

INSPECTION REPORT

ROTHLEY CHURCH OF ENGLAND PRIMARY SCHOOL

LEICESTER

LEA area: Leicestershire

Unique reference number: 120155

Headteacher: Mrs D Wright

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 18th – 21st September 2000

Inspection number: 224579

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	5-11
Gender of pupils:	mixed
School address:	Mountsorrel Lane Rothley Leicester
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B. Pearce
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs S E Hall 21750	Registered inspector	Information and Communications Technology. Art Equal opportunities	What sort of school is it? The school's results and achievements. How well are pupils taught? What could the school do to improve further?
Mrs D Thomas 31753	Lay inspector		Pupils' attitudes and values How well the school cares for pupils. Partnership with parents and community.
Mr I Johnston 7983	Team inspector	Foundation stage English History	Leadership and Management
Mr K Heakin 27835	Team inspector	Special educational needs Science Design and technology	
Mr R Coupe 17543	Team inspector	English as an additional language Mathematics Physical education	
Mr E Morgan 22556	Team inspector	Religious education Geography	How good are the curricular and other opportunities offered to pupils

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in a large village some seven miles to the north of Leicester and has 301 pupils on roll. The proportion of pupils entitled to free school meals is below the national average. There are 11 pupils with English as an additional language, with most of these pupils speaking English fluently. Pupils enter the school in September or January dependent upon the date of their birth. Assessment data indicates that the attainment on entry to the school is slightly above average in most areas of the children's development, but slightly below average in writing. There are 54 pupils on the register of special educational need, which is below the national average with 2 pupils having a statement of special educational need. There have been no pupils excluded from the school recently.

HOW GOOD THE SCHOOL IS

This is a school with more strengths than weaknesses. The pupils enter the school with attainment that is above average and leave the school with similar levels of achievement. Whilst there is some uneven progress as the pupils move through the school overall progress is satisfactory. The overall quality of teaching is good. Taking all factors into account the school provides good value for money.

What the school does well

- The provision for children in the Reception class is very good.
- The attainment of pupils aged 11 is above average in mathematics and science and is well above average in physical education. Attainment throughout the school in religious education exceeds the requirements of the Locally Agreed Syllabus.
- The attitudes, behaviour and personal development of pupils are good.
- The school provides very good quality teaching of children in the foundation stage and mostly good teaching in Key Stage 2.
- Provision for pupils with special educational needs is good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The quality of care of the pupils is good.
- The school has good links with parents.
- The financial management of the school is good.

What could be improved

- The standard of pupils' writing in Key Stage 1 and 2.
- Curriculum planning to meet the needs of the youngest pupils in the mixed aged classes particularly in Year 1, and of the highest attaining pupils throughout the school.
- The monitoring and evaluation of the quality of planning, teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The quality of teaching has improved since the first inspection. When the school was inspected in 1996, six areas were identified as key issues for action. These included increasing opportunities for more able pupils to realise their potential and improving the way in which the school used assessment to improve planning. The school has made satisfactory improvement in these areas and now uses assessment to track the progress that pupils make. Although a number of pupils achieve higher levels especially in science still

more could be done to ensure that all pupils are set challenging tasks and targets which will enable them to achieve their best in all subjects. Improvement has been made in the provision for information technology. The school was also asked to make time available for curriculum co-ordinators in order for them to effectively fulfil their roles. Although some improvements have been made, opportunities to carry out monitoring are not frequent enough and some of the co-ordinators are not clear about the focus of the monitoring of planning, teaching and learning. The school has made good improvement in providing effective in-service training for staff and in extending opportunities to foster an awareness of other cultures. Overall the school has made good improvement in several areas but there is room for further improvement in some of the previously identified areas.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	B	C	C	E
mathematics	A	A	B	C
science	A	A	B	C

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

The table shows that in the 1999 National Curriculum tests the attainment of pupils aged 11 was average in comparison with all schools in English, and above average in mathematics and science. However, when the attainment of pupils is compared with schools of a similar nature attainment in English was well below average and that in mathematics and science was average. Over the last three years, attainment in English has been below that in other subjects. Inspection findings support these assessments. Whilst attainment overall in English is average, standards in writing are below average and this affects the progress that pupils make in other subjects. The end of Key Stage 2 assessments for 2000 indicate a very good proportion of pupils attain high standards in science. However, the number of pupils achieving higher than average standards in writing is low and not all pupils are achieving as well as they could. The school has identified that the development of higher standards in writing is a priority. The satisfactory introduction of the National Literacy and Numeracy Strategies and the mostly good quality of teaching in Key Stage 2 have a positive impact on standards for most pupils. The target for 83% of pupils to achieve Level 4 or better in English for 2001 is quite challenging whilst that for 76% to achieve a similar level in mathematics is less so.

At the age of seven, standards are average in reading and mathematics but slightly below average in writing. This mostly reflects the 1999 end of Key Stage 1 assessments. Whilst progress is generally satisfactory it dips in Year 1. The area the school serves is relatively advantaged and many pupils enter the school with slightly above average attainment especially in speaking and listening, but slightly below average attainment in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils have positive attitudes to school and maintain good levels of concentration in their work.
Behaviour, in and out of classrooms	Good. The great majority of pupils behave well and respond positively to the school rules and play together well.
Personal development and relationships	Good. Pupils readily take on responsibilities in and around school. Relationships between pupils and with staff are good.
Attendance	Above average. Pupils arrive punctually but some lessons start late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
66 lessons seen overall	Very good	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.

During the inspection teaching was very good in ten per cent of all lessons; good in 49 per cent, satisfactory in 38 per cent and unsatisfactory in three per cent of lessons. The quality of teaching is consistently very good for children in the foundation stage, which has a significant impact upon the progress that the youngest children make and is a strength of the school. Teaching is satisfactory in Key Stage 1 although it does not always fully meet the needs of the youngest pupils. Some of these pupils have had nine weeks in school before entering the three parallel Year 1 and 2 classes where much of the teaching is focussed towards pupils in Year 2. The teaching of literacy and numeracy is effective although that for the teaching of writing is less effective. The management of pupils is a strength of teaching throughout the school. The work of classroom support assistants is also of particular value and boosts the progress made especially in information technology groups. The planning of lessons is satisfactory although sometimes brief and somewhat vague. Pupils with special educational needs are well supported. The overall quality of teaching, which is now good, has improved from the previous inspection and there is a lower proportion of unsatisfactory teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Curriculum planning for the foundation stage is interesting and imaginative. The curriculum for other pupils whilst conscientiously done in year group teams is satisfactory, but sometimes fails to take account of the wide age and ability range in parallel classes.
Provision for pupils with special educational needs	Good. Pupils benefit from good systems of support provided by the teachers and committed support staff.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. The school sets clear expectations for behaviour and encourages pupils to take responsibility. The school makes good provision to foster pupils' understanding of other cultures.
How well the school cares for its pupils	Good. The school cares for its pupils well. Whilst a small number of parents are concerned about mid-day supervision this is generally satisfactory. The assessment of pupils' work is satisfactory; however, the use of assessment information to target pupils' learning is not fully effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. There is a very positive ethos in the school that promotes good behaviour. Although the senior management team has a clear idea of the planned developments for the school, the vision is not communicated clearly to the whole staff or to governors or parents. The co-ordinators do not have a clear understanding of their role and are not effectively monitoring planning, teaching and learning across the school. Leadership lacks a strong and determined focus on further improvement.
How well the governors fulfil their responsibilities	Satisfactory. Whilst some governors are inexperienced they are beginning to identify and develop their role in strategic management and undertake their duties with commitment and resolve.
The school's evaluation of its performance	Satisfactory. The school is beginning to make use of assessment and observation.
The strategic use of resources	Good. The resources available, including the accommodation and the information technology suite are used well. The school has a good number of classroom support staff who are used well to support learning. The school effectively applies the principles of best value to all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The vast majority of parents feel that their children like school and that the school expects their children to work hard.• Almost all parents think behaviour in the school is good.• Parents believe the standard of teaching to be good.	<ul style="list-style-type: none">• Parents feel that the use of homework and after-school activities to support learning is inconsistent and under-used.• Several parents do not feel sufficiently informed as to how their children are getting on.• A number of parents do not feel that the school works closely enough with them.

Inspection findings support the positive views of the parents. Whilst inspectors agree that the use of homework is under-developed the provision for extra-curricular activities and information for parents is generally good. The welcome provided to parents and visitors is sometimes aloof and does not support the concept of the school working closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment is slightly above average on entry to the school. Attainment is also above average in mathematics and science when they leave the school. Whilst satisfactory overall, the quality of learning as pupils move through the school is inconsistent, and the quality of learning varies from subject to subject and between year groups. Attainment is generally better in mathematics and science than in English and for the youngest and oldest pupils.
2. This term, the school, in line with the Local Education Authority policy has changed its admissions arrangements, which had previously been that children were admitted to the school in the term of their fifth birthday. This meant that sometimes summer born children had nine weeks in the class before entering the mixed Year 1 and 2 class. Some parents have been unhappy with this arrangement which they feel affects children's confidence and the level of progress that they make. They feel that children may have insufficient time to settle into the secure environment of the Reception class before entering bigger classes and a different learning environment.
3. Assessment information indicates that the attainment of children on entry to the Reception class is often above that expected of children of this age. Many have good speaking and listening skills and several can speak at length, and with a well-developed vocabulary. Similarly, children's knowledge and understanding of the world is good with most having a well developed curiosity and interest in their surroundings and of places that they have visited. Children's personal, social and emotional development is also above average and they are confident and quite mature for their age. However, assessment data also indicates that some children have less well developed skills in early reading and writing. The quality of the teaching is very good in the Reception class and this enhances the progress that children make in all areas of their learning. Inspection findings indicate that by the time the children enter Year 1, their attainment is above average.
4. By the age of 11 pupils' attainment in English overall is average, but it is better in speaking and listening and reading than it is in writing. The school has a well-developed reading programme that is effectively supported by parents. Most pupils read at home on a regular basis and this supports the progress made. Many pupils read fluently, with interest and confidence. They make good progress in reading as they move from year to year. The school has implemented the National Literacy Strategy satisfactorily but finds it difficult to identify sufficient time to teach the specific skills to improve writing. This has been identified as a priority. Progress in writing is unsatisfactory and not as good as it should be. Relatively few pupils can consistently write at length, with imagination and grammatical accuracy. Handwriting is not consistently well formed. Attainment in English has not risen consistently in recent years and standards are not as high as in mathematics.
5. The National Curriculum tests for 11-year-olds in 1999 show that attainment in English was average when compared to all schools. However, when attainment is compared to similar schools the achievement of pupils was well below average. Over a three-year period the attainment of pupils in English has consistently been below that in mathematics and science has shown relatively little overall improvement. Data from the Year 2000 English assessments indicate slightly more pupils with the expected levels

of attainment. This information shows pupils' reading being notably better than their writing with less than half the pupils attaining the expected level in writing.

6. Inspection findings are that attainment in mathematics and science is above average by the age of 11. This indicates an improvement in science from the time of the previous inspection. Pupils are confident in their learning and make good use of mathematical and scientific vocabulary. The 1999 national tests in mathematics and science show that the attainment of pupils was above the national average but only average when compared to pupils from similar schools. The Year 2000 assessments indicate an improvement in science with all pupils attaining at least the national average and with a good proportion of pupils achieving the higher levels.
7. Inspection findings are that by the age of seven attainment in reading, mathematics and science is average whilst that in writing is below average. This indicates that the good progress that pupils make in the Reception class is not maintained and that overall levels of attainment dip in Key Stage 1. The Key Stage 1 National Curriculum tests in 1999 show that attainment in reading, writing and mathematics was average when compared to schools nationally but below that of pupils in similar schools in reading and mathematics and well below in writing. When taking the four years from 1996 to 1999 together, attainment in reading and mathematics was above that in writing. In the Year 2000 tests, a smaller number of pupils again attained the expected level in writing than in reading or mathematics with only a very small proportion of pupils attaining the higher levels in writing. Teacher assessments in speaking and listening and science indicate generally average attainment and are consistent with the assessments of previous years.
8. The overall picture that emerges is that pupils enter the school with attainment that is above average, that this dips in the middle of the school but then improves slightly so that they leave school with attainment that is also often above average except in writing. The quality of learning for pupils in the Foundation Stage is very good and in Key Stage 2 it is generally good with older pupils making good overall progress. The quality of learning and progress made in Key Stage 1 is satisfactory overall but progress is not consistent and is sometimes unsatisfactory for pupils in Year 1. The uneven quality of learning and the progress that the pupils make as they move through the school reflects the concerns noted by the parents about the quality of education for younger pupils.
9. The teaching of writing has been consistently weaker than that in other subjects. This has made it difficult for children, who enter the school with skills in this area that are less developed than those in other areas, to make sufficient progress. Whilst there is generally good teaching in Key Stage 2, the lack of a sufficiently detailed writing programme restricts the quality of pupils' learning throughout the school.
10. The school has satisfactorily introduced effective strategies for the teaching of literacy and numeracy. Staff have a good understanding of the format of lessons and of what they want the pupils to achieve. However, some teachers struggle to provide a relevant level of challenge for all pupils in the mixed aged classes. In the majority of lessons the tasks that are set are focused either upon the average attaining or older pupils. This results in work for the younger pupils, which is often too challenging and they struggle to maintain concentration. Higher attaining pupils likewise, are not consistently given work which stretches them.
11. The requirements of pupils with special educational needs are identified early and accurately. Pupils receive well-targeted support from the good quality support staff.

This enables them to make good progress towards the targets in their individual education plan. There are effective arrangements for supporting pupils who are on the special educational needs register, which ensure that they make adequate progress in meeting their targets. There are presently 2 pupils with a statement of special educational needs.

12. Standards of speaking and listening are above average at both key stages. Most pupils are articulate and use a good range of vocabulary. However, in some Year 5/6 classes, question and answer sessions are dominated by the older pupils and boys often dominate discussions with some girls choosing to offer little in ideas or explanations. The small number of pupils with English as an additional language mostly speak English fluently and attain standards that are similar to their peers.
13. By the end of both key stages, the pupils attain levels of knowledge and understanding in religious education that are slightly above the expectations of the Locally Agreed Syllabus. By the age of seven, pupils have an often good understanding of Christianity and some of the other major world religions. By the age of 11 pupils have built on this knowledge well and compare and contrast features of different faiths, festivals and celebrations. Through their studies, pupils develop an understanding and tolerance of the views of others.
14. Pupils' attainment in information and communications technology has considerably improved from the time of the last inspection. Attainment is average overall, and unusually, is better in the aspects of control than in those of data handling. The school has worked hard to improve the level of co-ordination of the subject, the hardware used and the subject knowledge of teachers and support staff. All of these aspects have made a significant impact upon the rate of progress in the subject recently.
15. In physical education, at the end of Key Stage 2 standards are well above average. The quality of teaching in the subject is good and resources are very good. Extra curricular sporting provision is good and enhances the progress made by pupils in Key Stage 2. In art, design and technology, geography, history and music throughout the school and in physical education in Key Stage 1 attainment is average.
16. The school development plan has identified many of the areas for continuing development throughout the school. A start has been made on the monitoring and evaluation of planning, teaching and learning including in team meetings. The school has also improved assessment procedures but the use of this information to support planning to meet the needs of pupils who make different rates of progress is variable. The school is beginning to track aspects of progress in order to establish whether the quality of teaching is similar in each of the three parallel classes in each part of the school. This is an important and overdue improvement in maintaining equality of opportunity in pupils' learning. There is more to be done in these areas and some aspects of development have been slower to improve than they should indicating slight complacency since the previous inspection and a belief that standards of attainment are adequate. The rate of improvement whilst good in some areas has not been as rapid in other areas as it needed to be.

Pupils' attitudes, values and personal development

17. The vast majority of pupils of all ages throughout the school are keen to learn and to become involved in all aspects of their education. They listen attentively to teachers and are able to sustain good levels of concentration when engaged in practical tasks and

activities. The Reception class children have quickly settled in school and know what is expected of them. They thoroughly enjoy listening to stories and poems, respond quickly and in a positive manner when being given instructions from the teacher and work co-operatively in groups taking turns and sharing. Pupils of all abilities approach their work with a sense of commitment and are willing to persevere in order to overcome any difficulties they may encounter. They are eager to please their teachers and can be trusted to work independently when not being directly supervised. Pupils have pride in their work and enjoy talking about their success and achievements.

18. Pupils are keenly aware of the school's high expectations and the standard of behaviour is good. The vast majority of pupils in all year groups are courteous, helpful and friendly. They are fully aware of the school rules and code of conduct and how their behaviour affects others. They relate well to all the adults with whom they come into daily contact and show a great deal of respect for their learning environment. There are occasions when their attitudes and behaviour are less positive but this mainly occurs in lessons where they are not fully challenged and motivated. The House Captain and Sports Captain positions are much sought after by pupils in the school and the responsibilities that go with job are taken very seriously. Most pupils can sustain good levels of self-discipline when moving around the school and this is particularly evident when they enter and leave the hall during assemblies. Very occasionally behaviour in the dining hall lacks the usual level of self-discipline.
19. There have been no recent exclusions from the school. No incidents of bullying or oppressive behaviour, sexism or racism were witnessed during the inspection.
20. Relationships are good on all levels. Staff are good role models and do much to promote pupils' personal development by creating an environment where they are taught to be tolerant of others who may not share their views and to be sensitive and supportive of the less fortunate people in our society. Pupils of all ages are encouraged to work and play co-operatively together. The older pupils support the younger ones in small and significant ways for example in the dining hall and playground and this helps the youngest pupils to feel comfortable and confident in their new environment. Most pupils are willing to take on any responsibilities they are given and carry out their various monitorial duties promptly and efficiently. Pupils are provided with opportunities to set their own targets for personal development however, they are not provided with sufficient opportunities to use their initiative and to accept responsibility for aspects of their learning.
21. The attendance level is good and above the national average. There are few instances of lateness and the vast majority of pupils arrive in good time for lessons, although some lessons start late.
22. Pupils with special educational needs respond well to their lessons and demonstrate a positive attitude to learning in class. Pupils who have emotional or behavioural difficulties respond well to the help the school provides and helps them to respect the school rules. This helps them come to terms with their difficulties and build positive relationships with other pupils and adults.

HOW WELL ARE PUPILS TAUGHT?

23. During the inspection teaching was very good in ten per cent of all lessons, good in 49 per cent, satisfactory in 38 per cent and unsatisfactory in three percent of lessons seen. Overall the quality of teaching is good and has improved from the previous

inspection. Teachers are conscientious and work closely in year group teams. Whilst the percentage of teaching that is very good has fallen there is also less teaching that is unsatisfactory.

24. The teaching of children in the Foundation Stage is consistently very good with almost all of the very good teaching that occurred in the inspection week being provided for the youngest pupils. This maintains the quality seen in the previous inspection and is a strength of the school. This has a significant impact upon the progress that the youngest children make. The staff team in the Reception class work well together. Staff have high but achievable expectations of children. They make good use of demonstration to show the pupils how to improve their skills. This was illustrated well in a very good physical education lesson when the teacher and support assistant showed the children how to roll and control the ball so that they made very good progress in the distance and accuracy of rolling the ball to a friend. Planning is closely based around the Early Learning Goals for the Foundation Stage of Education and reflects very good understanding of the needs of young children. The activities are imaginative and stimulating and enable the children to make a very good start to their education. However, this imaginative approach, good planning and practice is in many respects in isolation and the quality of learning is not maintained when pupils move into Key Stage 1.
25. Teaching is satisfactory in Key Stage 1 although it does not always fully meet the needs of the youngest pupils in the mixed age classes. Some of these pupils have had 9 weeks in school before entering the 3 parallel Year 1 and 2 classes where much of the teaching is focussed towards pupils in Year 2. Discussions with teachers indicate that the planning of lessons is often focussed upon the needs of either the oldest pupils or the largest group of pupils in the class often with average attainment. This on occasion is not appropriate to meet the needs of pupils who make different rates of progress and in particular the youngest pupils. In all three parallel classes teachers have established good relationships with pupils and management is usually good. However, very occasionally teachers appear unaware of the fact that over lengthy introductions and ineffective supervision affect pupils' concentration and limit practical learning
26. Teaching in Key Stage 2 is mostly good. The staff's expectations of pupils, including behaviour, are generally good and some question and answer activities make appropriate demands of pupils. The management of pupils is good and ensures that pupils usually work in an orderly and calm working environment. Staff have developed good relationships with pupils and this motivates many pupils to work hard. The best teaching in Key Stage 2 is found in that of physical education including that supported by tennis and swimming coaches. The school makes good use of professional support staff and classroom support assistants to supplement the good subject knowledge in school.
27. The planning of lessons in both key stages, is based upon shared planning for three parallel classes, which is appropriate for mixed age teaching. However, the planning of individual lessons is variable and sometimes vague and unspecific in identifying specific learning tasks and how these will meet the needs of pupils with different attainment. Learning objectives are not always shared with pupils and teachers miss opportunities to indicate to pupils exactly what they are to do in each lesson. Very occasionally the challenge to pupils in the mixed age and ability class is not always as high as it could be for higher attaining pupils. The sample of work in many subjects indicates the heavy use of worksheets that are the same for all pupils regardless of their prior learning. Discussions indicate that some of the staff appear slightly

complacent over the standards achieved by pupils, and the teaching offered does little to really stretch the very highest attaining pupils. The use of time whilst satisfactory overall is occasionally weak with several lessons starting late during the inspection.

28. During parts of the school year in both key stages teachers organise pupils into sets based upon their levels of attainment in an attempt to match the level of challenge to the pupils' needs. This is effective and the school is wisely considering extending these opportunities to better meet the needs of pupils within a year group.
29. In the small number of lessons that were unsatisfactory and in some other lessons that were generally satisfactory there is not enough specific teaching of skills or imparting of information. This includes both art and design and technology where occasionally little more is expected of pupils than to copy pictures from a book. The lack of identification of specific skills and how to improve them coupled with an absence of demonstration, results in work that could be produced by younger or lower attaining pupils. The sample of pupils' work indicates that teaching is thorough and conscientious but few of the activities the pupils undertake are exciting, imaginative, unusual or really demanding. In both key stages the management of pupils is occasionally weak and teachers at times seem unaware that pupils are losing concentration and achieving little.
30. Teachers have generally good subject knowledge especially in physical education, English and mathematics. The teaching of literacy and numeracy is appropriate although the teaching of writing is less effective. The school has implemented the National Literacy and Numeracy Strategies satisfactorily and teaching in English and mathematics is good in Key Stage 2. The marking of pupils' work is good and helps them to understand how to improve their work. Marking is carried out conscientiously and this supports the development of self-esteem.
31. The work of classroom support assistants is of particular value and boosts the progress made particularly in information technology groups. Whilst teachers' subject knowledge in information and communications has considerably improved since the last inspection, teachers do not always make use of computers in the classroom to support day-to-day learning. Displays of pupils' work are good. They are attractive and bright and enhance the self-esteem of pupils. However, as noted by parents, the use of homework to support learning is inconsistent and needs to be improved.
32. The teaching of pupils with special educational needs is good. The teaching and non-teaching support staff employed for this purpose are effective. All pupils on the special educational needs register have targets set which are addressed in the teachers' planning. The tasks planned are interesting and varied and help move the pupils on in their learning. The good quality support takes place in class or in withdrawal groups. There is good communication between the teachers and support staff, which helps to identify the appropriate learning strategy to adopt in the different lessons. The pupils learn at a steady pace because they are well taught and well supported by competent staff.

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

33. The school, in general, provides a broad and balanced curriculum for its pupils. However, curriculum planning does not always ensure that the needs of all pupils are fully met in mixed age and ability classes. The curriculum for younger pupils, particularly in Key Stage 1, takes insufficient account of their prior attainment and

ability, and more able pupils throughout the school are on occasion insufficiently challenged. All subjects of the National Curriculum are taught regularly. The school makes satisfactory provision for teaching literacy and numeracy skills. Religious education is taught in accordance with the Locally Agreed Syllabus. Statutory requirements are met in respect of drugs and sex education.

34. The provision for children in the Foundation Stage of education is very good. The well-planned curriculum provides a wide range of stimulating learning activities covering all the Early Learning Goals. Children undertake a very good range of stimulating activities within a caring, supportive environment where their needs and achievements are effectively monitored.
35. The school makes satisfactory provision for pupils' personal, social and health education. Provision for developing this aspect of education has recently been incorporated formally into the school curriculum and a healthy life style is promoted through the curriculum, where opportunities are available for pupils to develop their skills and knowledge to make informed choices concerning their life style.
36. Pupils are offered a good range of extra-curricular activities. An extensive range of after school sporting activities, including specific coaching, is available for pupils in Key Stage 2. A small number of pupils benefit from musical tuition on a range of musical instruments.
37. The school makes good provision for pupils' spiritual, moral, social and cultural development. Good opportunities are provided to gain spiritual awareness through study of different faiths and religions and through visits to local churches. Pupils show a progressive insight into the values and beliefs promoted by the school through their work in religious education and through the curriculum in general. Special events in pupils' lives, such as the birth of siblings, are effectively used to explore pupils' feelings.
38. Pupils clearly understand the difference between right and wrong and their moral development is well promoted through the school's clear expectation of behaviour. As pupils mature, they are given increasing opportunities to develop and express moral values and to extend their personal understanding across a range of issues, as when discussing aspects of community life. Pupils respect one another and clearly appreciate the concepts of truth and justice.
39. Pupils' social development is good and enhanced by the quality of relationships that exist between pupils and staff. Teachers are good role models and in their interactions show that they respect pupils and value their views and ideas. Pupils are given suitable opportunities to take responsibility and older pupils show initiative, as when looking after younger children in the playground. Pupils work together co-operatively and compete fairly and on occasion act on their own initiative, as when supporting a pupil upset during a playtime activity.
40. The provision for cultural development of pupils is good and has substantially improved since the last inspection. Pupils develop a good understanding of their own culture through geography and history lessons. Pupils' knowledge and understanding of different cultures is well developed through the study of topics such as that on India and through religious education. The school has acquired a good range of artefacts to support the teaching of different religions, customs and festivals. Visits to local churches and visits by local clergy further enhance the pupils' knowledge and understanding of their own culture.

41. The school has successfully implemented a staged referral system for pupils who have been identified as having special educational needs. Procedures for identification and assessment of pupils with special educational needs are firmly established. Attainable targets are set for these pupils which are reviewed at regular intervals. Most pupils are given tasks that match their abilities. Pupils with special educational needs have full access to the curriculum, which is well adapted to meet their requirements.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Pupils are taught in a warm caring environment where they are valued and their views and opinions respected. They are confidently able to approach staff with any worries or concerns they may have and are secure in the knowledge that they will be dealt with promptly and in a tactful manner. Staff know the pupils well and have an acute awareness of their individual needs, strengths and weaknesses. In lessons, errors are corrected in a manner that does not lower their self-esteem thus enabling them to persevere with new areas of learning. The constructive advice and educational guidance given by teachers to pupils of all ages and abilities is making a significant impact on the standards they are achieving and the progress they are making. Child protection procedures are good and enable staff to quickly identify cases of a worrying nature and the well-established links with the support agencies ensures that they are promptly referred and appropriately dealt with. The health and safety of pupils is the joint concern of the staff and governors and much is done by them to ensure that pupils are taught in a safe and secure environment.
43. The school's procedures for monitoring pupils' attendance are good. Registers are analysed regularly for emerging patterns of absence. Parents are made fully aware of the school's expectations regarding attendance although some choose to take holidays in term time. Incidents of lateness are appropriately recorded and monitored. Registration is carried out efficiently.
44. The school's strategies for promoting and encouraging high standards of behaviour are good. House Captain and Sports Captain positions are a much sought after status and act as incentives which motivate pupils into developing positive attitudes to their work, good behaviour in lessons and around the school and to show kindness and consideration towards their classmates. The "Special Mentions Assemblies" during which pupils receive recognition for achievement and effort, do much to raise their levels of confidence and self worth. This is particularly so for the less able pupils and those who have special educational needs. The aims of the discipline and behaviour policy and anti bullying policy are reflected in classrooms and around the school and pupils are happy and comfortable learning in an environment which is free from all forms of oppressive behaviour.
45. The effective way in which the school supports and guides its pupils is having a significant impact on the standards they achieve and the progress they make. Pupils with special educational needs are identified and assessed promptly to ensure that they have adequate support and provision at the earliest opportunity. The special educational needs co-ordinator is responsible for liaising with a wide range of professionals, parents, carers, and other schools. These duties are undertaken competently, enabling the pupils to make good progress in school.
46. The school has satisfactory procedures for assessing and monitoring pupils' attainment and progress. The school keeps records of pupils' achievements in the core subjects of English, mathematics and science and effective use is made of

standardised and other optional assessments from Year 2 onwards. Targets are set with pupils identified for extra support to boost attainment. In addition, records are kept of pupils' personal achievements. Pupils' achievements in the foundation subjects are less detailed and in some instances, incomplete. Samples of work are retained as a cumulative portfolio that accompanies pupils throughout the school and to the secondary school.

47. The school regularly analyses test results against targets set for individual pupils. However, whilst some procedures have identified weaknesses such as the underachievement in writing, the use made of assessment to guide curriculum planning whilst satisfactory overall is underdeveloped. The information available is not sufficiently used by the headteacher and staff to track issues of progress and ensure equality of opportunity for all pupils. Learning objectives are not consistently identified in teachers' planning and not all staff are sufficiently involved in analysing pupils' performances in mixed age classes. Consequently this information is insufficiently used to guide curricular planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has developed a good partnership with parents and formal and informal links are well established. Whilst some parents would like further information about the work their children do most are pleased with the regular information which the school provides. This relates to forthcoming events and their children's progress and the way in which staff make themselves available to discuss any worries or concerns they may have. Parents are mostly warmly welcomed and encouraged to play an active role in the daily life of the school by helping in classrooms with various activities. Their involvement significantly enhances pupils' learning and adds to the quality of school life. However, the reception accorded to parents and visitors lacks warmth and whilst businesslike is aloof.
49. Some parents express the view that the school does not work as closely with them as it could; inspectors feel that there are few grounds for concern in this respect. Parents are kept well informed of all aspects of school life and forthcoming events through regular, interesting newsletters, and the helpful booklets given to parents of the Reception pupils enable these young children to be well prepared for the transition from home. The school prospectus conveys positive messages and is a good guide to the school's routines and procedures. Annual reports are detailed and enable parents to have an informed insight into their children's progress. The home/school diaries provide a channel through which the formal lines of communication between teachers and parents can be maintained and strengthened.
50. Some parents are disappointed with the range of extra curricular activities provided by the school. Inspection findings suggest that provision is generally good especially for sport. The formal curriculum is also supplemented in other ways through visits to places of interest and the wide range of professional visitors to school who work with pupils and share their expertise. Most parents feel that their children are making good progress academically however, some parents are concerned that their children are not given enough homework. Observations made during the inspection would endorse this view. "The Parents and Friends" group work hard to support the school financially by organising fund raising and social events.
51. Parents of pupils on the special educational needs register are invited to attend the termly review meetings. They are pleased with the school's commitment to helping pupils with special educational needs make the best possible progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership of the school is satisfactory and there are several strengths. The headteacher, governors and staff are committed to providing a good standard of education for the pupils and the work of the school appropriately reflects the schools declared aims. The headteacher maintains a calm and caring atmosphere in the school, relationships are good and there is an obvious team spirit amongst the staff. There is a very positive ethos in the school that promotes good behaviour.
53. An appropriate management structure has been developed through a senior management group representing teaching teams throughout the school. However, despite the importance of the early development of the youngest children in the school, the Foundation Stage is not represented on this team. Since the previous inspection the roles of the co-ordinators have been clarified and a good start has been made in monitoring the effectiveness of the implementation of the National Literacy and Numeracy Strategies. The results of statutory tests are analysed and the school is beginning to identify trends in attainment and areas of weakness. As yet, however, this process and the range of information available have not been fully used. The purposes of monitoring are not sufficiently focused and as a result the information which is obtained through monitoring is not of sufficiently good quality to provide a sound basis for further development. Overall the role of senior staff in driving the school forward, raising standards and in rigorous evaluation should be developed further.
54. Whilst regular team meetings address pupils' progress and plan to move pupils on further, too little attention has been paid to evaluating the progress of all groups and particularly the younger pupils in each class. There is not enough rigour in monitoring the consistency of what children in the same year groups, but different classes, are taught to ensure that the needs of all pupils are met. The monitoring and evaluation which currently takes place does not provide sufficient information about where good practice is occurring in the school and does not identify ways of sharing this to improve curriculum provision and the quality of learning. This weakness in the management of the school is hindering its development.
55. The Governing Body is very supportive of the school and is fully aware of its statutory responsibilities. There has been a considerable turnover in the membership of the Governing Body in the recent past and currently, under a new and enthusiastic chair, it is going through a restructuring plan giving all governors responsibilities and tasks in line with their interests and expertise. This process is not yet complete but the plan shows a very carefully considered structure designed to give the school well-focused support.
56. The committee structure supported by working groups and task groups covers all of the areas of responsibility. There are now governors with responsibility for all curriculum areas and they have been visiting the school on a regular basis to acquaint themselves of the issues which are current at present. The reports to the Governing Body are helping to give a much clearer picture of the life and workings of the school and to help in the identification of areas of strength and weakness. In addition the governors have a planned programme of presentations by members of the teaching staff to appraise them of recent development in areas such as the Foundation Stage.
57. The management of special educational needs is effective. Pupils are assessed and reviewed regularly and their individual education plans are updated to monitor progress.

The co-ordinator for special educational needs regularly updates the register for pupils with special educational needs. However with other management responsibilities the co-ordinator can at times be overburdened. There is a named governor for special educational needs who visits the school regularly and provides the governors with written reports. The school provides sufficient resources to meet the needs of pupils with special educational needs, which enables them to make good progress.

58. The school development plan is discussed by all staff and drafted by the headteacher and the senior management team. A proposed plan is then presented to the governors to scrutinise, discuss and if necessary amend. The current plan is a useful working document that is fully costed and aligned to the school's priorities. It identifies the tasks and responsibilities to be achieved within a reasonable time. Although arrangements for monitoring are established, there is no identified criterion by which governors may judge the success of their planning decisions.
59. The school makes good use of its resources, including specific grants and additional funding. National literacy and numeracy frameworks have been well resourced. Teachers' in-service training is provided and linked to the school's identified educational priorities. The last local authority report identified the secure financial practices in existence, whilst a more recent internal report confirmed its findings. Day to day management of the school's finances is effectively controlled by the headteacher who is ably supported by a bursar using the good systems available. The principles and practices of best value are carefully and successfully applied. For example, the school seeks out several tenders before allocating contracts for refuse collection, grounds maintenance and building repairs. Other resources are purchased from suppliers at competitive prices.
60. The school has appointed staff sufficiently well qualified and experienced to meet the demands of the National Curriculum. The good level of support staff makes an effective contribution to the learning of the pupils and enhances their progress. This is especially true for those pupils with special educational needs. The teachers have clear job descriptions that identify their areas of responsibility both as teachers and co-ordinators. They work as an effective team alongside each other and with the support staff.
61. The school's overall accommodation is very good and is enhanced by attractive displays. The buildings are very clean and tidy and are well maintained. Classrooms, are light, airy and well furnished. However, there is no large, permanent play equipment to meet the needs of the children in the Foundation Stage. There are two well-equipped libraries, well-planned areas for the delivery of Information and Communications Technology, (ICT) and a large hall and well managed playing fields. In addition, the hard play areas are well marked out for games and playtime activities. Pupils' awareness of their environment is raised by the recent provision of the Millennium Garden. The senior management team and governors are to be congratulated for the way in which they continually strive to improve the accommodation. Their efforts have led to approval for the impending building of a new classroom. An on-going programme of refurbishment and improvements has led to the high quality provision now available to pupils. In this they are well supported by the premises officer, whose skills and enthusiasm have made a most valuable contribution.
62. Educational resources for physical education are very good. For English, mathematics, science, history, art, ICT, religious education and the library they are good. All other resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

(1) improve the standard of pupils' writing across the school by:

- increasing the range and quality of opportunities for extended writing for different purposes and audiences in subjects across the curriculum, *(paras 9, 91, 93, 94, 115, 139)*

(2) improve the quality of the school curriculum by:

- providing more effective curriculum planning which meets the needs of the youngest pupils in mixed age classes, especially in Key Stage 1; *(paras 8, 16, 25, 33)*
- providing a suitable match of curriculum tasks to meet the needs of all pupils including those of higher attainment, *(paras 10, 25, 27, 28, 33)*

(3) further develop the effectiveness of monitoring and evaluation procedures by:

- ensuring that scrutiny of planning and the quality of learning is rigorous and focussed to increase consistency across and between year groups; *(paras 8, 16, 27)*
- extending the monitoring of teaching by the headteacher, senior management team and curriculum co-ordinators in order to share good practice and identify how teaching best meets the range of age and attainment in all classes. *(paras 16, 53, 54)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	10	49	38	3		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		316
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		55

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	3.6
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	28	20	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	18	19	20
	Total	38	40	42
Percentage of pupils at NC level 2 or above	School	79	83	88
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	24
	Girls	19	19	19
	Total	40	41	43
Percentage of pupils at NC level 2 or above	School	83	85	90
	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	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	15
	Girls	12	14	15
	Total	23	29	30
Percentage of pupils at NC level 4 or above	School	64	81	83
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	13	14	15
	Total	25	29	31
Percentage of pupils at NC level 4 or above	School	69	81	86
	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	6
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	161

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.

Financial information

Financial year	99
	£
Total income	473,325
Total expenditure	452,617
Expenditure per pupil	1,503
Balance brought forward from previous year	26,823
Balance carried forward to next year	20,708

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	316
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	3	0	3
My child is making good progress in school.	33	56	5	0	6
Behaviour in the school is good.	31	63	0	0	6
My child gets the right amount of work to do at home.	16	43	29	6	6
The teaching is good.	34	58	3	0	6
I am kept well informed about how my child is getting on.	23	49	19	5	5
I would feel comfortable about approaching the school with questions or a problem.	36	51	9	3	1
The school expects my child to work hard and achieve his or her best.	44	50	3	0	4
The school works closely with parents.	21	45	26	4	4
The school is well led and managed.	20	54	13	5	9
The school is helping my child become mature and responsible.	23	74	1	0	3
The school provides an interesting range of activities outside lessons.	18	44	23	8	9

Summary of parents' and carers' responses

Of the parents who responded to the questionnaire almost all feel that their children like school and that behaviour in school is good. The vast majority feels that the school expects the pupils to work hard and that it helps pupils to become mature. A significant proportion feel their children do not get the right amount of work to do at home and do not feel well informed of how their children are getting on. A number also feel that the school does not work closely with parents or provide an interesting range of activities out of school.

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

64. The assessments carried out soon after children start school indicate that, on entry to the school, most children attain standards that are slightly above the average of children of that age, with higher attainment particularly in speaking and listening, but slightly below average attainment in writing. The pupils learn well and make good and rapid progress. The majority of children achieve the early learning goals by the time they move into Key Stage 1, with many pupils exceeding this expectation.
65. The basis for admission to the school changed at the beginning of this school year. There are now two entry dates and this means that for the first time there is a considerable number of pupils under the age of five attending the school. This has required considerable change in curriculum provision not only to meet the needs of a larger number of young children but also to take full account of the newly introduced Foundation Stage. The changes which have been made have been well considered and the provision for young pupils in their first year is a strength of this school. The curriculum takes full account of the identified areas of learning. There are effective links within and across the curriculum offering children an interesting, exciting and stimulating range of experiences, which give a rounded approach to learning in their early days at school.
66. The quality of teaching is very good at all times and has some outstanding features. The teacher knows the pupils well even at this early stage of the term and is already aware of individual needs. Lessons are stimulating and full of interest and enjoyment. They take account of the short concentration span of children at this age and through careful and sensitive encouragement, involve all of the children in the carefully structured activities. These activities are challenging and expectations are high yet carefully matched to needs. This enables the more hesitant pupils to tackle new concepts with confidence. The national Literacy and Numeracy Strategies have been implemented in ways that are appropriate to children of this age.
67. The teachers are well supported by non-teaching assistants and parent helpers, whose input is also of high quality. These people are very much involved with the learning process particularly in the outstandingly good systems for assessing children's attainment and progress. These systems are continuous and provide valuable and clearly focused information, which is recorded and used as a basis for planning the next stage of work. Children have their own record of achievement cards, which they proudly show and the teacher chooses occasional events to record the achievement of children in an interesting a colourful manner. The record of a day's activities using the story "The Lighthouse-keeper's Lunch" is an outstanding example of how activities related to all six areas of learning was integrated into one day. The booklet, which records this, is also an excellent example of how information can be presented with explanations, descriptions, children's work and photographic records. Important emphasis is placed on language development and structured play is seen as a vital vehicle for creating opportunities for conversations and discussions.
68. All resources used by the children are of equally high standard with careful use of attractive computer-generated worksheets and cards. The quality of resources is very high and they are well stored, easily accessible to children and adults. The atmosphere in the teaching area gives confidence to the children and they respond positively and

with enjoyment. This high quality provision has been maintained and improved since the previous inspection.

Personal, social and emotional development

69. The children behave well and teachers and adult helpers help children to develop a clear sense of right and wrong. During structured play activities, children are encouraged to co-operate and share the equipment. There are good relationships between the children and these are promoted by a positive emphasis on the need to look after each other and to take care of one another's belongings.
70. Children are encouraged to be tolerant and considerate of the feelings of others and they are encouraged to talk about their feelings in conversations with puppets like Ozzie and the bears. All of the children are well settled into school. Already, they are confident in their dealings with adults and one another and sufficiently confident to wait their turn and then ask their questions. During the inspection a child asked if he could go out to the front and show everybody the first letter of his name on the 'have-a-go' card. They are beginning to have a firm grasp of routines and can select resources for themselves and put them away when they have finished with them.
71. The children are encouraged to take responsibility and those designated as helpers for the day undertake their tasks very willingly and co-operatively. The children are already capable of independent work including some basic writing and they are learning to listen and follow instructions using the teacher's voice on an audio-tape as the stimulus. They listen well during physical education lessons in the hall and have a clear understanding of what they are expected to do. They maintain their attention and show interest and respect for one another.

Language and literacy

72. The teacher and the adult helpers promote early language skills consistently and continually. This has a very positive result and the children make good progress. The teacher takes every opportunity to develop speaking and listening skills with conversations, discussions, explanations, asking for ideas and opinions. The children listen very well and respond confidently and accurately during registration, during story-times and when thinking of words they might wish to use in their writing. The classroom is alive with words and vocabulary, which has either been gleaned from the children themselves or used as a basis for conversation or early writing. These are imaginatively and attractively displayed. Children readily refer to the list of children when taking turns at the computer and will identify who comes after them. The children are immersed in language from the moment they step foot in the classroom and this is having a very positive impact upon their development. The emphasis on vocabulary permeates all the activities and the teacher makes sure that the correct vocabulary is being used in lessons such as physical education when the teachers and classroom helpers refer to cones, equipment and barrier.
73. Early writing skills are being effectively developed coupled with children's identification of sound and letters. The use of Ozzie the ostrich to introduce new letters is particularly effective. The children are stimulated by this approach and immediately begin to identify these letters in new words they see about them. This quickly transfers to their writing and already many children are composing captions and short sentences using the initial letters of the words. The formation of letters is introduced at the same time and consistently reinforced when the children are engaged in their emergent writing activities. In creative activities the teacher and adult helpers encourage the children to

extend their vocabulary such as thinking of words to describe the texture of the materials they use.

74. The books in the classroom are attractively displayed and children are already experiencing the use of the library adjacent to the classroom. The teacher shows her own love of books and this has a very positive impact upon the children. They love story-times during the day and listen with enjoyment whilst stories are read from a wide range of books, all closely connected with the theme of the work they are doing.
75. Other activities are strategically placed around the room and children have the opportunity to work in an office with all of the equipment for writing notes and for answering telephone calls. The classroom and its resources supplement the rich curriculum in providing an exciting place for the development of language skills. There are valuable and helpful booklets for parents to support them in their children's learning at home. Children take home-reading books to read or have read to them and each child has a diary in which parents can make their own comments about their child's work.

Mathematical development

76. The provision for teaching mathematics to the children in the Foundation Stage is good. The teacher and classroom helpers plan good experiences for the children and they work well with individuals or with small groups. All of the adults have a secure knowledge of the learning objectives and they have appropriately high expectations of what they want the children to achieve. Incidental opportunities are often taken to introduce and reinforce the use of numbers in simple counting during routine activities, such as giving out and collecting in resources, putting the children into groups for activities, in physical and creative development lessons. Regular and ongoing assessment opportunities are planned and the teacher has very good quality information about each child's attainment and progress towards the Early Learning Goals
77. The curriculum, which is planned for these pupils shows clearly how their prior learning will be consolidated and extended, and the majority of children make good progress and have reached the learning goals long before they transfer into Key Stage 1. During the inspection there was good focus on the use of mathematical language and children were already being encouraged to use longer and shorter, bigger and smaller. Pupils are comfortable in using terms like circle and square, recognising simple two-dimensional shapes and some children are already accurate when counting to ten. Many of the 'choosing activities' are selected for their mathematical importance and there are frequent opportunities for children to sort, match and order everyday objects. The high standard in the quality of learning reported at the previous inspection has been fully maintained and built upon.

Knowledge and understanding of the world

78. The Reception children make good progress in the development of their knowledge and understanding of the world and attain high levels of understanding by the time they enter Year 1. The quality of teaching is very good with staff and helpers showing a clear understanding of the needs of young children and appropriate expectations of what they can achieve. The children are encouraged to learn about themselves and how they grow, about their families and about the world around them. In one topic last year the children had learned many interesting facts about farming today and in times gone by

and they had looked closely at cereal farming from sowing to harvest.

79. During the inspection, children were confident in talking about animals that come out at night and they know that the term for this is nocturnal. In another group, when the teacher had neglected to plug in the tape-recorder, this was effectively used to extend the children's knowledge of the use of electricity and to consider safe practices. Children working with toy animals display a good knowledge of well-known animals and this was used by the teacher when reading a story about elephants and giraffes later in the day. These children were sorting their toy animals according to size and they could relate different animals to different parts of the world explaining that polar bears come from cold places and lions from warm African countries.

Physical development

80. Good progress is made in this area of learning and by the time they enter Key Stage 1 the children all achieve the early learning goals. They progress well attaining both fine and gross motor skills. Teaching plans take full account of the needs of individuals and they are supported by extremely good assessment procedures which record attainment and identify needs.
81. This area of learning is one that has perhaps changed more than the others for this school because of the alteration to the admission policy. Previously the school had very few children under the age of five and so very limited provision has been made for a secure outdoor play area or for the provision of large moving toys. This would support the development of children's awareness of space and others, and would help them to develop their movement and levels of physical co-ordination as well as promoting personal and social skills when playing and sharing the equipment. The teacher and classroom helpers compensate in many ways but the quality of learning needs to be enhanced.
82. In these early days of their schooling the teacher is strongly emphasising 'our special space' by encouraging the children to draw an imaginary circle round themselves and to keep their shapes inside the space. They listen well to the instructions and take care when practising the skills. As a result most children make good progress during the lessons. During the inspection children were exploring the shapes they could make and, stimulated by the rhyme 'Thin as a pin, as wide as a bridge' they were responding well and making thin, wide, tall and curled shapes copying the example given by the teacher. All children can walk and step in a sensible, controlled manner to find a new space and then move on tiptoes to the next space. Several children can manage to walk along the low balance bar and crawl under small barriers and a small number of pupils can throw and catch a beanbag with reasonable accuracy.
83. Within the classroom the children are making good progress in holding a pencil. The teacher and classroom support assistant constantly reinforce the correct way to hold a pencil and to the way to form letters. Children are encouraged to colour in shapes with care and then cut them out with scissors. The accuracy of cutting is carefully monitored and progress is recorded. Children were seen colouring in a bear, using the shape of threading laces and then cutting out the shape with above average skill. There is always a wide range of activities which develop children's dexterity including colourful and attractive jig-saws and construction equipment and they have regular access to the computer where they are developing fine movement control using the mouse to make snail track patterns.

Creative development

84. Children make good progress in attaining the early learning goals in the area of creative development. Evidence of work done by Reception children last year includes colouring and art work using a range of media, and craft work leading to design and technology. When making a sliding mechanism, children had designed the apparatus and written a description of what they had done. There are photographic records of collage work showing good progress and high attainment in cutting and fixing as well as choosing the materials appropriate to the picture taking account of texture and colour.
85. During the inspection children were observed using chalk and creating observational drawings of a teddy bear. They show good control of the crayon and accurate shading. The teacher took this opportunity for language development, with children finding their own words to describe the smudgy effect of the chalk. They cut out their shapes with increasing accuracy and apply the glue themselves to fix the materials to the paper. They recognise and can identify colours. The good range of activities, which is always on hand, provides regular opportunities for children to explore and try out a wide selection of media, textures and materials.
86. These children are very happy in school and they are proud of their efforts. Teachers and other adults in the classroom intervene very successfully to support and extend children's creative abilities and encourage them to explore and experiment in formal teaching, in the children's choice of activity and in the home corner. The teacher uses praise well and records achievement using an attractive record card with "I can do this" stickers to the delight of the children in her care.

ENGLISH

87. The overall standards of attainment in English are close to the national average at the end of both key stages. By the end of Key Stage 1 attainment is above average in speaking and listening and in reading but below average in writing. This means that the good progress made during the Reception year is not fully maintained. Furthermore, there is an inconsistency in the rate of progress made in the two years of the key stage. There is a similar picture throughout Key Stage 2. By the age of 11 pupils, including those with special educational needs, are achieving good standards in reading and in speaking and listening, but attainment in writing is below the standard expected of that age and well below the average for schools in similar contexts.
88. In speaking and listening, standards at the end of both key stages are above average. Pupils in Year 2 listen attentively to their teachers. They listen well to instructions and sit in deep concentration when stories are being read to them. They show clear understanding of the stories and can retell them and make appropriate comments using a sophisticated and well-developed vocabulary. They talk about their work with interest and enjoyment and with sensibly collected thoughts which are expressed clearly. In discussions they respond confidently and put forward their ideas and opinions well. In Key Stage 2 the pupils build steadily on their earlier achievements and speak confidently and clearly about their work and their interests. They willingly answer questions. They are confident when asking questions and when speaking to the rest of the class. They listen well to one another and respect the opinions of others.
89. Throughout the school, standards in reading are generally above average. In Key Stage 1, pupils read together from a wide range of texts. Most pupils read accurately and are able to decode unfamiliar words using picture cues and phonics. The more able use

the sense of the text to make informed guesses about the meanings of new and difficult words. They can predict the outcomes of the stories. Most pupils read independently and can talk freely about books they have read, favourite stories and the characters in them. The most able are aware of different authors. These pupils are confident in their understanding of the layout of fiction and non-fiction books and know about features such as the contents page. The less able, however, often lack the motivation to try and read and some of the texts are beyond their ability. They are sometimes hesitant and do not recognise familiar words and decoding is often limited to the identification of the initial letter.

90. By the age of 11 higher attaining pupils read fluently and with expression. When reading aloud they are interesting to listen to and they add dynamics to their reading with good expression and an awareness of the purpose of punctuation. They read with obvious enjoyment, humour and fun. These pupils have a comprehensive range of interests, reading both fiction and non-fiction. Many enjoy reading poetry. They have favourite authors such as Jacqueline Wilson and Roald Dahl. They select the reading matter in various ways, by author, sometimes by title or by reading the blurb on the book cover. All of the high attainers read regularly at home, visit the public library and are comfortable with the retrieval system in the school's library. There is a wide ability range and a small number of below average readers are well below this standard, reading simple texts and with decoding skills at a very early stage of development. Pupils are beginning to use the computer for developing their research skills but the extension of higher order reading skills is not well developed.
91. Attainment in writing is below national expectations. By the age of seven, handwriting is not good enough. Letters are often inconsistently formed despite the very good grounding when the pupils are first admitted to school and where there is purposeful emphasis on the correct way to write them. A start is made on joined-up handwriting, but it is inconsistently maintained and reinforced. The standard of handwriting is often good in handwriting books but this is not carried through to other written work. The range of opportunities for writing is appropriate to the age and ability of the pupils. Apart from grammatical and comprehension exercises they write book reviews, descriptive passages and there are examples of extended writing. In these the higher attaining pupils develop their story in sequence and they demonstrate an appropriate awareness of language with some good use of phrases such as, "I thought about this long and hard." Much of this work is at least in line with what is expected for pupils of this age. However the majority of pupils in the year group do not reach this standard and progress throughout the key stage is inconsistent. There is clearly an emphasis on the quality of learning in Year 2 but it is not so obvious for the younger pupils.
92. Some of the pupils in Year 1 have only been in the school for one full term. In many instances the content of lessons especially during the Literacy Hour is geared more to the older pupils. Although the activities are often appropriate to the needs of individual pupils this is not always so and many of the younger pupils are confused. Marking is consistent and usually includes constructive comments to help the pupils improve. However, in some instances, younger pupils find it very difficult to understand the written comments, although these are often read to pupils if necessary.
93. By the age of 11 pupils have an appropriate grasp of the basics of grammar and punctuation. They have regular opportunities for practising through comprehension exercises, often associated with the book in use during the Literacy Hour. They practise simple and complex sentences, using direct speech and try to improve their own writing through the use of adjectives and adverbs. During the year they experience a balanced approach to formal learning. The higher attaining pupils develop confidence in

using paragraphs, apostrophes and inverted commas. Despite this, however, much of the writing lacks sparkle. A lot of the extended writing is based on adventure and mystery stories. The content is appropriate and often imaginative but the opportunities, which are given, are limited in scope. There is less emphasis on other opportunities for writing such as narratives from history, writing reports of school work or as a press release, giving instructions and making commentaries, writing formal and informal letters. There are not enough instances when the writing is for different readers such as friends, other adults, and people not yet known to them, or opportunities to undertake persuasive writing or to adapt the writing for specific purposes and particular audiences.

94. By the end of Key Stage 2, all pupils have a planning book but its use is not always fully effective in improving the quality of written work. Often the pupils write out their first draft in the planning book, then a fair copy is made, but frequently without change. No instances were observed of pupils composing their creative work at the computer keyboard. Overall, there are not enough opportunities given for the development of written English through other subjects of the curriculum.
95. Marking is regular and often includes constructive comments and guidance. However, it often ignores mistakes in the spelling of frequently used words and needs a more consistent approach. Marking of spellings indicates that teachers' expectations are not closely matched to pupils' prior attainment and individual needs.
96. Throughout Key Stage 2, pupils' progress is patchy and often the younger pupils in a class do not make as much progress as their older classmates. However there is some good work being achieved in some classes, for example, some Year 3 and 4, pupils were stimulated by their teachers' reading of "Highway Man's Hollow" and enthusiastically looked at different ways of developing the poem for themselves by adding appropriate adjectives to make the descriptions even more colourful. Imaginative writing is of good quality although here again the range of opportunities is limited. Pupils with special educational needs are well supported by teachers, learning support assistants and parent helpers. This enables them to make progress along with the rest of their class and towards meeting the targets in their education plans. However, the grouping of pupils in mixed age classes constrains the teachers' opportunities to match the majority of work to the individual and in the Literacy Hour, the whole class sessions are often geared to the older pupils in each class.
97. Pupils generally respond with enthusiasm in lessons especially when the work is stimulating and seizes their interest. Pupils have a very positive attitude towards learning. They relate well to one another and enjoy working together. Resources for English are good. The school has developed two small libraries. They are different in character and reflect the needs of the younger and older pupils. The stock of books is appropriate and the accommodation is well used. The younger pupils are happy to go to the library and enjoy story-times and looking at the books, which are appropriately displayed. The oldest pupils in the school make satisfactory use of their library, which has been cleverly contrived out of former cloakroom accommodation. It is small but well laid out and many pupils make good use of it to find books to support their topic work. This use has not yet been extended to all of the Key Stage 2 pupils on a regular basis and several pupils who were asked, said that they were unsure how to find the non-fiction books on any given topic.
98. The quality of teaching is good overall and during the inspection, no unsatisfactory lessons were seen. Teachers have good subject knowledge. They show good classroom management and relationships with the pupils are good throughout the

school. In the best lessons whole class teaching is effectively combined with a range of well-planned activities closely matched to pupils' needs and which have clear targets for pupils' improvement. The Literacy Hour is well established and planning across the classes is shared and usually effective, although greater detail or more consultation would ensure a more consistent approach across the parallel classes. Again in the more successful lessons, pupils are spellbound during the reading of stories and this enthusiasm is carried into their group activities and individual work. In less successful lessons the teachers' expectations are not well matched to the pupils' ability and pupils lose interest and enthusiasm.

99. Since the previous inspection, the overall standards have improved but the quality of writing has not kept pace with this improvement. The co-ordinators are well aware of this and are beginning to seek solutions. The role of the co-ordinator has been developed during the last four years. However, the structures for monitoring the curriculum, the standard of teaching and the quality of learning lack rigour and are not focused well enough. They have, as yet, not identified specific strengths and weaknesses, nor highlighted the good practice to be shared throughout the school in a bid to improve the overall provision.

MATHEMATICS

100. The inspection findings show that the attainment of pupils in mathematics is average in Key Stage 1 and that pupils in Key Stage 2 attain above the average. Standards have improved over the last three years, especially at Key Stage 2. Arrangements for admission mean that about two thirds of pupils enter Key Stage 1, with one or two terms less education than that of pupils in many other parts of the country. Whilst the standards achieved in the end of year tests for pupils aged seven is in line with the national average, at the expected level 2, admission arrangements may contribute to the fact that the number of pupils attaining at the higher level 3 is below the national average.
101. The school has effectively introduced the National Numeracy Strategy. It has used appropriate procedures to ensure that teachers have received the necessary training, support and guidance ensuring a general degree of confidence in support of their teaching. Teachers make satisfactory use of numeracy across the curriculum, for example in recording time in history, measuring in design and technology and counting beats in music. A very good display in the hall identifies the many uses which pupils make of numeracy in all aspects of the curriculum throughout the school.
102. In both key stages, the school ensures that the pupils' grasp of number and the use of the four rules of number are good. Similarly, pupils' familiarity with space and shape is good. Some teachers are effectively developing pupils' mental arithmetic skills through well-devised strategies, demanding a speedy and confident response to their questions. However, this practice is inconsistent, so that in most lessons, the pace and challenge required to improve pupils' mental agility skills are too gentle. Generally, therefore, pupils do not excel in these activities and their instant recall of number facts is in need of further improvement. For example, whilst pupils at the end of Y5 could "add on" in 7's, 8's, and 9's, there were very few who could quickly recall number facts involving them. There is also a need to develop a more structured process to further improve pupils' acquisition of mathematical language throughout the school.
103. At the age of seven, all pupils are familiar with numbers up to 100, recognise odd and evens and nearly all count forwards and backwards in twos and fives. They have developed a sound understanding of place value. All pupils in Year 1 add and subtract

single numbers to 10 and several of them to twenty. Some Year 2 pupils add and subtract to 100. Year 2 pupils make totals of various costs to a total of 25 pence, although a few high attaining pupils add 23p+16p before finding the change from 50 pence. They identify a range of flat shapes such as circles, squared rectangles and triangles and count the number of faces and edges on three-dimensional shapes. Pupils have a good understanding of time and are able to read a clock to the half-hour. They gather and interpret data about how they come to school into a block graph.

104. By the end of Key Stage 2, many pupils add and subtract to 10,000. They divide and multiply by two and three digits, and most understand the relationship with decimals, fractions and percentages. They find the mean, median and average. Pupils calculate the area of rectangles and triangles and measure weight, length and capacity with reasonable accuracy. They have a good knowledge of a wide range of three-dimensional shapes and their properties. The concept of negative numbers has been developed so that pupils are competent in handling them, for example, when plotting co-ordinates in four quadrants. They have used tables and graphs to record data they have collected, but the range, variety and extension of this work is limited. Problem solving opportunities and investigation into mathematical concepts are mainly restricted to those identified in school textbooks. These do not provide sufficient stimulation for pupils to become excited enough to embark on further independent research and investigation. Furthermore, they constrain opportunities for pupils to apply and further extend their previously acquired mathematical understanding and knowledge through wider ranging and practical activities. This is particularly true for the higher attainers.
105. Overall teaching is good, but it is better in Key Stage 2 than in Key Stage 1. About two thirds of all lessons seen during the inspection were good, which is an improvement on the quality of teaching since the last inspection. Teachers' planning is aimed appropriately at the pupils within the mixed age groups in their classes. Direct teaching to the whole class occasionally makes the pitching of the lesson content difficult to gauge, particularly in Key Stage 1. In trying to meet the needs of all pupils a few of the higher attaining pupils are not extended and similarly some younger pupils experience difficulties. The best teaching under these circumstances was observed in a Year 1 /2 class where the teacher demonstrated her knowledge of pupils' attainment and directed well-crafted questions to pupils of different ability. In all classes, however, teachers prepare written activities, well matched to pupils' ages and abilities and set them to work in small groups.
106. On most occasions these groups of pupils are well supported by class assistants and parent volunteers. When this occurs, the good liaison between teachers and support staff, makes a significant contribution to pupils' learning, leading to the satisfactory overall progress by the end of Key Stage 1 and good progress by the end of Key Stage 2. The good teaching resources available are appropriately used in lessons, although the use of information and communications technology to support learning was only observed on one occasion. Pupils with special educational needs receive good support in lessons and they make good progress throughout school.
107. Marking is regular and consistent and enables teachers to keep abreast of pupils' progress, but whilst due praise and encouragement are noted there are very few developmental comments made in pupils' books. Further knowledge of pupils' achievements is gained by regular tests to identify the extent of learning. Realistic group targets are set in addition to targets for individuals. However, the latter are not always shared with pupils, thus denying some of them the opportunity to become willing participants involved in their planned development.

108. The senior management and co-ordinator have developed successful processes for improving the introduction and development of the National Numeracy Strategy. They include planning arrangements, use of assessment, and monitoring of the curriculum. These processes now need further development. Teachers currently plan in isolated group teams linked to their mixed age group classes on a weekly basis. However, there are not yet any formal procedures to evaluate the success of what has been taught, nor of what needs to be changed to maintain and promote methods offering a high challenge to all pupils. The co-ordinator is aware of the need to extend her sources of information of what is taught throughout the school from year group to year group and from one key stage to the next. Some success in this aspect of her work has been by observing teachers in their classrooms. This should be extended to identify the undoubted good practice existing and find ways of sharing it with others, for example, through in service training.
109. On the whole pupils enjoy mathematics. They listen hard to what their teacher has to say and respond well through their answers and contributions. They settle quickly to the tasks they are given and show good qualities of concentration and persistence. They co-operate and offer support to one another such as when using calculators.

SCIENCE

110. Standards at the end of Key Stage 1 are average, which is similar to findings of the last inspection. Pupils make satisfactory progress and by the age of seven, pupils have had some good experiences of investigating and testing. They test a range of materials to show the effect of water on different types of paper. They classify natural and man made materials and know that water turns into steam when boiled and into ice when frozen. Pupils have found out about their senses and know about the physical processes of light and dark and sound and hearing. They are familiar with the basic parts of a plant and know the importance of light and water for the healthy growth of a plant.
111. Standards at the end of Key Stage 2 are above average, which is an improvement since the last inspection. Approximately half of the pupils are attaining particularly high standards. By the age of 11 pupils have made good progress and recognise the need for fair tests and realise that predictions may be different from results found. They recognise the importance of controlling variables and can give reasons for their findings. They know about weather recording and the water cycle and have conducted experiments on evaporation and condensation. Pupils are familiar with the properties of materials and can apply this knowledge to materials used in house building. During the inspection, lessons were observed on habitats, in particular how animals have adapted to their environment. Pupils know about plants and growth and how this relates to life cycles.
112. On occasion, scientific tasks are not well matched to the needs of the higher attaining pupils, but pupils with special educational needs make good progress. This is particularly evident where the focus is on the application and interpretation of their scientific knowledge rather than their ability to write about the experiment.
113. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. Good teaching occurs where there are high expectations, and effective planning. The better teaching shows clear subject understanding, and lively presentations with well prepared resources. Teachers have positive relationships with pupils, which encourage them to contribute to discussion sessions. Pupils are

encouraged to learn and use scientific vocabulary and they respond well when working in groups. Good use is made of the school grounds, especially the newly created wildlife area and pond. The construction of the environmental area utilised the good teamwork and talents of the teaching staff, parents and premises officer. Work is marked regularly and higher expectations are set for pupils to present their work neatly. The large majority of pupils write up investigative procedures in a neat and orderly way. There was little evidence of homework being used to extend learning in science. Good quality displays are evident throughout the school and help to celebrate the good work on rain forests, electricity, magnetism and woodland habitats. This enhances pupils' subject knowledge and self-esteem.

114. Pupils work well in science lessons, and many show a good level of interest especially in Key Stage 2. They have good attitudes to their work and make appropriate gains in their knowledge and understanding, especially during stimulating practical lessons. Relationships and behaviour in lessons are generally good and enable effective collaborative work.
115. There are many good examples of pupils extending their literacy skills in science, although in Key Stage 1 there is often a reliance on worksheets when pupils could give their own accounts of the work and practise their writing skills. There are many opportunities for pupils to apply their numerical skills to measure and record results in various charts and tables. Some aspects of pupils' learning benefit from good cross-curricular links with other subjects. This was evident when using geographical skills to locate rainforests when exploring different habitats. The school is aware that insufficient use is made of information and communication technology both for research purposes and for recording of results. Pupils' spiritual, moral, social and cultural development benefits from the thoughtful evaluation of results and collaborative work. Resources to support the teaching of science are good, including the school grounds.
116. The subject is well organised and the two co-ordinators share the role competently. They have a clear vision for the development of the subject to raise standards further. Monitoring of the subject is carried out in line with the school's monitoring policy, but as yet this has been ineffective in identifying all issues of planning, teaching and learning. Pupils are assessed at regular intervals at the end of topics in Key Stage 2, and there are plans for this and the further use of assessment information to be extended.
117. Since the previous inspection the school has made many improvements including; raising standards, improving progress and teaching in Key Stage 2, developing resources especially for forces and energy, monitoring teaching and improving the quality of displays. Areas for future development of science have already been identified as assessment and monitoring of progress, compilation of a portfolio of levelled work, more focused work on planning and evaluation of experiments and use of information and communication technology.

ART AND DESIGN

118. The quality of display in the school is very good. Work is widely and attractively displayed and this enhances the self-esteem of the pupils. The high standards of display make a significant contribution to the learning ethos of the school. Unusually, on occasion the high quality of display disguises the quality of the pupils' work, which is generally average. This maintains the standards seen in the first inspection. At the end of both key stages pupils' work is usually of the standard expected although there is some ceramics work that is of a higher standard. Pupils in both key stages have recently produced good work making starfish and tiles with raised flower shapes.
119. By the end of Key Stage 1 pupils are able to mix shades of colours and apply paint fairly evenly. Pupils can weave paper into simple mat shapes. The best recent work is of attractive chalk pictures in the style of ancient cave paintings. Pupils make simple pictures using a range of printing materials, but whilst most of this work is satisfactory some lacks care and is untidy. Higher attaining pupils draw a vase of flowers using pastels and produce several pictures such as that of Joseph's coat of many colours using wax crayons. Pupils' sketch books indicate that most pupils' drawing skills are at an appropriate standard, with pupils generally being able to draw objects around the school with a fair degree of accuracy for their age, but few pupils do this to a high standard.
120. By the end of Key Stage 2 pupils produce a range of rubbings of items around the school. They produce scratch pictures of Victorian scenes by scratching through layers of wax crayon. They produce reasonable quality portraits using charcoal and pastel drawings of fruit. Several pupils produce simple but effective silhouettes of trees using inks and attractive stylised sunset paintings. The best examples of recent work are chalk portraits in the style of Hans Holbein, such as Jane Seymour and Anne Boleyn, which combine links between art and history. However, pupils' sketchbooks show work of a barely satisfactory standard with some sketching skills being at a very basic level. There is limited evidence of pupils evaluating the quality of their work and attempting to improve it.
121. The attitudes of most pupils are good. Pupils are interested in the activities they undertake and many work carefully and neatly. Pupils use materials sensibly and carefully and co-operate well with each other sharing materials well. Pupils are proud of their work on display. However, few pupils demonstrate a real love of art and few try really hard to be imaginative and produce their very best work on a consistent basis. Whilst most younger pupils concentrate well and maintain a good level of interest in the task a large proportion of older pupils do not. In the lessons observed the oldest pupils chat about out of school activities throughout the lesson and are satisfied with work that would benefit from their more critical evaluation and more effort being applied.
122. The quality of teaching and learning is satisfactory. This is reflected in both the lessons observed and through the quality of pupils' recent work. The planning of lessons is often brief and fails to recognise the specific development of skills and techniques. Teachers have satisfactory subject knowledge. However, many samples of pupils' work indicate that all pupils undertake the same activities and produce very similar work on many occasions. This indicates that teachers allow little room for imagination or creativity or for pupils to make choices in the materials or techniques to use. The organisation of lessons is sound, although in the lessons observed during inspection teachers missed many opportunities to demonstrate techniques in order to improve specific skills, such as sketching, for example through reference to line and tone, form and space and the combination of these elements. The management of pupils is sound but occasionally

pupils are allowed to chat amongst themselves when they should be working which limits the amount and quality of work produced.

123. The management of the subject is satisfactory. The two co-ordinators have good subject knowledge but they have had few opportunities to monitor and evaluate the quality of planning, teaching and learning. This has meant that the school has not been fully aware that the progressive teaching of skills and techniques is not specified in many activities. Resources are good and good use is made of visitors to enhance the quality of work especially in ceramics. The use of information technology to support learning whilst satisfactory could be developed further.

DESIGN AND TECHNOLOGY

124. Standards are in line with national expectations in design and technology by the end of both Key Stages. This is similar to standards at the last inspection. All pupils in school make satisfactory progress including those with special educational needs.
125. By the end of Key Stage 1 pupils have planned, made and evaluated their own room designs. They have designed a winding mechanism for "Incy Wincy Spider" to climb up the spout, and have investigated and then made a healthy filling for their roll for an Activity Day Picnic. They have planned and used a variety of techniques to produce individual copies of 'Joseph's Coat of many colours', and have evaluated their designs effectively. All pupils design and plan before making and the evaluation process is well emphasised. However, occasionally the use of a format or doll model, for instance in the design of Joseph's coat, limits imagination in the scale or style pupils would choose.
126. In Key Stage 2 pupils have designed and made a board game which they evaluated after construction. They have made mince pies at Christmas and have carried out extensive work in school and at home on making a musical instrument. Pupils have used many materials and techniques of cutting and joining in construction work but the design element of their work is noticeably weaker. This is evident in the work of the oldest pupils looking at presentation skills where the task of drawing the initial of their name and decorating this offered little to really challenge pupils' design skills and resulted in work that could have been done by younger pupils.
127. The subject is well integrated into other subjects and enhances other areas of the curriculum such as history, music and art. For example in music, pupils have designed and made their own musical instruments and completed an evaluation afterwards. Technical vocabulary is well used, for example to describe the principle of winding mechanisms.
128. The quality of teaching and learning overall is satisfactory, although some is unsatisfactory due to the limited development of the design element of tasks. Teachers mostly have secure subject knowledge and understanding of the subject. They plan lessons carefully but do not always take account of pupils' previous learning and individual abilities. Pupils are well managed during practical lessons. Good use is usually made of appropriate resources and there is due regard for pupils' health and safety.
129. Pupils' attitudes to work and behaviour are satisfactory. There is a willingness to experiment and to work with care. They listen carefully to their teachers and adult helpers and are polite to one another during group activities. Pupils demonstrate good-

humoured independence as they select materials and help clear away afterwards. They are prepared to have sensible discussions about their work and help assess the work of others. However, occasionally in some tasks that contain little challenge the interest of the oldest pupils is not fully captured and they struggle to maintain concentration.

130. The subject is satisfactorily managed by an enthusiastic co-ordinator who is well aware of the strengths and weaknesses in teaching and learning. Since the last inspection there have been improvements in planning, an improved policy and scheme of work, a wider range of practical activities, and monitoring of teaching. Areas for development of the subject include more rigorous monitoring and recording of assessments to help future planning and staff training. Pupils' numeracy skills are developed through use of measurement and shape and space, for example when making their musical instruments. Health education was emphasised during safety reminders and in the healthy eating work for their Activity Day picnic roll.

GEOGRAPHY

131. Pupils make satisfactory progress in both key stages and their attainment is in line with national expectations at the age of seven and eleven. Since the last inspection the school has developed an effective scheme of work which supports the teaching and has had a positive impact on standards in both key stages.
132. In Key Stage 1 pupils' learning is enhanced by opportunities for them to develop their geographical skills and knowledge through studying aspects of their local environment, including the school and the immediate locality. They describe their journey to school and the older and more able pupils in the key stage plot some village buildings on large-scale maps.
133. Pupils in Year 2 know that modern houses are built largely of brick and stone unlike houses in the past and compare the contrast life in the country with that in a large town. They realise some of the conveniences of living in a large town in terms of shopping, but also the congestion brought about by cars and other vehicles. The study of houses is extended to consideration of dwellings in other parts of the world and way of life, for example in India where the people have fewer resources for building houses. Studies of other countries lead to understanding of how climatic conditions vary across the world and older, more able pupils in Key Stage 1 identify the warmer and colder areas of the world. Older pupils name some of the animals found in these locations and how they are adapted to living in those differing climatic conditions; they know that polar bears are to be found in the Arctic and that they have thick fur to protect them from the cold.
134. In Key Stage 2 pupils have suitable opportunities to extend their local studies further afield to include, initially, major features in the county of Leicestershire. They name and locate the major towns in the county and calculate approximate distances between them from scale maps. Pupils are familiar with the use of six figure grid references and know a range of map symbols including bus and railway stations, churches with and without towers and landform features, such as rivers and hills. They accurately identify such features on maps using grid references.
135. Pupils in Key Stage 2 locate major features on maps of the British Isles including major towns and rivers and they compare and contrast different locations. They know and locate world continents and oceans of the world. Pupils in Year 6 undertake a detailed

study of rivers and describe the geographical features. Pupils are aware of the effect of river erosion and the importance of rivers, such as the Severn, to communities that live close to the river. Studies of river pollution allow pupils opportunities to undertake their own investigations, such as the effect of discarded oil on river fauna. However, the presentation of the work is very variable and the written accounts lack precision and attention to detail. Studies of life and daily activities in contrasting communities such as in an Indian village, give pupils good opportunities to contrast their own life style and that of children in other communities.

136. Overall the teaching of geography is satisfactory with some good features. At best lessons are well planned and pupils are given suitable opportunities to further their knowledge and understanding through their own book research. In these instances careful planning, clear identification of learning objects and the availability of suitable resources enable pupils to get on with their work promptly and efficiently. In these lessons pupils displayed a good attitude to their work and showed the ability to work independently for sustained periods of time.
137. However, such good practice is not always evident and overall insufficient attention is given to ensuring that the work is suitably matched to pupils' ability and prior attainment. Where work is not well matched, pupils lose interest in the work and this has a detrimental effect on standards of work and their behaviour. Whilst the geography scheme of work now operates on a two year cycle to topics, insufficient attention is given to the step by step development of geographical skills.

HISTORY

138. Throughout the school pupils make satisfactory progress overall and attain the expected standards for their age. Key Stage 1 pupils have studied an appropriate range of topics including work on homes and how they have changed, with a particularly close look at Tudor homes. Pupils have made a sensible comparison of the materials which were used then and now and their work clearly shows understanding. This work was tackled in a cross-curricular theme linked to work in Geography about homes across the world. In work on famous people pupils have looked at the life and work of Alexander Graham Bell and the development of the telephone and old and new radios and have learned about Humphrey Davy and Florence Nightingale.
139. In Key Stage 2 the topics covered last year were more limited but the quality of the work was satisfactory and pupils in Year 6 learned about the Tudor monarchs from Henry VII to Elizabeth with a brief history outlining important dates and events. Their work on the Wars of the Roses dealt effectively with the reasons for the conflict and the pupils' work showed an appropriate level of understanding. Particular work on the reign of Henry VIII dealt with the six wives and the disaster of the sinking of the Mary Rose and pupils studied Hans Holbein and Frances Drake and the Spanish Armada. Pupils' written work on history topics is mainly descriptive and the quality of writing and presentation in their recorded work is below the expected standard.
140. During the inspection pupils in Key Stage 1 were looking at the effects of the Great Fire of London. Pupils were given clear explanations and were asked to discuss the reasons why the fire spread so far and burned for so long. Older and more able pupils were able to consider these questions sensibly and offer appropriate opinions. The majority of pupils in the class were able to cope with the content satisfactorily and to use earlier learning to support their ideas. All of the parallel classes in Key Stage 1 are engaged on the same topic and the classroom walls have colourful and interesting displays of

posters and pictures depicting the fire. Teachers have added captions but in some cases these are in language which is beyond the capability of some of the younger pupils in their classes.

141. In Key Stage 2, during the inspection, pupils were engaged on a study of the Victorian era. Some classes looked at the discoveries and inventions of famous people like George Stephenson and others at the changes brought about by the industrial revolution and the development of the large factories and the gradual demise of the cottage industry. The research into the inventions and discoveries was being undertaken very enthusiastically by pupils who were using the reference material on the computers in the computer suite.
142. This reference material is new to the school and pupils were fascinated by the wealth of information that was at their disposal. In the classes where pupils are given the opportunity to find things out for themselves in this way, they make good progress in increasing their own knowledge and in realising the value of the source of reference material. However, in some classes pupils do not have sufficient opportunity to research information for themselves and they make slower progress as a result. The pupils' work on Victorians was supported by very fine displays of pictures, posters and artefacts. The school had made very prudent purchases on a limited budget but the artefacts, which are available, such as a flying shuttle and a Davy lamp, are of very good quality and greatly enhance the pupils' interest in the topic.
143. The pupils are well motivated and approach the topics with interest and enthusiasm. They share the artefacts and co-operate well in discussing their findings and ideas.
144. The quality of teaching is variable. In the best lessons teachers are secure in subject knowledge and really motivate the pupils to want to find out more for themselves. Their findings are shared in the classroom and a wealth of knowledge is gathered. Teachers use local examples to illustrate what they are teaching and pupils can identify more easily with the changes which they hear about. The constant reference to a dateline, confirms pupils' understanding of the passage of time. In less successful lessons pupils are not given so many opportunities to find things out for themselves and they are given the information with few opportunities to contribute their own ideas. This limits pupils' ability to extend their knowledge through research. The expectation of the quality of pupils' work is also variable with some classes being challenged to produce their own descriptions and to assemble their information and others merely filling in worksheets which lack both challenge and motivation.
145. The enthusiastic and well-informed co-ordinators are well prepared for the reintroduction of the full curriculum. They have already considered and adopted the suggestions made nationally and have opted to use the scheme on a trial basis for a two year period. They have identified the need for a properly structured monitoring programme to evaluate the effectiveness of the scheme but this has not yet been set up. Time has been used effectively at curriculum staff meetings to try to achieve a consistent approach to the teaching of history across and between year groups. The co-ordinators are also aware that a more secure assessment procedure is needed but this has not yet been developed. The co-ordinators have made a good start in assembling appropriate resources and reference material. The pupils at various times make study visits to local places such as the church and Rothley Court. In the past visits have been made to the museum in Leicester to view their Egyptian collections and other displays although there are no plans in the current year. There are occasional visits by theatre groups with historical presentations and an actor who comes to the

school dressed in historical outfits as a person from Roman or Tudor times.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

146. Pupils' attainment at the end of both key stages is in line with national expectations, which is a considerable improvement since the previous inspection when the subject was a key issue for development. The rate of progress has improved considerably in the last two years due, in no small measure, to the determination, vision and commitment to the two subject co-ordinators. They have worked hard to increase the subject knowledge of colleagues including support staff. The quality of pupils' learning and their progress is satisfactory overall with some good progress made in Key Stage 2 in aspects of control technology. Standards are rapidly improving due to developments in resources, curriculum planning and growing confidence.
147. Pupils at the end of Key Stage 1 follow a route though a maze, and make simple sentences, and use words from a word wall. They use a programme to make a design for Joseph's coat and for a roll for a picnic. Pupils use a 'talking stories' program and follow the words and pictures in their books. Lower attaining pupils, from a choice of three options, find something that rhymes with the word they are given. Pupils in Year 2 learn more about punctuation by adding capital letters and full stops to a piece of text. They use the arrow keys to move around the screen and understand how to delete their mistakes. The youngest pupils learn to write their own names, use the "enter / return" key and the space bar.
148. By the end of Key Stage 2 pupils have good understanding of using a screen turtle to move around the screen to given commands to make amongst others, a square, triangle, hexagon and polygons. They repeat these commands to make complex patterns. Pupils produce a front page of a Tudor newspaper by writing their own stories and using a format to create a newspaper front page. However, there is relatively little use of word processing and desktop publishing in recent samples of work. Similarly, there are only a few instances of pupils using an art program such as creating a picture of a flowering plant to which they add labels. Whilst pupils are able to make and use football league results for different activities the open-ended use of information for data handling purposes is more rare.
149. The quality of teaching and learning is satisfactory overall but with some that is good. Information technology skills are now being taught in a progressive manner and the rate of progress made by some pupils is good. The school makes regular, timetabled use of the information and communications technology suite for both key stages and this is considerably boosting the rate of pupils' progress. Curriculum planning is carefully considered and teachers and support staff make good use of commercial materials to provide structure to long and medium term planning.
150. In the majority of ICT activities, teachers introduce an activity to the whole class and identify what the pupils are subsequently to do. Groups of pupils then work individually at the bank of computers with the close support of classroom assistants. This makes good use of an improving level of staff competence. Pupils benefit from the structured approach and clearly set tasks which are beginning to make an impact on the use of ICT across the curriculum. Some teachers and support staff have good subject knowledge and whilst this is not apparent for all staff this is improving through peer tutoring. Staff support pupils well and whilst a small number alter and change the work of pupils too regularly many understand the need for pupils to learn from their mistakes in order that they can identify what is not totally accurate.

151. Pupils' attitudes to the subject are good. Pupils look forward to being allowed to use the ICT suite and use this in a quiet and mature manner. Pupils use computers sensibly and carefully, often helping and advising their friends if they are stuck. Pupils ask for help politely and most work with confidence and good concentration.
152. The co-ordination of the subject is good. The two co-ordinators although based in the same parallel year groups have worked hard with all colleagues to improve planning and teaching. Improvements have been made in hardware and software to support learning in all areas of the ICT curriculum. This has considerably improved teachers' confidence and whilst much remains to be done the rate of recent progress has been good. However, as yet not all teachers make regular usage of the class based computers to support day-to-day learning. The co-ordinators have a realistic overview of areas for development, but the opportunities to monitor and evaluate the quality of planning, teaching and learning are not extensive and much has to be done out of lesson time. The school is wisely considering the possibility of extending these opportunities and of those for assessment in the subject.

MUSIC

153. Standards of attainment in music of the pupils in both key stages are in line with national expectations and pupils make satisfactory progress. This is similar to the findings of the last inspection.
154. The standard of singing is satisfactory at the end of both key stages. In assemblies, most pupils join in well and show interest and enthusiasm for the songs and hymns. Most pupils sing in tune, with a sense of enjoyment, strong sense of rhythm and adequate volume.
155. In Key Stage 1 pupils mainly experience singing and some instrumental work, composing and listening. Music often supports other learning as when pupils learn counting songs and those that extend vocabulary and topic work. At the end of Key Stage 1 pupils can appreciate the difference between high and low sounds and have an understanding of pitch and rhythm. They use percussion instruments to interpret a specific beat or rhythm. Pupils are encouraged to listen appreciatively to recorded music and give their ideas about what feelings or messages the music conveys. They sing rounds successfully. For example in assembly they sang "London's Burning" and accompanied this with various percussion instruments.
156. By the end of Key Stage 2 pupils sing tunefully and with increasing rhythmic expression. In class and in the school's recorder classes, pupils play tunes with good tempo. Their musical experiences are enhanced by opportunities to play wind, string and keyboard instruments, provided by teachers from the Leicester Arts in Education Service. Pupils understand the need for notation and have used standard and non-standard notation for their own compositions. They enjoy listening to music and can understand how it creates different moods or effects. They are familiar with different beats and rhythms. This was evident in a Year 3/4 class where pupils were listening to ostinatos from African culture. During this lesson pupils were able to compose their own ostinatos to the tune of "Omutugwa."
157. The teaching of music is satisfactory. Pupils are engaged in a range of activities drawn from the programmes of study. Most teachers are non-specialists who make good use of the scheme of work to support their planning. Classroom organisation and

management are satisfactory, although in one lesson observed during the inspection in Key Stage 2 pupils were restless and inattentive and consequently their progress was slow. Generally pupils have a satisfactory response to music and they sing and play percussion enthusiastically. They listen attentively and work well in groups.

158. The two co-ordinators have an effective grasp of the subject and have clear views on the future developments of music in the school. A school ensemble is being formed to play regularly to allow pupils to perform more in assemblies. A school choir is being set up in time for Christmas and more multi-cultural instruments are being purchased for school use.
159. Since the last report there is more music being taught throughout the school with an emphasis on music from other cultures. There is an effective scheme of work, which is particularly helpful for the non-specialist teachers. Music supports and enhances pupils' spiritual, moral, social and cultural development and contributes to pupils' speaking and listening skills through allowing them to appraise and discuss music. Opportunities to take recorder lessons make a satisfactory contribution to the school's programme of extra-curricular activities. Learning resources for music are satisfactory overall.. The use of information and communication technology is developing.

PHYSICAL EDUCATION

160. Attainment of pupils at the end of Key Stage 1 is above that expected for pupils of similar ages and pupils' attainment at the end of Key Stage 2 is well above average. The last inspection identified physical education as being a strength of the school. The findings of this inspection confirm that this continues.
161. The enthusiasm, energy and personal skills of the co-ordinator and some of his colleagues, provide good inspiration and support for all members of staff, including those who are less confident in their teaching than others. All pupils have equal access to the curriculum and are encouraged to participate in the many extra-curricular activities that enrich and extend the National Curriculum. There is an appropriate policy, and the scheme of work provides clear guidance that breaks down the contents of the curriculum into manageable sections, offering appropriate emphasis to dance, games and gymnastics. Pupils benefit from swimming lessons and by the time they leave school almost all pupils can swim a distance of 25 metres.
162. The overall quality of teaching is very good and is never less than satisfactory. Some very good examples of teaching were observed in a Year 3/4 games lesson and in a Year 5/6 swimming lesson. A tennis lesson was enhanced by the input of an expert coach, specifically brought into school to support the class teacher. Pupils made very good progress in racquet control and ball skills. At the start of the lesson only about half the pupils could return a ball over the net, but by the end almost all could achieve success. The very good teaching of swimming was characterised by very good use of time and the high expectations of the class teacher, enabling even the more hesitant swimmers to respond well to the challenge of realistic, achievable targets.
163. The wide-ranging extra-curricular activities, mainly associated with games, provide pupils with many opportunities to practise and develop new skills. There is often more than one activity on most nights, led by the teachers, who freely give of their own time. In addition to the good coaching provided in these sessions by the staff, other outside agencies, provide additional support to pupils' learning experiences. The school invites and encourages pupils of both sexes and all ages to take part whenever practical. The

school competes favourably with other schools in friendly and competitive games. One example of the school's success was when the pupils recently won the Leicestershire County Schools' cross-country league.

164. The pupils are enthusiastic in lessons and appreciate what their teachers and the school has to offer them. They behave well and are keen to learn, which is demonstrated by their determination to improve their performances. They enjoy success and are happy to enjoy and appreciate the success of others.
165. The resources the school has acquired are of very good condition and are plentiful. They are well stored and readily available for lessons. The pupils themselves readily appreciate the good resources, and take responsibility for looking after them in much sought after role of PE Monitor.

RELIGIOUS EDUCATION

166. Pupils make good progress and by the end of both key stages their attainment is above the expectations of the Locally Agreed Syllabus. By the end of Key Stage 1 pupils have a good understanding of Christianity, and in particular the significance of Christian ceremonies, festivals and artefacts. They know that baptism is the acceptance of the person into the body of the Church and that special clothes are usually worn. Pupils know the significance of Christmas as the celebration of the birth of Jesus and His rising from the dead on Easter day. As part of their studies they visit the local church and are aware of the symbolic importance of the alter, lectern and lighted candles. Visits by local clergy of different denominations further enhance pupils' understanding of Christian customs and their significance, such as the clothing work by priests and vicars. Pupils in Key Stage 1 have a broad knowledge of Bible stories from both the Old and New Testaments. They know the story of Moses and relate that to their own lives and can relate stories from the New Testament linked to the Christian calendar including for example the Christmas story and the early life of Jesus.
167. Celebration of Christian festivals is well used to extend pupils' knowledge and understanding of other world faiths. New Year celebration incorporates the Chinese New Year and its associated rituals and customs, whilst harvest festivals lead to the study of Divali and Hindu customs. Pupils in Key Stage 1 are aware that the Bible is a special book used by Christians and that other religions have their special books, such as the Torah for Jewish people.
168. As pupils progress through Key Stage 2, their knowledge and understanding of Christianity deepens. They become increasingly aware of the significance of events depicted in the New Testament, such as Easter, and the particular significance of the Crucifixion and the Resurrection. Pupils' understanding of the importance of symbolism in the Christian Church is well developed. They can compare church artefacts found in their own church with those found in a Mandir and their significance in Hinduism. Their knowledge of world religions also includes customs and symbolic aspects of Judaism, Islam and Sikhism. Pupils draw comparison of similarities and differences between their own Christian beliefs and other world religions. They are sensitive to and respectful of the beliefs of others and treat artefacts with respect.
169. The quality of teaching is good in both key stages. Teachers have a good understanding of different world religions and are secure in their knowledge of the subject. Religious education is taught on a regular basis throughout the school and suitably reinforces general issues concerning pupils' spiritual, moral, social and in

particular pupils' cultural education. Pupils' perceptions of the different cultural traditions are particularly well developed through cross-curricular themes, such as that on India. The teaching also supports pupils' personal development and some areas of study are used to confront difficult issues, such as anger and how such feelings can be dissipated. Lessons actively involve pupils and this effectively maintains pupils' motivation. Teachers' use of questioning further develops pupils' own ideas and older pupils are given good opportunities to develop and expand on their own ideas in small group discussion. This results in work of good quality and suitably maintains pupils' commitment to the task set.

170. Overall pupils show a good attitude to the subject and react with an increasing sense of maturity in their discussions. The school, since the last inspection, has acquired a good range of resources and is in the process of formalising effective assessment procedures.