment by the end of Key Stage 2. Instrumental in this rise has been the

development of assessment routines and the use of data to target teaching to the needs of pupils. The quality of teaching remains largely as it was at the time of the last inspection. The attitudes and behaviour of the pupils remain good. Overall the improvement since the last inspection has been generally good although the school is not yet in a period where all staff are working to full effect. The expenditure per pupil is very high and well above that often seen even in similar schools. Overall the school offers satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to further improve the quality of education that the school offers to its pupils, and to build upon the rate of improvement since the previous inspection, the headteacher and staff together with the Governing Body should;

1) **raise standards in and communications technology (ICT) by;**

- extending the development of pupils ICT skills systematically in each year group in all strands of the curriculum (paragraphs 11, 37, 39, 58, 68, 156-162);
- providing pupils with more regular opportunities to develop relevant ICT skills across the curriculum (paragraphs 11, 30, 68, 105, 117, 133, 149, 155);
- further developing staff expertise and confidence through additional in-service training activities (paragraph 34, 16).

2) **improve the quality of curriculum planning by;**

- extending the planning of activities for pupils in the Foundation Stage of learning by basing this upon the appropriate Early Learning Goals (paragraphs 40, 82, 83);
- ensuring that the curriculum for religious education covers all aspects in sufficient depth and ensures that pupil's previous learning is built on consistently (paragraphs 12, 34, 37, 68, 176-181);
- enhancing the quality of schemes of work by ensuring that they are school specific and are fully embedded in curriculum planning and teaching, especially in ICT, religious education, art and design and technology (paragraphs 38, 70, 136, 161, 176)

3) **improve the quality of leadership and management of the school by;**

- securing an equitable distribution of roles and responsibilities and develop team working practices between and across key stages (paragraphs 66, 73, 74);
- extending the opportunities for subject co-ordinators to rigorously and evaluate the quality of planning, teaching and learning in all subject areas (paragraphs 15, 36, 69, 74).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	18	36	45			

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)	38
Number of full-time pupils eligible for free school meals	6
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9
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	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	2	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	3
	Girls	1	2	1
	Total	4	6	4
Percentage of pupils at NC level 2 or above	School	57	86	57
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	5
	Girls	1	2	2
	Total	4	7	7
Percentage of pupils at NC level 2 or above	School	57	100	100
	National	82	86	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
	1999	1	6	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	5	6	5
	Total	6	7	6
Percentage of pupils at NC level 4 or above	School	86	100	86
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	-	-	-
	National	68	69	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	38
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year –0

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	11
Average class size	13

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

FTE means full-time equivalent.

Financial information

Financial year	1999/00
	£
Total income	131,193
Total expenditure	127,326
Expenditure per pupil	2,652
Balance brought forward from previous year	3,259
Balance carried forward to next year	7,126

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	32	53	15	0	0
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	16	47	16	5	16
The teaching is good.	16	68	11	0	5
I am kept well informed about how my child is getting on.	10	74	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	42	58	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	16	68	0	5	11
The school is well led and managed.	21	58	11	5	5
The school is helping my child become mature and responsible.	37	58	5	0	0
The school provides an interesting range of activities outside lessons.	11	58	21	0	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

81. The school admits children in the term before their fifth birthday to the mixed Reception/ Year 1/Year 2 class. Assessment information indicates that on entry to the school the attainment of children is average in most areas of their development, whilst being slightly better in social and emotional development and in their knowledge and understanding of the world around them. The children's attitudes to learning are mostly good although some struggle to maintain interest and concentration in all activities. The majority of children make satisfactory progress overall and when they enter Year 1 their attainment is generally average.
82. The recently appointed teacher of this class has as yet received no training for teaching children in the Foundation Stage and samples of recent planning and pupils' work indicate that there was limited reference to the previous Desirable Learning Outcomes for children. The development of facilities and the curriculum for children of this age has been a low priority in the school for some time. Planning for the Foundation Stage of learning is scant and activities are restricted. Children are subsumed into the Key Stage 1 class and on admission are often expected to work within the early stages of the National Curriculum. This is not always appropriate in meeting the needs of such young children who sometimes struggle to maintain concentration in lengthy formal activities.
83. Whilst the quality of teaching and learning is satisfactory overall there are some weaknesses in the planned curriculum. The provision for children in the Foundation Stage within the mixed age class is unsatisfactory and is a key issue for development. The learning environment is shabby with excessive amounts of old materials and some very old books, which maintain stereotypical images of times past. As the provision for children under five was not reported in the previous inspection no judgement can be made as to the improvements made since this period. Discussions with staff and governors indicate that the provision for the youngest children has not recently been a sufficiently high priority for the school.

Personal, social and emotional development

84. Children are eager to come to school. They play happily with pupils in their class and chat animatedly about what they are doing. Children willingly take turns and share equipment such as when testing the distances toy cars travel down a ramp. They respond well to instructions and questions and are keen to talk about their work and their experiences. Most children can sustain a conversation and concentrate quite well although they struggle to retain an interest in lengthy numeracy and literacy activities that are focussed upon the needs of older pupils. Planning for this area of learning is scant and activities are restricted Children respond with interest to the activities that they undertake and they take part in whole school activities such as assemblies with a good level of confidence. They join other pupils at lunchtime and in the playground and enjoy mixing with the oldest pupils.
85. The quality of teaching in this area is broadly satisfactory as is the progress children make. Currently there is no opportunity for the children to take part in imaginative role-play activities to stimulate pupils' social development further. There is no theme to classroom displays and no use of role-play clothing, props or large play equipment to stimulate the children's imagination. During the inspection few opportunities were observed where the youngest children could undertake different activities from the

older pupils around them or where children were encouraged to be independent or take initiative. However, despite the weaknesses in provision the attainment of pupils as they enter Key Stage 1 is slightly above average in this area.

Language and literacy

86. Children listen with interest and join in with discussions and question and answer activities with confidence. Speaking skills are average and whilst some pupils have well developed vocabularies others use a lesser range of words to describe their observations and ideas. Pupils have a sound grasp of sequencing parts of a story and can put pictures of the story of Red Riding Hood in order. All children enjoy looking at books and the youngest children have already begun to show an interest in early reading activities and can recognise several words in their books. They take home their books on a regular basis and enjoy sharing them with their families so that many make good progress in the acquisition of early reading skills.
87. Children make satisfactory progress in early writing and most can write their names unaided. They are encouraged to take part in recording activities alongside their classmates and have reasonable early mark making and writing skills. Whilst some children take a pride in the presentation of their work others are less careful and spend more time rubbing things out than producing something of which they are proud. Opportunities to practise and refine early writing skills are built into many activities although occasionally less formal recording may be appropriate.
88. On entry to the Reception class children are immediately introduced to the National Literacy Strategy and some activities are appropriate. However, some pupils struggle to maintain concentration in lengthy activities that require them to sit and listen for too long. Concentration subsequently wavers and occasionally the restless behaviour of some pupils can affect that of others. The quality of teaching and learning in this area is satisfactory and by the time pupils complete the Foundation Stage their learning is as expected of children of this age.

Mathematics

89. Children make satisfactory progress in developing their skills, knowledge and understanding in this area of learning where teaching is satisfactory. Pupils have a generally good grasp of numbers for their age. They can join in counting activities to twenty and back and enjoy joining in an activity using number fans to identify certain numbers and occasionally to add two more to these numbers. Whilst the youngest pupils happily join in activities with their classmates using much larger numbers their understanding is not secure. The sample of recent work shows that children can copy rows of numbers and generally know which way round numbers are. Children can match pictures of items to those that are similar and can identify how many doors Teddy has in his house.
90. The use of mathematical language is average. Whilst children understand the words more and less they are not so secure in their usage of greater and smaller or other comparative terms. The sample of recent work indicates that whilst an understanding of numbers develops well other aspects of early mathematics such as shape are less developed and pupils are uncertain as to the names of simple shapes. The lack of role-play activities again impinges upon the quality of learning in this area. There are few opportunities for children to enjoy playing with numbers such as counting out items in a home corner, taking orders in a class café or counting down to blast off in a space rocket.

Knowledge and understanding of the world

91. Children have a generally good understanding of the world around them. They demonstrate a good awareness of their school environment and can identify their likes and dislikes. Children have recently found out about mini-beasts such as snails and they are able to identify feelers, shell, and the trail a snail makes. They have found out about caterpillars and their life cycle and about animals in their environment. However, computers are not used sufficiently to extend the children's learning. During the inspection no computers were seen in use and the sample of recent work indicates there have been few recent opportunities to do so. Whilst teaching and learning are satisfactory in this area overall there are important weaknesses in the use of information and communication technology.

Creative development

92. The resources to support creative development are broadly satisfactory but their restricted usage limits the children's development in this area. Unusually there are no painting materials set up for the youngest children's ready use to experiment and record their ideas and observations on an informal basis. Whilst there are sand and water facilities available they are currently not in use in the classroom. The sample of children's previous work shows an unimaginative range of pencil, crayon and paint activities with only limited use of papers or other materials. No two or three-dimensional work or the use of textiles was observed. The poor learning environment and uninspiring display of pupils' work does little to motivate pupils. Whilst teaching in the subject is broadly satisfactory this needs to be improved to provide more stimulating experiences.
93. Children take part in art activities alongside their classmates and currently are finding out about the use of line through the technique of rubbing. They are able to identify that the rubbings they take on table edges and a small play table give more distinct markings. They use wax crayons to produce these effects and other similar materials are available. A display of recent work shows that pupils have previously experimented with patterns of lines to make concentric patterns including rectangles. Whilst the class teacher has an interest in the development of art activities as yet there is little evidence of this helping to improve the narrow range of activities undertaken. No opportunity was available to observe pupils taking part in rhymes, or musical activities to develop their creative skills in these areas.

Physical development

94. Children have skills that are appropriate to their age. Teaching and learning in this area are satisfactory overall. The children's development is promoted through dance and other gymnastic activities. In a dance lesson taken by a part time teacher teaching was good and helped children interpret the moods of music. Movements on different levels, at different speeds and in different directions enabled the children to move from individual movements into a simple co-ordinated sequence using the music to assist rhythm and interpretation. At lunchtimes children make use of a good range of play equipment including large rubber shuttlecocks and rope quoits. However, there is no specific large play equipment such as climbing frames, slides, tricycles or scooters to help children develop their gross motor skills. Whilst children have some access to gymnastics equipment most of this is not suited to pupils in the Foundation Stage and has not been used recently. Few opportunities were observed of children using a range of equipment such as scissors or paintbrushes to increase their fine motor skills.

ENGLISH

95. Inspection evidence confirms that standards in English are average at the end of Key Stage 1. By the end of Key Stage 2, pupils achieve high standards and are well prepared for secondary education. End of key stage assessments indicate standards are very high when compared to those achieved by pupils in similar schools. Pupils, including those with special educational needs, make steady progress in Classes 1 and 2. They make very good progress in Class 3. Their progress is directly related to the quality of teaching and the support they receive.
96. Pupils make satisfactory progress in developing speaking and listening skills in Key Stage 1. By the end of the key stage they achieve standards expected of their age. They show confidence in talking and listening. They enjoy listening to stories and recounting these in their own words. When listening to the story of Jack and the Beanstalk, they confidently describe how Jack disobeyed his mother and his magic beans grew into a tree, enabling him to reach the giant's kingdom. Pupils are able to express their opinion of characters and plot. In all lessons they listen intently to their teacher and are eager to answer questions. However, many opportunities are missed to encourage the pupils to take part in speaking together or to an audience with little use of drama to motivate the pupils.
97. By the end of Key Stage 2 pupils achieve above average standards. They have many opportunities to develop speaking and listening skills. Teachers ensure that in the plenary strand of lessons, pupils describe their work. By the end of the key stage, pupils show confidence in discussing topical issues, such as responsibilities at home and school. Most pupils are articulate and develop a wide vocabulary. In mathematics lessons, they show confidence in describing three-dimensional shapes according to their properties. Pupils have opportunity to participate in productions and choral speaking, they have too few opportunities to develop speaking skills through structured debate or class drama activities.
98. Standards in reading are satisfactory at the end of Key Stage 1 and very good by the end of Key Stage 2. In Key Stage 1 pupils show enjoyment in reading. They are well supported by reading regularly at home and the daily sessions during the literacy hour. Pupils build up a growing sight vocabulary and identify initial and final sounds in words and they enjoy a range of literacy. They read stories, poems and non-fiction books. Skills are further developed by ensuring pupils read their own writing to the class. They develop strategies to read unfamiliar words by use of phonics and contextual clues. Teaching in Key Stage 1 is satisfactory but some class resources are very old and maintain stereotypical images and do nothing to encourage the pupils to read such materials.
99. Skills are further developed in Key Stage 2 where pupils are introduced to a wide range of books. They show knowledge of authors and their work. They compare the work of Jacqueline Wilson, Roald Dahl and J.K.Rowling. Pupils confidently describe preferences and give clear explanations as to what makes a good book. They identify key features, themes and characters. By the end of the key stage, most pupils read with fluency and expression. However, a general weakness throughout Key Stage 2 is the lack of development of library skills. Teachers rarely make planned use of the school reference library for pupils' personal research.
100. Standards in writing are in line with national expectations at the end of Key Stage 1. By the end of Key Stage 2, pupils' standards are above average. All pupils, including those with special educational needs, make satisfactory progress in Classes 1 and 2. Very good progress is made in Class 3. The school recognised the need to improve

writing and has allowed additional time to the literacy hour to enable writing skills to be developed. This has resulted in significant improvement in attainment.

101. By the end of Key Stage 1, pupils write a sequence of sentences, sometimes punctuated by capital letters and full stops. They have a secure understanding of the alphabet and recognise simple spelling patterns. Pupils show confidence in a good range of writing tasks including stories, news, comprehension and punctuation exercises. Occasionally, time is wasted by pupils copying worksheets that restrict the development of writing skills. Most pupils can form their letters correctly but teachers do not consistently teach the development of a cursive style by the end of the key stage and this limits the progress that pupils make in this area.
102. By the end of Key Stage 2, most pupils write with confidence. Ideas are sustained and developed in interesting ways. They write extended stories, letters, reports and plays. When writing personal diaries, they show a clear understanding of direct and indirect speech. Pupils have a good knowledge of punctuation and use question and exclamation marks within their writing. In the last two years, most pupils in their final year have had work published in a county anthology. Spelling skills are effectively developed. Pupils confidently use a dictionary and thesaurus to check spelling and find alternative words. They understand the meaning, use and spelling of prefixes and suffixes. Regular handwriting practice ensures pupils develop a fluent, joined and legible style by the end of Year 6.
103. The overall standard of teaching is satisfactory. It is satisfactory in Classes 1 and 2 but on occasion the teaching lacks a high level of challenge and the pace of activities is rather pedestrian. Whilst activities are generally appropriate they are not taught in a dynamic or enthusiastic manner and this does little to motivate pupils or spur them on to try harder. In Class 3 teaching is very good. In this class, the two teachers who share the class have very high expectations of pupils and ensure they are given a wide range of experiences in each strand of the curriculum. In all classes the literacy strategy has been effectively implemented and ensures that all lessons are well planned with group work matched accurately to pupils' prior attainment. Teachers share the learning target for the lesson with pupils and during the plenary sessions, confirm the target has been achieved. Teachers use a good selection of 'Big Books' to develop reading and comprehension skills. Group reading books are used effectively to further develop skills and widen pupils understanding of punctuation and grammar. The small classes enable teachers to give pupils individual support. In a Key Stage 1 lesson, the supply teacher realised some pupils were having difficulty in following instructions and gave immediate support with reading. The pupils showed growing confidence and satisfactorily completed their task.
104. In some lessons opportunities are missed to develop pupils' knowledge of punctuation. This being evident when a teacher used the shared reading session to introduce speech marks but did not tell pupils that a capital letter should be used at the start of speech. The very good teaching in Class 3 has resulted in pupils achieving high standards. During the inspection, the part-time teacher's own enthusiasm was communicated to pupils, who were eager to give their opinion and be involved in discussion about the tone and text of a newspaper report. Pupils were able to describe articles as solemn, light-hearted, neutral and unbiased and the teacher challenged pupils to work co-operatively and share ideas. All pupils sustained their concentration and demonstrated a very positive attitude towards learning. The headteacher also takes Class 3 on three days each week and her high expectation is reflected in the standard of pupils' work. All work is marked effectively and pupils are set targets to improve. Pupils appreciate the need to work hard and improve their attainment.

105. A general weakness is the lack of use of information and communications technology to extend pupils' learning. Pupils have few opportunities to develop research skills by using the Internet and CD ROMS. The school library is not used effectively to support pupils' learning. Throughout the school the storage of books is unsatisfactory. Books are not used effectively to create a stimulating learning environment.
106. The headteacher is the co-ordinator and has a clear view of the strengths and weaknesses in the subject. She monitors planning and has observed teaching and learning in each class. She tracks pupils' progress and attainment closely. Pupils who are underachieving are identified and given additional support. This is effective and ensures most pupils achieve national standards. The literacy strategy has been well resourced and good use is made of the County Library to provide a regular change of fiction and non-fiction books.

MATHEMATICS

107. Pupils' attainment in mathematics is average by the age of seven and well above average by the age of eleven. This means that the satisfactory progress that pupils make in the foundation stage is maintained in Key Stage 1 but that this progress markedly improves by the end of Key Stage 2. Standards in Key Stage 1 have remained as they were at the time of the previous inspection but with considerable variation in recent year groups. However, in recent years standards have considerably improved and remained consistently high by the end of Key Stage 2.
108. The school has successfully implemented the National Numeracy Strategy. Teachers have undertaken the necessary training and this guidance ensures a general degree of confidence in the teaching of mathematics. Satisfactory use is made of numeracy across the curriculum. But staff miss many opportunities to extend skills even further in subjects such as design and technology through a greater emphasis on shape and measurement. However, a good start has been made to the use of displays of teacher's materials and ideas to boost pupil's interest in numeracy,
109. By the end of Key Stage 1 pupils have a secure grasp of numbers to a hundred and sometimes beyond and can add and subtract with confidence when using number fans. They count confidently to 20 and back from this number and partition teen numbers into that which represents ten and that which is the units number. They are also able to partition larger numbers into multiples of tens and ones. They can identify the number pattern in 9, 19, and 29 and recognise what number comes next. Most pupils are able to count in tens to 100 and have a reasonable understanding of early multiplication and can work out 3×4 and make sets of buttons and stamps. Teachers effectively develop pupils' mental arithmetic skills through appropriate strategies, requiring quick and confident responses to their questions.
110. Whilst the sample of pupils' recent work indicates that they have an appropriate knowledge of shape and space, in discussion they are less confident in their understanding. Pupils recognise triangles, oblongs and circles and are able to complete a diagram identifying which shapes are triangles and which are not triangles and spheres and not spheres. Higher attaining pupils have a generally good grasp of measures including their calculations with money. They put four different amounts of money into order and work out how many cherries are left if someone eats half a bowl of 14. However, there is little evidence of work using measures of length or weight. Pupils have a satisfactory understanding of time as a measurement and use o'clock and half past accurately. Quite a lot of pupils' work is based upon the use of commercial worksheets and books and there is limited evidence of open ended use

and application of mathematics to solve problems where the pupils have selected the methods to use. This inhibits the development of problem solving skills and limits the progress made in this area of the mathematics curriculum.

111. In Years 3/4 pupils, including those with special educational needs, also make satisfactory progress. Higher attaining pupils in Year 4 are able to breakdown the number 1625 into the numbers that represent the thousands, hundreds, tens and units. Pupils recognise sharp angles, blunt angles and right angles and have a reasonable grasp of diameter and radius.
112. The headteacher, together with the support of other staff make extensive use of assessment information to track the attainment of pupils as they move through Key Stage 2 and particularly in Years 5 /6. Work is then planned to provide a high level of challenge. This has been a very successful strategy and pupils in Key Stage 2 make good and often very good progress.
113. Teachers' high expectations of pupils and the very good level of challenge in many activities enhance the quality of learning of the oldest pupils. Pupils currently in Year 6 are able to classify quadrilaterals by the number of sides and angles. They recognise the properties of 3-dimensional shapes and know that a sphere has one face, no edges and no vertices. They are able to work out two consecutive numbers with a product of 650 and construct complex symmetrical patterns. They recognise which angles are acute, obtuse or right angles and what percentage of a shape is coloured. All pupils know that triangles are not all equal and most can explain how to identify isosceles and equilateral triangles. Higher attaining pupils explain the properties of a trapezium and can identify a range of four sided flat shapes. When plotting co-ordinates on a grid all pupils are able to plot in at least one quadrant and most in four quadrants. Pupils understand the use of minus numbers on the quadrants and are able to plot several shapes accurately onto grids in all four quadrants.
114. The sample of the older pupils' recent work indicates relatively little work on data handling and the development of tables and graphs to record data; and the range, variety and extension of this work is more limited than in other areas of the mathematical curriculum. The importance of problem solving opportunities and investigation into mathematical concepts are well understood by teachers. Open-ended tasks provide good stimulation for pupils to become interested and readily embark on extension activities.
115. Overall teaching is satisfactory although with considerable variation in different parts of the school. Teaching in Key Stage 1 and Years 3/4 is satisfactory but that in Years 5/ 6 is very good. This indicates a considerable improvement in teaching in upper Key Stage 2. The planning of work in Key Stage 1 is generally satisfactory although difficult because of the diverse range of age and understanding. In Key Stage 1 and Years 3/4 the quality of learning is sometimes limited when the same or very similar activities are undertaken by most of the pupils in the class regardless of their age and experience. This does not always offer a high level of challenge to the oldest or higher attaining pupils and is sometimes too difficult for the youngest children. Sometimes formal Numeracy Hours do not fully meet the needs of all pupils in the Reception and Year 1 groups as they struggle to maintain concentration for lengthy periods. The staff are wisely considering adapting planning to better meet the needs of pupils who make different rates of progress.
116. Teaching in Years 3/ 4 is satisfactory although a slight loss of pace in some lessons does not help to generate a high level of interest. The sharing of learning objectives with all pupils in Key Stage 2 provides a good focus for the lessons. The teaching of

pupils in Years 5/ 6 is very good. This is both in the lessons observed and as reflected in the sample of pupils' recent work. The expectations of pupils are high and the level of challenge offered in activities pushes pupils on in their learning. In whole class introductory activities the part time teacher working with the oldest pupils challenges pupils to explain their answers. She uses touches of humour such as "would you like to phone a friend" not to demean the pupils but to encourage them to try. She makes good use of praise and lots of encouragement to motivate them and this is rewarded by virtually all pupils being keen to offer answers. However, this encouraging tone is not always noted in the marking of pupils' recent work, which at times is slightly negative.

117. The school has a relatively limited number of support staff although those working with lower attaining pupils in Year 3/4 add valued support to pupils. However, during some parts of lessons this support is underused. The use of information and communications technology to support learning in mathematics is unsatisfactory. Computers were not observed in use in any mathematics lessons and the sample of pupils' recent work indicates this has been little used to support learning. The use of homework to support the learning of older pupils is good.
118. The headteacher undertakes the role of subject co-ordinator and carries out some observations of teaching in Key Stage 1 and Years 3/ 4. This is satisfactory in identifying areas for further development. However, there have been few opportunities for other staff to observe each other or the headteacher teaching mathematics and this limits the opportunities to model good practice or for other staff to always be aware of issues for development.
119. On the whole pupils, and especially the older ones, enjoy mathematics. Most listen well and respond positively through answers and the quality of their work. Whilst the presentation of younger pupils' work is often untidy that of older pupils is much neater. Most pupils settle quickly to the tasks they are given and show good concentration and persistence. They co-operate well and offer unprompted help to each other.

SCIENCE

120. Standards at the end of Key Stage 1 are average which is similar to the standards seen in the last inspection. Pupils make satisfactory progress and by the age of seven have a suitable range of experiences of finding out about their local environment and simple testing procedures. Currently pupils are finding out about forces by observing how pushes and pulls affect which toy cars will travel furthest down a ramp of books. With support they are able to explain which cars move faster or slower and how the height of the ramp and the carpet floor affect the distance travelled. The sample of recent work shows that pupils have found out about minibeasts including butterflies, snails and caterpillars and have carried out an investigation around the school to identify where minibeasts are found. When learning about animals in their environment pupils found out which type of bird seeds local birds liked best and discussed how to care for pets by identifying which needed grooming and cleaning out and what type of food they preferred. Pupils work indicates practical activities that included using different mixtures of bird food and observing which birds preferred.
121. Pupils in Years 3/4 make satisfactory progress. But progress in upper Key Stage 2 is considerably better and is very good. Standards at the end of Key Stage 2 are well above average and indicate a substantial improvement from the previous inspection. At least half of the pupils are attaining particularly high standards. By the age of eleven pupils have made good and often very good progress in almost all areas of the science

curriculum and especially in experimental and investigative work. This is well illustrated in one lesson observed where pupils learned a very clear lesson on how to conduct a fair test by controlling the variables of the test conditions.

122. The planning of lessons for the oldest pupils is very good and clearly emphasises the importance of open-ended investigation. Older pupils clearly understand the concept of fair tests, although when carrying out tests on local soil samples, they often forget to apply such methods in their work. They identify that by altering one variable such as the amount of water that this will then not be a fair test; but in testing they forget to measure the length of time it takes for water to drain through the soil. However, pupils understand the information that they have is then not scientifically valid and that they need to improve their methods of working. Whilst pupils are able to predict and record findings they do not complete such tasks due to unfocussed working methods.
123. Pupils have classified materials according to various criteria and have carried out several experiments on plants to find out how plants make their own food. They discovered whether plants in the same family, such as four different types of sweet pea, germinate at the same speed. They find out about sound and materials by investigating pitch by testing four different plant pots and make a simple guitar with elastic bands.
124. The quality of teaching is satisfactory overall but much better in Upper Key Stage 2 where it is very good. The satisfactory teaching in Key Stage 1 and Years 3/ 4 is reflected in the planning of lessons, which is satisfactory. However, at times the length of activities and the need for pupils to concentrate on observing other pupils, for example. testing cars on a ramp, limits pupils' direct involvement in tasks and their concentration suffers. The very good quality of teaching in Key Stage 2 is shown in the way teachers plan lessons very carefully but take chances by allowing pupils to make choices in the methods they undertake. They allow pupils to fail to complete work in order to better understand the need for team working and controlling the variables of testing. This was well illustrated when the teacher allowed a group of very confident Year 5/6 pupils to carry on discussions at length. They did not then complete their testing and they realised a fairer distribution of roles within the group would have been beneficial to their working practices. The challenge within these lessons is high and the expectations of pupils are demanding but achievable.
125. Pupils enjoy science activities especially in Years 5/ 6. They usually work well together and happily exchange ideas with other pupils. Relationships and behaviour in lessons are usually good and enable effective collaborative work.
126. There are good examples of pupils extending their literacy and numeracy skills through the activities that they undertake in science, although on occasion in Key Stage 1 the over reliance on worksheets inhibits the development of writing skills. There are good opportunities to apply numerical skills in measuring and recording results in charts and tables. However, the use of ICT to support such activities is unsatisfactory and many suitable opportunities are not exploited. Pupils' moral and social development benefits from thoughtful evaluation of results and collaborative work.
127. The co-ordination of the subject is undertaken by the headteacher. There have been few opportunities to observe teaching and this has allowed some issues including the inadequate use of ICT to remain. However, the headteacher has made very good use of assessment to support the planning and teaching of science especially for the older pupils.

ART

128. By the time they leave the school standards are below those expected in both key stages. This maintains the below average attainment of the older pupils seen in the last inspection and indicates a fall in attainment of the younger pupils. Some of the work in Key Stage 1 is of poor quality. Whilst the most recent work in upper Key Stage 2 is better this has as yet been insufficient to raise standards to a high enough level in all aspects of the art curriculum. Overall there has been insufficient improvement in the subject.
129. By the age of seven pupils have some awareness of line and can make rubbings of lines in their classroom using wax crayons. They produce examples of different lines and make concentric rectangles to illustrate how these make patterns. Samples of recent work show pupils have made drawings of their family and of animals and sunflowers. They have produced skeleton pictures using white wax crayons and observational drawings of a plant. Pupils have made fold over symmetrical butterflies using ready mixed paint and have used paint washes as background for their drawings. Some of this work is of poor quality and is similar to that produced by children of a much younger age.
130. There are few examples of working in two and three dimensions or of using modelling materials including clay or of work using a wide variety of papers and textiles. The pupils have followed a very narrow curriculum that has done little to engender creativity. The progress of pupils in Key Stage 1 is unsatisfactory and sometimes poor.
131. Whilst there is some very recent sketching work that is of suitable quality in Key Stage 2 the overall attainment of pupils is still below average. Pupils in Years 5/ 6 have recently produced two observational drawings of a teapot and glasses showing an awareness of sketching techniques. They experiment with a range of brushes including toothbrushes and stipple brushes to produce a range of paint effects in preparation for producing work using these techniques. The sample of pupils' recent work however, shows little work of a suitable standard. Pupils have made patterns of rotational symmetry using felt tip pens. They have used paint and pastels to produce work in the style of Van Gogh, some pieces of which are satisfactory as are some portraits of one of the six wives of Henry V111. However, there is a limited quantity of work and very few examples of work other than drawing and painting. Whilst the current progress of the oldest pupils is satisfactory, over a period of time it has been unsatisfactory.
132. The work of pupils in Years 3/4 is also below average and they make only limited progress. They produce wax, pencil, chalk and pastel drawings and sometimes use paint to produce pictures of centipedes or use simple printing blocks to make repeated prints. Recent work has been in producing pencil portraits of their classmates with some understanding of light touch techniques.
133. Although during the inspection teaching was sometimes good, over a longer period of time teaching has been unsatisfactory in developing high enough standards in the full range of the art curriculum. Whilst current teachers have a generally good level of subject knowledge the quality of pupils' work indicates that over time there has been more limited teaching of the skills and techniques necessary to lift levels of attainment. The school has only introduced the idea of sketchbooks this term so there has been little information kept to indicate to pupils or teachers the progressive development of sketching skills. Teaching has not provided pupils with opportunities to combine the visual and tactile qualities of materials and processes or extend the pupils' control of tools and techniques. There has been little or no use of information and

communications technology to support the creative curriculum. The expectations of teachers over some time and to an extent still of the pupils in Key Stage 1 are quite low. Some of the work would benefit from a higher level of challenge and more constructive comment on how to improve technique other than simply praising work of limited quality.

134. The management of the subject has been unsatisfactory. The headteacher has been acting as subject co-ordinator during this term but the quality of subject management has been unsatisfactory for some time and has been insufficient to raise standards. Staff are not fully aware of the quality of work produced throughout the school and believe standards to be higher than they are because of the display of the small amount of work of a reasonable standard. However, overall the standard of display is limited. Little has been done recently to produce displayed work of a high standard. The co-ordinator has had few opportunities to monitor the quality of planning, teaching and learning. This has allowed a very narrow curriculum and limited teaching of an appropriate level of skills and techniques to remain. Resources although limited for craft activities are broadly adequate but the use of them is unimaginative and this stifles creativity.
135. The attitudes of pupils to art are generally good. Pupils enjoy practical activities and most work carefully although they do not always set themselves high enough standards. Almost all share equipment happily although very occasionally both the oldest and younger pupils try to dominate use of the most interesting materials and equipment.

Design and technology

136. Pupils at the end of both key stages do not achieve the standards expected. Progress of all pupils, including those with special educational needs is unsatisfactory. The previous inspection judged attainment to be below national expectation at the end of Key Stage 1 and in line with expectation at the end of Key Stage 2. Weaknesses were identified in the storage of resources and the lack of a whole school scheme of work. There is now a scheme of work to support teachers' planning but this is not always reflected in the work done and attainment is below that seen in many schools. Resources are still not organised efficiently and effectively. Whilst there are some examples of work that are satisfactory the pupils' knowledge, skills and understanding is often limited and the breadth of study is narrow. There are few opportunities for pupils to extend their skills in food technology and in generating their own ideas for design tasks.
137. By the end of Key Stage 1, pupils are able to select from a narrow range of materials and use techniques and tools to shape, assemble and join the materials. This was evident when pupils described how they made an animal with a moving mouth. There is a lack of evidence to show that pupils design and make models with few opportunities to develop their own ideas through using a range of tools to shape materials and assemble components. Pupils do not have sufficient opportunity to investigate, disassemble and evaluate a range of items They are unable to describe how to improve their ideas or make structures stable. There is a lack of evidence in previous work of developing design skills by making drawings and labelling ideas.
138. By the end of Key Stage 2, pupils show greater confidence in working with a relatively narrow range of materials and components. They make vehicles from card with a wooden base and realise the value of using triangular shapes to strengthen the base.

Their models show attention to detail and pupils are able to evaluate the success of their construction. However, several of the wheeled vehicles are very similar in construction and indicate limited opportunities to choose materials, tools and techniques when making a given product. The finishing techniques are also very variable with the appearance of some models spoilt by careless finishing. Few pupils show care and consideration of the aesthetic qualities of this work. Pupils have also made a Millennium collage using a variety of materials. From photographs of buildings in the village, they drew designs before cutting and sewing materials to form the collage. However, on occasion work is of a better standard and pupils in last years Year 6 achieved county recognition for their success in a 'Millennium Design a Water Clock Competition'.

139. Pupils have few opportunities to develop design and making skills consistently through the key stage and curriculum planning in this area is not effective. They have little knowledge of how simple mechanisms can be used to produce different types of movement or how electrical circuits could be used to develop models. There is little evidence of pupils making alternative designs or evaluating the success of models. Pupils do not have opportunity to develop skills in food technology.
140. The quality of teaching overall is unsatisfactory. Teachers now have a scheme of work to plan lessons but the subject is not taught consistently throughout the school and work does not build in a progressive manner on what skills are taught. In the lessons observed during the inspection, teaching varied between satisfactory and good. The good lesson being taught by a newly appointed part-time teacher who shows good class management skills. She ensures pupils have a clear understanding of their task and by providing a balance of activities, retains pupils' interest and enthusiasm. Pupils worked co-operatively in making Victorian toys as part of their history project. The teacher stresses the importance of safety and ensures pupils use glue guns with care. All pupils show a positive response and remain on task throughout the lesson.
141. Teaching in Year 3/4 was satisfactory in the lesson observed. The teacher giving clear explanations of how by folding and scoring card, a mechanism can be made. Some pupils experienced difficulty with scoring and benefited by individual support from the teacher. By the end of the lesson each child understood how a mechanism could be used in a 'Pop-up Book'. A weakness was some lack of planning in allowing pupils to work on a smooth surface which made scoring difficult.
142. The role of the co-ordinator has not been effectively developed to share expertise or to monitor teaching and learning through both key stages. The curriculum is narrow and restricted. This lack of monitoring has also failed to identify the limited amount of open-ended design work and the ineffective use of ICT to support learning in this subject.

GEOGRAPHY

143. Standards are in line with those expected at the end of both key stages. These standards have been maintained since the last inspection. An improvement has been the establishment of a scheme of work that is central to teachers' planning. Procedures to monitor the curriculum planning, teaching and the quality of learning have not been developed.
144. The quality of learning in Key Stage 1 is satisfactory. By the age of seven pupils locate and name countries that form the United Kingdom and recognise that Britain is an island. They develop an understanding of map reading by talking about routes around the school and from home to school. Pupils describe physical and human features on

the route and show a clear understanding of direction. Most pupils are able to identify the services which are provided to homes by cable, including telephone and electricity. They have very limited knowledge of a contrasting location and show a lack of confidence in using an atlas and globe because of limited opportunities to use these materials.

145. The quality of learning in Key Stage 2 is satisfactory. By the age of eleven pupils have developed knowledge of the United Kingdom. They can locate cities and rivers. Most pupils can name the neighbouring counties to Leicestershire. They show confidence in giving compass directions and when calculating distance, show an understanding of scale. Through the school, pupils develop knowledge of the weather. By the age of eleven, they are able to describe the weather cycle and describe the effect of evaporation and condensation. They compare weather in York, Bangkok and Australia and show results in line graphs. They understand how forecasters can predict weather from reports received from weather stations around the world.
146. Pupils show a clear understanding of the geographical features of Newton Burgoland. They recognise how the village has changed as more people work away from home. Pupils appreciate the value of the village shop but explain that people use supermarkets for the bulk of their shopping. They give clear explanation as to how these stores are built near motorways, have large car parks and sell a wide range of products and services which make shopping more convenient.
147. In Year 3/4, pupils study a contrasting village. They compare life in the Indian village of Chembakolli to their own experience. They are able to select information from resource books and the study of photographs. They can explain how Indian village homes are built and how the land is cultivated to provide food.
148. Teaching is satisfactory throughout the school. Teachers plan coverage of the National Curriculum on a two-year cycle. Their plans contain clear learning targets for pupils. In the lessons observed, teachers showed secure class management skills and retained pupils' attention. Teachers make effective use of resources and books supplied by the School Library Service. In a lesson on life in an Indian village, the teacher recognised that pupils began to lose interest in looking at photographs. He took the class outside and described the area of a village house, this boosted the quality of learning by stimulating pupils' interest and understanding of issues of scale and similarities and differences from their local area. The pupils were amazed to see how many people live in a limited area.
149. Very effective use is made of local people who describe the changes to buildings and occupations they have seen in their lifetime. A general weakness is the lack of use of information technology to enhance pupils' learning. Pupils have too few opportunities to use resources to research information and extend their learning. Pupils show interest in learning and are pleased to discuss previous lessons. There is currently insufficient monitoring of planning, teaching and learning across the school.

HISTORY

150. Pupils achieve standards expected of their age by the end of Key Stage 1. All pupils, including those with special educational needs, make good progress through Key Stage 2 to achieve above average standards by the age of eleven. This is a significant improvement since the previous inspection when standards at the end of Key Stage 2 were judged to be below average. The improvement is largely because teachers now use a scheme of work to support their planning and pupils are taught all the study units

of the National Curriculum.

151. The quality of learning in Key Stage 1 is satisfactory, and by the age of seven pupils have an appropriate understanding of past and present. They compare things from the past with the present day, for example, they recognise how transport has changed and how fashions in clothing are represented by different years. They show interest and amusement when identifying the changes in swimming costumes from Victorian times to the present. They develop a sense of chronology by making a time line of their own development from birth to the age of seven. Pupils have some understanding of people and events in history. They describe the Battle of Hastings and the dispute between Harold and William.
152. By the end of Key Stage 2, pupils show a satisfactory depth of knowledge and understanding for their age. They are able to describe and compare the lifestyle of rich and poor in Viking, Tudor and Victorian times to those of today. When talking about the Victorians they explain that Queen Victoria became queen at the age of eighteen and reigned for sixty-four years. Pupils give clear descriptions of how children lived in the country and the town. They extend their literacy skills appropriately by writing reports of interviewing a country boy. They recognise that the development of the railways allowed people to travel and work further away from home. Pupils are able to describe famous people and authors. They show confidence in talking about Charles Kingsley and his novel 'The Water Babies', which reflects the life of a town boy. They write about the life and work of Robert Peel, Charles Dickens and Florence Nightingale. Strengths in pupils' work are in their ability to discuss what they know of different historical periods and contrast their own lives to those in other times.
153. Pupils effectively describe how the Vikings came to Britain to raid villages and monasteries before deciding to live here. They draw Viking houses and describe weapons and clothing of that period. In their study of Tudor England, they write about the reign of Queen Elizabeth I and the Armada. They develop an understanding of lifestyle in Tudor times by visiting a museum. In the one lesson seen in Key Stage 2, teaching was very good. The teacher, who is new to the school, shows a great deal of personal enthusiasm, which is communicated to pupils. She ensures that lessons have an appropriate balance of activities and discussion. Excellent use is made of resources that stimulate pupils' interest. The video of the life of a Victorian town boy, held pupils spellbound. They were able to offer clear comparisons with their own lives.
154. Pupils have very positive attitudes towards learning. Some say it is their favourite subject because it is so interesting. They enjoy the balance of activities planned by teachers and take care with presenting their work.
155. Teaching is satisfactory overall, but is very good in Year 5/6. Teachers plan their lessons well and ensure coverage of the National Curriculum. Teachers make effective use of resources loaned by the School Library Service and link educational visits to topics. These extend pupils' understanding of life in Victorian and Tudor times. Visitors are welcomed to share their memories of the past. Two senior citizens talk to pupils about life in the village over eighty years ago. However, insufficient use is made of information and communications technology to enhance pupils' learning. Pupils use their word processing skills in Years 5/6 to print accounts of the life of Tudor monarchs, but very little use is made of the Internet and CD-ROM. The library is not used effectively to develop research skills. There is currently insufficient monitoring of planning, teaching and learning across the school.

INFORMATION and COMMUNICATIONS TECHNOLOGY (ICT)

156. Inspection findings are that by the end of both key stages, pupils' attainment in information and communications technology is below national expectations. Pupils, including those with special educational needs, make unsatisfactory progress. They do not gain sufficient knowledge of the control, modelling and monitoring aspects of the curriculum.
157. Standards have declined since the previous inspection when they were judged to be in line with those achieved by pupils of a similar age. There has been very little advancement of the subject to keep pace with recent developments. Very little time is allocated to this subject. Pupils have limited opportunities to use computers or other resources which severely restricts their progress and attainment. During the inspection, pupils were only observed using computers in one lesson and during an after school computer club. In discussion, pupils express their frustration at the lack of opportunity to use resources.
158. By the end of Key Stage 1, pupils are familiar with the mouse and keyboard. Pupils know how to use keys to delete, back space and make capitals. They know how to save and print work, but are unable to explain how to create pictures or music using software. They do not know how to produce and interpret graphs from a database. A few pupils can describe how to use a floor robot and how to program a series of instructions. They are unable to describe how to use the computer to solve puzzles. The scrutiny of previous work confirms that skills are not effectively developed and pupils make unsatisfactory progress through the strands of the curriculum.
159. By the end of Key Stage 2, attainment is below that seen in many schools. Most pupils have access to a computer at home and have developed their knowledge of word processing. They can edit, change font and size and know how to link text with pictures. Pupils use word processing skills to produce descriptions of Tudor kings and queens. However, many opportunities are missed to extend pupils learning through the use of ICT across the curriculum. For instance in science they fail to use data handling skills to record experiments when this would be appropriate. In history and geography they rarely use the Internet or CD-ROMs to research information. Pupils do not make best use of skills and knowledge to enhance learning by producing extended stories, magazines and pamphlets
160. Pupils in Key Stage 2 benefit from a residential visit aimed at improving information technology skills but their skills are not extended throughout the year. They know how to form a data base but fail to extend their learning to present findings in a variety of ways. Pupils do not develop their knowledge of control. They are unable to describe how a computer could be used to generate a set of traffic lights or monitor the weather by using sensors. In the present Year 6, most pupils have access to a computer and the Internet at home. Occasionally they are challenged to research information for homework. The recently formed computer club is very popular and two thirds of pupils attend this activity. This is a reflection of the interest of pupils who all show a positive attitude towards learning.
161. No direct teaching of skills was observed during the inspection. The scrutiny of previous work and discussion with pupils confirm that teaching is unsatisfactory. Until recently there has been no whole school scheme of work which could ensure progression through each strand of the curriculum. Although teachers' planning shows skills are to be developed, the evidence indicates that insufficient time is allocated to enable pupils to achieve the standards expected of their age. There has been no effective monitoring of planning, teaching or learning. The ineffective use of ICT to

support learning indicates limited staff expertise in the subject and further in-service training is required to extend teachers' confidence and skill. This is identified as a priority in the school development plan. Teachers do not have records of pupils' progress and attainment. There are adequate resources, but they are rarely used.

162. The recently appointed part-time teacher, has been given the responsibility to co-ordinate this subject. She has a high degree of expertise and enthusiasm and has already started the computer club. She recognises the need to develop the subject through both key stages. At present she has not been given time to monitor planning, teaching and learning or share her expertise with colleagues.

MUSIC

163. Evidence from this inspection indicates that pupils, including those with special educational needs make satisfactory progress to achieve the standards expected of their age at the end of both key stages. The previous inspection did not make a judgement on attainment at the end of Key Stage 1. Attainment at the end of Key Stage 2 was judged to be above national expectations.
164. By the end of Key Stage 1, pupils show enjoyment in singing in assembly. They can sing simple songs in tune to a satisfactory standard. They use body actions when singing 'We are climbing'. Teachers plan opportunities for pupils to listen to music. They encourage pupils to observe how music reflects the intention of the composer.
165. By the end of Key Stage 2, pupils perform with confidence when singing. They have a clear understanding of dynamics and tempo. They sing with enthusiasm and enjoy participating in concerts. They show confidence in creating a rhythmic pattern to a given number of beats. Pupils enjoy working co-operatively. There is no evidence of pupils exploring, creating, selecting and combining sounds in musical structure and this is a weakness. All pupils in Key Stage 2 learn to play the recorder. A number of pupils learn wind instruments at home and are encouraged to perform in school assemblies and concerts. Staff and pupils appreciate their efforts. Opportunities are arranged to enable pupils to sing in festivals. Pupils have a lack of knowledge of composers and their work.
166. Teaching is satisfactory in both key stages. Teachers make effective use of two published schemes of work to plan lessons. This ensures that all strands of the National Curriculum are taught. In the lesson observed, teaching was satisfactory. The teacher showing secure class management skills retaining pupils' interest by planning an appropriate range of activities. Pupils had the opportunity to develop singing and working with a partner to create a rhythm. The teacher made effective use of praise to celebrate pupils' performance. A weakness was the lack of opportunity to develop pupils' understanding of recorded music.
167. Pupils show a positive attitude towards learning. They enjoy their lessons but would like more opportunity to use percussion instruments. Some musical activities are arranged to allow pupils to listen to and appraise the work of external musicians. Pupils from Ibstock High School visit the school to share their expertise with pupils.
168. The co-ordinators' role has not been developed to share her expertise or to monitor teaching and learning in other classes. Opportunities to further extend pupils interest in and enjoyment of music are missed throughout the school day. The resources are adequate to meet the requirements of the curriculum but are poorly stored. This does not encourage the pupils to value these resources or the learning environment.

PHYSICAL EDUCATION

169. By the end of Key Stage 1 and 2 the attainment of pupils is in line with what is expected of pupils except in swimming where standards are above average. The quality of pupils' learning is satisfactory and they make sound progress overall with good progress in swimming. These judgements indicate that standards have been maintained since the previous inspection.
170. In dance by the age of seven pupils use music to interpret moods by responding to music as a starting point. They develop movement to link different levels, speed and direction. They learn how to move from individual movements into a co-ordinated dance sequence. They jump and make different body shapes and show how these can be developed into a smooth sequence. Whilst it was not possible to observe any gymnastic or games activities pupils' use of a good range of playtime equipment shows that they have average skills in running, moving in and out of spaces and in throwing and catching large rubber shuttlecocks.
171. In Key Stage 2 pupils extend their use of playground apparatus and use rope quoits, large balance/platform balls, wooden walking skis, bucket stilts and cats cradle ropes. Pupils' co-ordination is average and they can throw and catch a large basketball adequately. No opportunity was available to see pupils using gymnastics equipment and pupils express a wish to use this more frequently.
172. Virtually all pupils in Key Stage 2 really enjoy swimming. They go swimming each week for two terms and many have developed good swimming strokes. Higher attaining pupils are able to enter the water fingers first and produce smooth front crawl actions and breathe on the third stroke. Average attaining pupils can swim unaided for at least ten meters and often more with reasonable front crawl strokes. They can use floats to support their body when practising backstroke leg kicks. Less confident swimmers can mostly swim a few meters and use one or more floats to practice front and backstrokes. Most of these pupils can hold a star shape when floating in the water. By the time the pupils leave the school virtually all in the past few years have achieved at least the national minimum of 25 meters.
173. The quality of teaching observed was good. Teachers have good subject knowledge of both dance and swimming. Good use is made of a professional swimming teacher and classroom support assistant to enable three groups of pupils to work in the half of the pool available. Tasks set are appropriately challenging and feedback is given to pupils on how to improve their performance.
174. The curriculum is broadly based although pupils would appreciate more opportunities to use the available gymnastic equipment. Resources are satisfactory although the storage of equipment and materials for other purposes around the school hall and on high cupboards limits the space available and causes some health and safety concerns. The co-ordinator has until recently shared responsibility for subject development with a colleague. However, there have been few opportunities to monitor the quality of planning, teaching and learning and few opportunities to model good practice.
175. The school has a good range of extra-curricular sporting activities throughout the year. Staff work hard to ensure these activities run on a regular basis and are to be commended for the time given to such. However, in the inspection questionnaire parents do not think the school provides a good range of activities. Inspectors do not uphold this view. Sporting activities are well supported not only by the oldest pupils but

also by many in Key Stage 1. The school takes an active part in local schools sporting events, which the pupils enjoy.

RELIGIOUS EDUCATION

176. The standard of attainment at the end of Key Stage 1 is below what is expected of pupils of this age and the quality of pupils' learning and the progress that these pupils make is unsatisfactory. This indicates a fall in Key Stage 1 standards since the previous inspection. The standard of attainment at the end of Key Stage 2 is average and the progress pupils make is satisfactory. The school is not following the guidance in the Locally Agreed syllabus closely enough and at Key Stage 1 pupils do not cover the subject in enough depth. Planning is loosely based on the Locally Agreed Syllabus combined with an amalgam of other materials and ideas. The school has, however, recently purchased a commercial scheme of work that is beginning to provide a more progressive element to the curriculum.
177. The sample of pupils' work in Key Stage 1 shows very few recorded activities this term and pupils can recall little of the work they have covered. However, teachers' planning indicates more discussions and story sessions have taken place. Pupils have produced drawings of special people and places including a church. They identify people who help them such as teachers, and write a simple prayer to thank God for teachers helping them to do their work. Pupils have talked about things that are special to Muslims and know the Koran stand holds the Koran, which is a special book. They also have some knowledge of the life of Mohammed. Whilst these activities are generally appropriate there is little evidence of other work having taken place and the breadth and balance of work undertaken is unsatisfactory.
178. All pupils in Key Stage 2 are taught together which aids the progressive element of planning and makes use of the subject co-ordinators subject knowledge. Work this term has identified the person that pupils admire most and some of the qualities of that person that they believe are admirable. Pupils have found out about Guru Nanak and understand how his belief that all should sit at the same table relates to their lives. Previously pupils have written a 'Joseph rap' about his special coat. They have found out about the Five Pillars of Islam and the Ten Commandments by writing their own commandments. Pupils have also had some understanding of the Jewish faith and of other faiths.
179. The quality of teaching in Key Stage 1 is unsatisfactory. The planning of lessons until very recently has not sufficiently shown continuous and progressive teaching in a structured manner. The limited recording of discussions also makes it difficult for pupils to recall activities and build upon their understanding through reference to previous learning. In Key Stage 2 teaching is mostly good. The teacher has good subject knowledge, which he uses to illustrate points raised by pupils when discussing the qualities of leaders and leadership through reference to Sikhism. Older and younger pupils are given different but related tasks following effective whole class discussions. The teaching shows respect for the ideas of pupils, which encourages them to offer their ideas freely.
180. The attitudes of older pupils to the subject are good, they are interested in discussions and whilst the oldest pupils in the Year 3/ 6 group tend to dominate discussions younger pupils are able to contribute and their ideas accepted. The quality of the recording of pupils in Key Stage 1 is sometimes messy and indicates that this work is not of great importance to the pupils. Although there are regular visits from the local

Pastor to the school there have been few visitors from other faiths to extend pupils attitudes of life in a multi-faith society.

181. Two members of staff have until very recently shared the role of subject co-ordinator. Whilst they have attended some in-service training activities there have been few opportunities to monitor the overall effectiveness of the curriculum other than through their own teaching. As the school has not made full use of the Locally Agreed Syllabus or until recently a whole school scheme of work this has made it difficult to develop any system of assessment.